

School inspection report

11 to 13 November 2025

Clayesmore School

Iwerne Minster

Blandford Forum

Dorset

DT11 8LL

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
MATERIAL CHANGE REQUEST.....	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	8
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	10
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	12
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	14
SAFEGUARDING	15
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	15
SCHOOL DETAILS	16
INFORMATION ABOUT THE SCHOOL.....	17
INSPECTION DETAILS	18

Summary of inspection findings

1. Leaders promote a nurturing and inclusive culture across the school so that pupils' wellbeing is promoted. Kindness and respect are promoted throughout the curriculum, at assemblies, tutorials and in boarding houses. Positive relationships between pupils, and between staff and pupils, are evident during the school day and in the boarding houses.
2. Governors, delegated by the new proprietor, meet with leaders to offer appropriate support and challenge through scrutiny of policies, reports and visits. Leaders demonstrate that they have the required skills and knowledge to fulfil their responsibilities effectively so that the Standards are met. However, at the start of the inspection, the policy detailing the safe management of different areas of boarding accommodation did not include all the information required by the National Minimum Standards for boarding schools (NMS). Leaders amended this policy during the inspection.
3. The school's curriculum is well planned and adapted to meet the needs of pupils. Leaders supplement the curriculum with the school's own programme termed 'LEX', named after the founder of the school, Alexander Devine. This programme enables pupils to take part in engaging experiences to develop skills in creativity and culture, service, leadership and enterprise, and to further their employability and wellbeing. Teachers use effective methodology and behaviour management strategies in lessons. They know pupils well and employ efficient teaching and assessment strategies so that pupils make good progress. Pupils achieve well and are motivated to learn.
4. Leaders of provision for pupils who have special educational needs and/or disabilities (SEND) provide effective guidance to staff, who then use effective strategies to ensure that these pupils make good progress.
5. Staff know pupils well, understand their particular needs and make appropriate adjustments to provision. Leaders work closely with house parents, medical staff and learning support staff to promote boarders' physical and emotional wellbeing.
6. Leaders' recent revision of the school's behaviour policy and procedures has had a positive impact on pupils. Staff are confident in how to employ a consistent, positive approach to managing behaviour. Pupils understand the high expectations set by the school and behave well. Personal, social, health and economic education (PSHE) and physical education (PE) enable pupils to understand the need to look after their physical and mental wellbeing.
7. Leaders ensure that robust health and safety checks and servicing are in place and continually reviewed. The school's premises and accommodation, including the boarding houses, are well maintained. Additional work is underway designed to develop the boarding houses further.
8. British values such as individual liberty and tolerance are embedded throughout the curriculum so that pupils understand social, cultural and moral issues in modern society. A wide range of LEX activities are planned so that pupils leave school with social and cultural skills that help prepare them for them for life. However, economic education, while effective overall, is less comprehensive across lower year groups and does not develop pupils' understanding of how to manage money as effectively as possible.

9. The school has effective arrangements in place to safeguard pupils. Leaders with designated safeguarding responsibilities have the required training for their role. They attend regular training and maintain close links with the local authority so that they are aware of the latest guidance and any potential contextual risks to pupils. Leaders and staff follow appropriate and effective procedures whenever safeguarding concerns arise. Pupils are made aware of how to report any concerns, including anonymously.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that policies relating to boarding are consistently reviewed so that they contain all the information required by statutory guidance
- strengthen the provision of economic education across lower year groups so that pupils develop a better understanding of how to manage money.

Material change request

10. Inspectors considered the school's request for a change to the details of its registration to extend the age range of the school from 7 to 18 years to 2 to 18 years.
- Leaders plan to provide a Nursery for children aged 2 to 4 years and plan one Reception class, one Year 1 class and one Year 2 class.
 - Leaders have planned a curriculum that covers the seven areas of learning as set out in the statutory framework for the early years foundation stage (EYFS). They have also planned a suitable curriculum for Years 1 and 2.
 - Suitable policies and procedures are in place to ensure that the requirements of the statutory framework for the EYFS are likely to be met if children and pupils aged 2 to 7 years join the school.
 - Leaders are clear about the importance of children being assigned a key person to take the lead in ensuring their individual learning and care needs are met effectively. Leaders have an accurate understanding of how to access support for children and young pupils from outside agencies when required.
 - The school has recruited sufficient staff with suitable expertise to teach and supervise children and pupils aged between 2 and 7 years. All staff recruited have been subject to all required pre-employment checks.

- Changes to the premises are in the process of being made to ensure the space to be used for children and pupils aged 2 to 7 years is suitable and includes appropriate teaching, medical, toilet and washing facilities, access to outdoor space and an area to provide food and drink appropriately. Leaders have planned to ensure that a paediatric first aider will be on the premises at all times when children are present. The alterations to the premises are on track to be completed prior to younger children and pupils being admitted to the school.
- The school's arrangements for safeguarding are effective and are likely to remain so once the proposed material change takes place.
- The school provides all required information to parents and is likely to continue to do so once the proposed material change takes place. In addition, leaders intend that staff working in the early years will use a digital application to share up-to-date information with parents about their child's progress and care.
- The school's management of complaints is suitable and likely to remain so once the proposed material change takes place.
- Leaders have planned effectively for the proposed material change. It is likely that the school will continue to meet the Standards should the material change be approved.
- It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

11. The proprietor, supported by the advisory board of governors, maintains effective oversight of the school. Governors scrutinise reports, visit the school and meet with school leaders to offer appropriate challenge. They carry out audits to ensure that the Standards are met. The proprietor supports leaders through appropriate training as well as facilitating discussions with other leaders within the group of schools that they oversee to share ideas about effective practice. Leaders demonstrate that they have the required knowledge and skills to fulfil their responsibilities effectively. As a result, the school meets all of the Standards and promotes pupils' wellbeing effectively.
12. Leaders promote an inclusive, respectful and caring environment for pupils to learn, including in the boarding houses. A culture of kindness to all is promoted and evident in the way pupils interact with their peers and across year groups in their houses. Relationships between staff and pupils enable pupils to feel confident and motivated to learn. International boarders feel well supported by pupil leaders who are trained to mentor them.
13. Policies are typically reviewed regularly to reflect current practice and changes in statutory guidance. Leaders ensure that these are implemented effectively and shared as required. Leaders take appropriate steps to ensure that the school's ethos and focus on pupils' wellbeing are maintained. They listen to the views of pupils, parents and staff regularly and review provision accordingly. For instance, a recent change to the school's approach to managing behaviour has had a positive impact on pupils' learning.
14. All the required information is provided to parents, including via the school's website. The school has a comprehensive programme of reporting and meetings with parents to provide useful information about their child's progress. However, when the inspection commenced, the policy concerning the safe management of different areas of boarding accommodation did not include all the information required by the NMS. Leaders rectified this during the inspection.
15. Leaders demonstrate that they have a clear understanding of how to manage risk. They remain vigilant about potential situational and contextual risks and take suitable steps to mitigate them. Such steps include regular training for staff and, where possible, making physical and practical changes to the premises and procedures to promote pupils' safety and wellbeing. For instance, leaders have improved lighting and signage around the school site. They ensure that pupils use high-visibility vests along the road to the boarding house and the art classroom, currently situated near to the main site. Risk assessments, including those for trips, are detailed, appropriate and reviewed regularly.
16. Leaders maintain links with the local authority and other relevant agencies and take advantage of their advice and training to promote pupils' wellbeing. For instance, leaders have close links with a local surgery to provide medical care for pupils when needed. In addition, they have links with local sports clubs, primary schools and charities to broaden opportunities for pupils to engage with the community. Leaders provide the local authority with all required information relating to pupils with a funded education, health and care plan (EHC plan).
17. The school's complaints policy is clear and available to parents. Leaders log complaints appropriately and respond to them swiftly. Leaders review complaints to see whether they shed light on the

school's effectiveness. Leaders provide boarders with appropriate ways in which to raise complaints and deal with these appropriately.

18. Leaders of boarding houses know pupils well and foster an inclusive and welcoming environment. Routines, supervision and communication with parents are effective and promote pupils' safety, wellbeing and independence. House parent and staff teams establish high expectations and mutual respect, aligned with school values. As a result, boarders interact positively with staff and with other boarders, including those of different ages and from different cultural backgrounds.
19. Leaders ensure that the school fulfils its duties under the Equality Act 2010. They provide training for staff so that they promote a culture of respect and inclusivity in all aspects of provision. Leaders implement an effective accessibility plan that identifies reasonable and practicable adjustments for pupils who have SEND to enable them to access the premises and curriculum.

The extent to which the school meets Standards relating to leadership and management, and governance

20. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

21. Leaders have designed a curriculum that is reviewed regularly and implemented effectively to meet the needs and stimulate the interest of pupils. Schemes of work are sequenced appropriately, taking into account pupils' prior attainment. There are suitable choices of subjects at GCSE and A level, as well as level 3 BTEC qualifications in subjects such as enterprise and entrepreneurship, hospitality, and health and social care. Pupils achieve well in public examinations and gain places at a range of universities. Pupils who seek alternate routes after A level are supported to pursue their chosen careers, such as in photography, flying and sport.
22. The school's LEX programme has been carefully developed to go beyond the national curriculum and enable pupils to develop a wide range of interests and skills for the future. A high number of pupils in the prep school choose to take part in activities such as debates, fitness boot camp and jazz band, at lunchtimes, after school and on Saturdays. In the senior school, there are compulsory elements of the programme, such as wellbeing, first aid, service, as well as a range of options such as water sports, Model United Nations, yoga and cookery on Saturdays. Leaders review the programme and are responsive to feedback from pupils and parents. For instance, they have introduced afternoon sessions for pupils in Years 9 and 10 to develop skills such as those in presentation and critical thinking skills.
23. Teachers develop pupils' linguistic skills through lessons and the LEX programme. In English lessons, pupils are taught to construct balanced arguments and analyse successful elements of public speaking. Teachers choose a range of appropriate texts so pupils broaden their vocabulary and deepen their understanding of literary techniques. Pupils use these in their writing across different subjects such as history, geography and economics. In French and Spanish, teachers support pupils to increase their linguistic confidence in lessons, competitions and on trips.
24. In mathematics, pupils in the prep school learn to choose the most efficient method to calculate solutions to mathematical problems. Across the school, pupils use their knowledge, skills and reasoning to solve increasingly complex mathematical challenges. Teachers and laboratory technicians enable pupils to develop knowledge of scientific methods and develop their skills in conducting and recording practical experiments.
25. Teachers inspire and encourage pupils' originality and self-expression in work in subjects such as art, design and technology (DT), photography, cookery, music and drama. Pupils produce sophisticated work in art, design technology and photography. They apply their knowledge of music to compose their own pieces as well as perform together in choirs and bands. Pupils are taught technological skills using appropriate software and use these in different subjects, such as when designing products in DT.
26. Across the school, teachers have good subject knowledge and use resources skilfully to plan engaging lessons so that pupils are motivated to learn. Teachers ask probing questions that develop curiosity and self-reflection so that pupils develop independence in their thinking. As a result, pupils are engaged and responsive, apply effort in their work and make good progress.
27. Leaders of provision for pupils who have SEND have developed robust systems to identify needs and adapt learning to match pupils' needs. They provide effective support for staff to enable them to make productive use of thoughtfully selected resources, such as sensory tools and digital

applications, to enable pupils to make good progress. Leaders provide additional one-to-one support through the teaching and learning centre where necessary.

28. Pupils who speak English as an additional language (EAL) are supported in developing their language skills so that they make good progress. Teachers use appropriate resources such as sentence starters and vocabulary, as well as one-to-one support when required.
29. Throughout the school, pupils receive useful and regular feedback from teachers and tutors that enables them to clearly understand their progress and next steps. Teachers use a range of appropriate strategies including visual indicators and detailed feedback notes. They provide structured opportunities for pupils to respond to feedback to help them make measurable improvements. Pupils are adept at self-assessment and peer marking, demonstrating collaborative skills, critical evaluation skills and resilience.
30. The school has appropriate systems to share pupils' performance with parents in written form and face-to-face meetings. As pupils move through the school, they become more involved in the reporting system, reflecting on their own progress and attainment, discussing this with their tutors and identifying their ongoing targets.
31. Leaders provide a balanced routine of study, recreation and rest for boarders. They ensure that supervised prep is purposeful and expectations for academic effort are clear. Boarders enjoy activities arranged at weekends, including clay pigeon shooting and trips to nearby cities. Older boarders are given appropriate responsibilities to cook for themselves or do their own laundry in preparation for life beyond the school.

The extent to which the school meets Standards relating to the quality of education, training and recreation

32. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

33. Leaders prioritise kindness and respect for all through the PSHE curriculum, tutor times and assemblies. Teachers create an environment in classrooms where pupils are encouraged to engage in respectful discussions about discrimination and moral choices. The LEX programme promotes pupils' self-knowledge, self-esteem and self-confidence through its activities, which are based around themes promoting personal development such as critical thinking and service. Pupils and staff demonstrate empathy and understanding of diversity, which reflects the school's commitment to inclusion and equality.
34. The school's relationships and sex education (RSE) curriculum follows government guidelines. Pupils are taught in age-appropriate ways about suitable themes such as the meaning and importance of consent. Older pupils discuss topics to help them make safe and informed choices in preparation for life in modern society, such as prevention of sexually transmitted diseases and misuse of drugs and alcohol. External speakers are invited in to enhance pupils' understanding of themes such as the dangers of addiction to gambling, the safe use of digital devices and how to keep safe at social events including music festivals.
35. Pupils learn about different religions in religious education (RE) lessons and through the PSHE scheme of work. Pupils attend weekly chapel services, where they learn about values and the courage to do the right thing. Parental consent is sought for pupils of different faiths to attend chapel services.
36. Leaders place an emphasis on physical health and wellbeing, which is promoted through a comprehensive PE curriculum and sports fixtures. The PE programme is carefully adapted to suit the needs of pupils, including those who have SEND. Sporting activities in the LEX programme provide pupils with a range of opportunities to develop skills in sports that are not included in the PE curriculum to broaden their interests. The school develops links with local sport clubs to promote pupils' interests beyond school provision, where appropriate.
37. Leaders have recently adapted the school's approach to managing behaviour, promoting positive behaviour through a 'ready to learn' initiative. Pupils are made aware of the school's high expectations and are encouraged to report any concerns about behaviour to staff. Logs of behavioural incidents are accessible to all staff to ensure that sanctions are given consistently. Pupils behave well in lessons and around the school. Records and the new approach to behaviour management are having a positive impact.
38. The school has a clear anti-bullying policy which is implemented effectively. When needed, pupils are educated about the effect of their actions so that their behaviour improves. Logs are monitored closely by leaders to identify and respond to any trends. Leaders provide appropriate training to staff and pupil leaders to reduce instances of bullying. Pupils who attend the anti-bullying committee and lead an equality and diversity committee take an active role in informing strategy.
39. A well-resourced and conveniently located health and wellbeing centre supports pupils' medical needs. Staff undergo required first aid and paediatric first aid training. Medical staff and house parents are trained in mental health first aid. Pupils know how to seek help if needed, including from

matrons who provide overnight cover. Trained pupil listeners are also available for pupils to approach with any concerns.

40. Leaders and managers take appropriate steps to ensure that the school's premises and accommodation are suitably maintained. The school carries out internal and external audits of its health and safety procedures and is currently introducing new procedures designed to improve the rigour and monitoring of health and safety practices.
41. Fire safety procedures are suitable and leaders review these regularly to check their effectiveness. Staff have appropriate fire safety training. Leaders ensure that fire and intruder drills are carried out on a regular basis so that pupils are aware of actions to take in an emergency.
42. Boarders have comfortable sleeping accommodation and living spaces with lockable drawers to keep their personal belongings protected. There are suitable living and washing facilities and access to common areas that include areas for cooking and food preparation. Leaders carry out refurbishments to update and improve accommodation. Boarders respect the rules of the boarding house, reinforced by effective supervision and clear access to adult support at all times.
43. The school provides a range of leadership roles for pupils, including house prefects, with clearly defined roles and relevant training. In the boarding houses, pupils take responsibility for various aspects of house life such as activities and sport. Older pupils are trained as mentors to support international boarders, as well as younger peers, with their wellbeing and academic studies. Pupils have opportunities to join various committees, including a house council, which help them develop a sense of responsibility.
44. The school's admission and attendance registers are maintained appropriately. Staff track absences to identify patterns and trends and provide pupils with appropriate support. Leaders inform the local authority when pupils join or leave at non-standard times of transition.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 45. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

46. Leaders ensure that pupils have an age-appropriate understanding of British values such as mutual respect and tolerance. Staff are given training so that these values are promoted across the curriculum and LEX activities. Teachers facilitate discussions around topics such as the impact of different types of discrimination so that pupils develop respect for others and understand the importance of equality and respecting individual liberty. In PSHE, pupils learn how democratic government works and laws are upheld. They take part in the democratic process when voting for pupil leaders. Staff ensure that any discussions with political themes or content are conducted impartially and without bias.
47. Pupils' spiritual, moral, social and cultural understanding are developed throughout the curriculum, with an annual audit of how these are taught across all subjects in the senior school. For instance, pupils learn about different religious festivals in French and the role of religion in historical events. In DT, pupils consider ethical decisions about sustainability when choosing materials or the method of manufacture. Pupils across the senior school take part in a 'wellbeing and whole self' project, with discussions to develop their moral understanding as well as self-knowledge. This enables pupils to understand the difference between right and wrong using real-life scenarios and exploring the consequences of different moral decisions that could be taken.
48. Pupils are taught how to manage money in enterprise projects and on school trips. Pupils in Year 6 develop financial understanding about income and expenditure when they create spreadsheets. Pupils in Year 9 take part in a business challenge where they develop a product to market, which enables them to gain knowledge about costs and profits. At the end of the sixth form, pupils take part in a personal finance project, where they plan weekly budgets for meals. They listen to speakers who share information about products such as mortgages and pensions. However, the school develops pupils' understanding of spending, saving and borrowing less comprehensively in lower year groups.
49. The school gives pupils effective and up-to-date guidance about a suitable range of different career and higher education pathways. In the prep school, older pupils attend a careers morning to meet with people who work in industries such as nursing, law and cyber security. In Year 9, pupils and their parents consult with staff so they can make informed choices about which GCSE subjects to study. In the sixth form, pupils have weekly lessons to research courses and careers, write personal statements or prepare for job interviews. They attend career fairs and apprenticeship fairs where they learn about careers in areas such as finance, engineering and the armed forces. Pupils across the school listen to visiting speakers from banks, from Parliament and from the world of sport, such as free climbers and Olympic skiers. Pupils draw inspiration from speakers and develop their understanding of different career and educational pathways, including productive ways to spend gap years.
50. Leaders provide frequent opportunities for pupils to take part in debates, carefully consider others' views and develop balanced opinions. Pupils are taught to recognise bias in English lessons, PSHE and LEX activities. Teachers encourage participation in appropriate extra-curricular activities so that pupils develop global awareness and debating skills.

51. Through the LEX programme, pupils in Year 12 complete a service project where they volunteer in the local community, charity shops, local primary schools and in homes for the elderly. This project helps pupils to develop respect for others as well as their sense of social responsibility. The school has close links with a school in Tanzania. Pupils learn about their daily life through video links and a recent visit from teachers in that school. They discuss differences and similarities in their cultures, including through exploring different styles of art and different faiths. Pupils take part in events to raise money for their chosen charities, including the local community garden and foodbank.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

52. All the relevant Standards are met.

Safeguarding

53. The school has effective safeguarding arrangements in place for boarders and day pupils. Governors have appropriate safeguarding training and review the safeguarding policy and its implementation to ensure that it reflects the requirements of current statutory guidance. The safeguarding governor meets with leaders with designated safeguarding responsibility and visits the school to oversee safeguarding arrangements. Leaders ensure that safeguarding records are detailed, kept securely and monitored carefully.
54. Leaders with designated safeguarding responsibility have the required training to carry out their role effectively. The safeguarding team maintains effective links with relevant external agencies, including the local authority and the police, to seek advice or make referrals, as necessary. They attend meetings with the local authority designated safeguarding leaders to ensure their knowledge is up to date. Leaders act on any recommendations made by annual safeguarding audits through the local authority.
55. The safeguarding team provides annual training for staff, as well as regular updates. New staff receive a thorough safeguarding induction. Staff are knowledgeable about potential risks to pupils, including those presented by radicalisation and extremism, and appropriate actions to take should there be a safeguarding concern. Leaders ensure that the staff code of conduct outlines clear expectations. Staff are confident about how to report a concern about pupils or adults at the school.
56. Pupils are taught how to stay safe, including online, during lessons, assemblies and through lectures from visiting speakers. Leaders establish effective routines in school and in the boarding houses so that pupils are supported in using technology, including mobile phones, responsibly. Robust internet filtering and monitoring systems are in place and tested by the safeguarding team. Any alerts are logged and followed up quickly and sensitively.
57. Leaders ensure that pupils are aware of whom they can speak to, and provide them with a range of age-appropriate ways to report a concern, including anonymously. In the prep school, pupils can post anonymous notes in a box and, in the senior school, pupils have a link on daily notices. Boarders are aware of the identities of independent people who visit the school to support boarders, and know they can make appointments to see them. The school makes telephone numbers for independent people and appropriate child support services easily accessible to pupils.
58. Staff responsible for recruitment have the appropriate skills and knowledge. Leaders ensure that staff carry out the required pre-employment checks rigorously and monitor records of these checks frequently. Leaders ensure that safer recruitment procedures are in line with the regulatory requirements for boarding schools and the early years. The single central record of appointments (SCR) is maintained accurately and routinely checked by leaders and governors.

The extent to which the school meets Standards relating to safeguarding

- 59. All the relevant Standards are met.**

School details

School	Clayesmore School
Department for Education number	838/6009
Registered charity number	306214
Address	Clayesmore School Iwerne Minster Blandford Forum Dorset DT11 8LL
Phone number	01747 813111
Email address	reception@clayesmore.com
Website	www.clayesmore.com
Proprietor	Inspired Learning Group (UK) Ltd
Chair	Mr Amit Mehta
Headteacher	Mrs Joanne Thomson
Age range	7 to 18
Number of pupils	431
Number of boarding pupils	189
Date of previous inspection	25 to 27 May 2022

Information about the school

60. Clayesmore School is an independent, co-educational day and boarding school situated in rural Dorset. The school was first founded in 1896 and has been situated at its current site since 1933. The school has come under the sole proprietorship of Mr Amit Mehta, founder of Inspired Learning Group (ILG) UK Ltd since September 2025. The proprietor is supported by an advisory board which includes members of the ILG team. Clayesmore Preparatory School merged with the linked senior school on 30 August 2024.
61. The school consists of a prep school, for pupils aged 8 to 13; a senior school, for pupils aged 13 to 16; and a sixth-form section, for those aged 16 to 18.
62. Boarders are offered full or weekly boarding, with some flexi-boarding available in the prep school. Prep school pupils are accommodated in a co-educational boarding house. Male and female boarders in the senior school and sixth form are accommodated separately across five boarding houses. One of these houses is located in the village, which is a short walk away, with a day room on the school site.
63. The school has identified 190 pupils as having special educational needs and/or disabilities. Six pupils in the school have an education, health and care plan.
64. The school has identified 67 pupils as speaking English as an additional language.
65. The school states its aims are to respect and challenge every pupil in a supportive environment, where they can discover their strengths and grow in order to provide them with strong foundations that will enable them to seize opportunities and contribute positively to the world.

Inspection details

Inspection dates

11 to 13 November 2025

66. A team of seven inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net