

# School inspection report

6 to 8 May 2026

## **Cameron Vale School**

4 The Vale

Chelsea

London

SW3 6AH

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'.

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## Summary of inspection findings

1. The school is a warm, nurturing environment where positive, respectful and inclusive relationships are developed and are evident across school life. Leaders actively promote an inclusive culture in which pupils are well supported and encouraged to participate fully in the opportunities available to them, including in sport. Pupils are accepting of difference and recognise that individuals have different strengths and needs.
2. Leaders provide clear, visible and effective leadership that places pupils' wellbeing, alongside high expectations, at the centre of school life. They are routinely present across the school, know pupils and staff well, and translate daily insight into focused development plans. Leaders are well informed and respond swiftly to emerging priorities. Leaders' vision for the school is evident in their coherent approach to curriculum breadth and outdoor learning, which supports character, wellbeing and academic progress.
3. Leaders provide a broad curriculum that develops pupils' knowledge, understanding and skills across a range of subjects. The curriculum is enriched through educational visits, such as opportunities across London, which help pupils to place their learning in context. A varied programme of extra-curricular activities complements the taught curriculum and enables pupils to broaden their skill set. Teachers have secure subject knowledge and most plan engaging lessons that enable pupils to learn effectively. Assessment is used effectively and learning is adapted, when needed. As a result, pupils make good progress and receive dedicated support where required. However, some teachers do not consistently ensure that pupils who are ready, are given opportunities to apply their learning with greater independence and complexity. Consequently, some pupils do not gain as deep and rich an understanding as they could.
4. Leaders support pupils' emotional wellbeing and physical and mental health effectively. The personal, social, health and economic education (PSHE) curriculum reinforces the school's values and supports pupils' personal and social development. Staff model positive behaviours. Pupils are kind, tolerant and respectful and adhere to the behaviours expected of them. There is little bullying and any incidents are swiftly dealt with. Physical education (PE) features prominently in pupils' experiences and contributes positively to their health, fitness and enjoyment. Pupils are well supported by staff and dedicated mental health support is provided to pupils who need it.
5. Leaders weave British values into the curriculum so that pupils develop an understanding of people from different backgrounds, cultures and religions. As a result, pupils develop an appreciation of the multicultural nature of London and their own school community, where tolerance and respect are embedded. Visits to London landmarks and institutions help pupils to learn about democracy and the rule of law. Citizenship lessons and debating activities develop their understanding of morality and different viewpoints. Visiting speakers broaden pupils' awareness of future career opportunities and their role in society.
6. Teachers in the early years plan an appropriate curriculum that provides children with a rich variety of activities, including through meaningful visits to local institutions such as the library. Adept curriculum planning and teaching enhance children's vocabulary and communication skills, their physical development and their skills in social interaction. Children are supported effectively to be ready to transition into Year 1.

7. Leaders with responsibility for safeguarding have appropriate knowledge and skills and carry out their roles effectively. Staff receive appropriate training and updates. Productive partnerships are fostered with parents and local safeguarding authorities. Pupils are taught how to keep themselves safe, including online, and report any concerns. Leaders undertake appropriate pre-employment checks on adults working with pupils. These are recorded appropriately in the school's single central record of appointments (SCR). However, leaders and governors have identified some inaccuracies in the recording of these checks historically, and have taken effective steps to address these.

## 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 systems for completing and recording pre-employment checks are consistently implemented and monitored effectively
- ensure that pupils, when ready, are given opportunities to apply their learning with increasing complexity and independence, so that they develop a consistently deep understanding of the topics that they study.

## Section 1: Leadership and management, and governance

8. Leaders actively promote the school's aims and prioritise pupils' wellbeing in the decisions that they take. They provide a range of opportunities that support pupils' academic and personal development, such as regular outdoor learning and swimming activities. Leaders ensure that staff provide precise nurture and support to pupils, whom they know very well. Leaders are visible and accessible to parents, pupils and staff. For example, their daily presence on the school gate enables them to respond to any concerns quickly. As a result, pupils have positive and warm relationships with staff and benefit from a breadth of opportunities that develop their character and wellbeing.
9. Leaders have the appropriate skills and knowledge to fulfil their roles. They undertake a range of activities to develop an awareness of the school's strengths and areas for improvement. Regular engagement with parents, staff and pupils, including through surveys, enables leaders to gather valuable feedback that is used to inform development plans. For example, they monitor lessons to ensure that teachers carry out their responsibilities effectively. They interact with staff and pupils daily and monitor the implementation of policies to ensure consistency. They take appropriate follow-up actions to continue to bring improvements in the school's provision.
10. Leaders ensure that all relevant information is provided and made available to parents. The website contains the school's policies, which are comprehensive and up to date with statutory guidance. Parents, including those with children in the early years, receive regular written and verbal reports on how their child is achieving.
11. Leaders work effectively with specialist professionals to support statutory compliance, health and safety, safeguarding and the wider emotional and mental health of pupils. Leaders actively work with these professional agencies and teams to seek guidance, deepen their knowledge and understanding, and secure timely support for pupils. Leaders work with the local authority appropriately to provide support and review for pupils who have an education, health and care plan (EHC plan), and share information related to funding and finance. They also inform the local authority of any pupils who join or leave the school at non-standard transition points.
12. Leaders understand the importance of risk management and diligently carry out their responsibilities in this regard. Risks are carefully considered and appropriately documented through a range of detailed risk assessments, which include appropriate consideration of the building, the curriculum and off-site events. Staff receive relevant training and make positive contributions to the identification and mitigation of risks.
13. Leaders adopt a clear staged approach to handling complaints and resolve them at the earliest opportunity. They follow the policy effectively. Complaints are recorded in detail. Leaders review this information to identify whether there are any lessons to be learned.
14. Leaders make sure that all pupils can access the curriculum and the school site through the implementation and regular review of an accessibility plan. As a result, the school meets the requirements of the Equality Act 2010.
15. Governors maintain appropriate oversight of the school's effectiveness through a range of activities, including termly meetings, visits to the school, discussions with pupils, staff and parents, and observation of school activities. They receive reports from leaders and offer scrutiny and challenge on a regular basis. They ensure that the requirements of the Standards are met.

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

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

## Section 2: Quality of education, training and recreation

17. Leaders have designed a well-planned curriculum that focuses on developing pupils' understanding, especially in English and mathematics and across languages, science, technology and the creative arts. Focused training for staff is used effectively to develop staff knowledge and confidence so that teachers can implement schemes of work appropriately, for example in phonics and mathematics. Leaders also plan opportunities within the curriculum to develop pupils' understanding of British values, including the rule of law and respect towards other cultures and faiths. This curriculum planning includes opportunities for pupils to experience first-hand through off-site visits, such as to the local synagogue and church when studying different festivals and celebrations.
18. Most teachers support pupils to make consistently good progress over time. Lessons are well planned, structured and appropriate to the needs and abilities of pupils so that they develop their understanding. Teachers provide appropriate support and encouragement and prompt pupils to review their work so that they can self-correct and improve it. They reinforce positive attitudes and behaviours. The breadth of activities that teachers provide across the curriculum contributes positively to the progress that pupils make. For example, pupils in Year 1 use adjectives and adverbs creatively when writing poems about jellyfish. Pupils in Years 5 and 6 compare and interchange ratios and fractions. However, some teachers do not routinely ensure that pupils who are ready are given sufficient opportunities to apply their learning in more complex and independent ways. Consequently, some pupils do not gain as deep and rich an understanding as they could.
19. In the early years, teachers plan an ambitious curriculum that provides children with a broad range of learning experiences. A suitable balance of structured teaching activities and opportunities for children to free flow enables them to access a variety of learning experiences. This enables children to achieve well in their learning and meet the high expectations set for them. For example, children practise their early understanding of mathematics and number through playing and measuring water in the water tray. Teachers also develop children's vocabulary, such as scientific and mathematical language, through high-quality interactions with them. As a result, children's communication and language skills are well supported.
20. Pupils who have special educational needs and/or disabilities (SEND) are identified and well supported, so their needs are met. Teachers implement targeted support and adjust learning effectively so that pupils can access their learning and achieve success. Teachers and teaching assistants support individual pupils using dedicated strategies, such as breaking work down into smaller parts and explaining key concepts. Small groups and individual teaching interventions are used successfully when needed. As a result, pupils access the curriculum and their learning effectively.
21. Pupils who speak English as an additional language (EAL) have their linguistic needs identified appropriately and receive effective support and activities in lessons. For example, some pupils are provided with vocabulary lists so that they can develop their subject-specific language skills. As a result, pupils develop language skills appropriately, gain confidence, communicate more freely and learn well.
22. Teachers routinely assess pupils to track their progress and understanding. Formal assessments are also used to review progress. The results are analysed and used to inform learning so that pupils' individual needs are identified and met. Teachers provide regular reports to parents that update

them on their child's attainment and learning progress as well as providing targets for future development.

23. Leaders provide varied recreation activities that pupils can enjoy at breaktimes and after school. Pupils engage in a range of experiences that enable them to develop new skills and interests such as ballet, board games, dodgeball and robotics. Using London as an extension of their experience in the classroom, pupils are fortunate to enjoy a variety of trips and visits to enrich their learning, including to places such as Lord's Cricket Ground and the Natural History Museum, which are within close proximity of the school.

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

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

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

25. Staff create a positive, caring environment where pupils feel valued and listened to. Pupils approach staff with their concerns and are well supported when they do so. Pupils also offer their ideas through the school council, and their ideas are heard and considered. Staff know pupils very well and are receptive to their needs and any changes in mood or behaviour. They support pupils sensitively with their emotional regulation. They use well-planned and well-timed activities, such as social stories and picture cues, to develop pupils' self-confidence. Leaders provide targeted interventions to pupils who need it, in calm and quiet environments that support pupils and their emotional wellbeing. Dedicated support is offered from external agencies for pupils who experience challenges with their mental health.
26. Teachers in the early years plan activities and offer support so that children can gain self-confidence. They give praise in recognition of pupils' achievements, which helps to build self-esteem and reinforces positive behaviours. They provide consistent support and encouragement to help children recognise their own feelings and the feelings of others. Children learn to manage their emotions and build positive relationships.
27. Leaders have implemented appropriate procedures and policies related to behaviour and anti-bullying. Teachers positively model the behaviours that they expect from their pupils. They ensure that pupils understand what is expected of them and actively promote the school's values. For example, the school has effective systems of reward. Pupils receive individual badges and certificates at assembly when they demonstrate the school's values. Many also receive pom poms as a collective reward for their class efforts. As a result of the emphasis on kindness, tolerance and inclusion, pupils are kind, considerate and respectful and behave appropriately accordingly. Bullying is rare, and any incidents are addressed in a timely and effective manner.
28. Teachers follow a well-planned, well-taught curriculum for PSHE and relationships education (RSE) which is age-appropriate and relevant to pupils. Leaders routinely review the scheme to ensure that it supports pupils to fully understand important content such as tolerance, respect, healthy relationships and a sense of self and others. Pupils learn effectively, and teaching helps them to develop effective skills to manage themselves and their social interactions.
29. Leaders provide appropriate opportunities for pupils to enjoy PE through twice-weekly games sessions, as well as a weekly swimming lesson. PE is carefully planned and delivered so that it is inclusive and develops pupils' core strength, general fitness and social skills, including through fixtures and engagements with other schools. PE lessons support pupils to develop habits and skills that promote a healthy lifestyle. Pupils also develop self-confidence as a result of their involvement in sports leagues and through competing in events such as the mini-London marathon for schools.
30. In the early years, physical education is focused on developing children's fine and gross motor skills, alongside an awareness of space and movement both indoors and outdoors. As they get older, children develop increasing control over their movement and co-ordination. Many children enthusiastically participate in the range of well-planned, well-considered physical activities.
31. Leaders ensure that they implement appropriate procedures to record pupils' admission and attendance and they fulfil their responsibilities. Absences are routinely followed up. Leaders monitor

pupils' attendance appropriately and work with the local authority when there are concerns about a pupil's absence. The school notifies the local authority of all pupils who join or leave at non-standard transition points.

32. Leaders ensure that the school buildings are well maintained and safe. Appropriate health and safety procedures are implemented effectively. Repairs are carried out without delay. Risk assessments are carefully considered and recorded in detail. These cover a variety of school activities and excursions and include appropriate actions to mitigate foreseeable risks. Pupils are appropriately supervised at all times, including when moving around the school, in the playground and during off-site activities. Appropriate accommodation and suitably trained staff are in place to support pupils who require medical attention and first aid. Records are appropriately maintained, including for the administration of prescription medication and first aid treatment.

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

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

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

34. Pupils know how British values align with their school values to be courageous, curious, creative, collaborative and critical thinkers. Pupils are taught about the importance of these values and how they are an integral part of citizenship in all areas of life. Pupils' social and economic wellbeing and contribution to society are developed consistently in the school.
35. Staff create a caring environment incorporating the school's values, which allows children in the early years to learn respect and kindness and establishes a culture of considerate behaviour towards others within the classroom. As a result, children develop positive social relationships with one another and with their teachers.
36. Pupils learn about respect for those of different cultures, faiths, lifestyles and beliefs. For example, pupils recognise that London is a cosmopolitan city with people from many different backgrounds and cultures. They learn about the wider world from outside speakers who talk to them about careers in the military, broadcasting and sport. As a result, pupils understand the importance of showing respect and tolerance towards people who are different to themselves.
37. Teachers ensure that pupils develop a first-hand experience of different religions through their study of different celebrations and festivals and visits to places of worship such as churches and synagogues. Pupils reflect on their own religions and share their own personal experiences and cultures with their peers. This enables pupils to understand the differences between different people and cultures in society.
38. Teachers provide varied opportunities for pupils to engage in and make positive contributions to their school and the local community. For example, older pupils are entrusted with roles of responsibility that enable them to oversee an aspect of school life, such as sport and the library. Pupils accept these responsibilities enthusiastically. Younger children visit the local library and sing carols at local community centres. Older pupils compete in a sports league at a local school. Charitable donations are often given to local foodbanks so that pupils develop a sense of service, humility and respect.
39. The school encourages pupils to develop a sense of morality so that they understand the importance of knowing what is right and wrong and make well-informed decisions that limit consequences. Pupils' understanding is developed through events such as debating competitions, which require pupils to discuss and explore current affairs and topics from school uniform to politics and war.
40. Through the school council, eco-council and the food committee, pupils learn about democracy and how they can make a positive contribution to improve things for their peers. Pupils develop a sense of democracy through electing one another to represent their views such as, for example, on how to improve recycling and sustainability, or in order to make changes to school meal provision. Pupils also learn about laws and how they protect us, and that without laws, our lives would be unsafe.
41. The school enables pupils to develop an understanding of British institutions through the curriculum and through visits to prominent locations in London, such as sporting venues, museums and art galleries, and the Houses of Parliament. Pupils develop an understanding of the historic and current importance of these institutions within British life.

42. Within the PSHE scheme, pupils develop a thorough economic understanding. Pupils develop understanding of personal finance and the importance of saving and investing. Pupils also learn about topics such as money management, budgeting, financial planning and consumer awareness of credit and debit cards. In the early years, children familiarise themselves with different coins and discuss the pocket money they are given and how it can be used to purchase things from shopkeepers. They gain an early understanding of the link between work, earning and future careers.

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

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

## Safeguarding

44. Leaders with responsibility for safeguarding have effective knowledge and skills for their roles. They undergo regular training so that they remain up to date with statutory guidance. Leaders collaborate effectively to review concerns raised. They support and challenge one another, prioritising pupils' welfare. They keep detailed records and ensure that these are reviewed and accurately recorded by staff.
45. Leaders share appropriate safeguarding information with staff, including through weekly meetings. They ensure that staff undertake regular and relevant training to improve their safeguarding knowledge. For example, safeguarding quizzes are often used to assess knowledge and review case studies to ensure that the safeguarding policy is understood and correctly implemented. They ensure that staff understand and follow established procedures to share and record concerns, including low-level concerns about adults.
46. Leaders are aware of contextual safeguarding risks and are proactive in mitigating them through working closely with families to raise awareness. Leaders enjoy productive working relationships with a range of external professionals, including local safeguarding agencies. They seek timely advice and guidance and make appropriate referrals. They routinely monitor and review information to ensure that they are taking all reasonable action to keep pupils safe.
47. Pupils develop an appropriate understanding of how to keep themselves safe, including when online and using the internet. They are taught how to share concerns with staff and parents. Pupils know what information they should protect. For example, they understand how to spot and avoid phishing scams.
48. The school maintains appropriate internet filtering and monitoring systems. Leaders ensure that these are regularly reviewed for their effectiveness. All alerts and concerns are swiftly followed up.
49. Leaders undertake appropriate pre-employment checks on adults working with pupils. These are recorded appropriately in the SCR. However, leaders and governors have identified some inaccuracies in the recording of these checks historically, and have taken effective steps to address these.
50. Governors undertake regular checks on the effectiveness of leaders' work related to safeguarding matters. The safeguarding governor undertakes a range of work, such as on-site visits, talking to staff and pupils and reviewing documentation.

### The extent to which the school meets Standards relating to safeguarding

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

## School details

|   |   |
|---|---|
| <b>School</b>   | Cameron Vale School   |
| <b>Department for Education number</b>                          | 207/6350  |
| <b>Registered early years number</b>                            | 2829262   |
| <b>Address</b>  | Cameron Vale School<br>4 The Vale<br>Chelsea<br>London<br>SW3 6AH |
| <b>Phone number</b>   | 020 7352 4040   |
| <b>Email address</b>  | office@cameronvaleschool.com                                      |
| <b>Website</b>  | www.cameronvaleschool.com   |
| <b>Proprietor</b>   | Forfar Chelsea Limited  |
| <b>Chair</b>  | Mr John Forsyth   |
| <b>Headteacher</b>  | Miss Lisa McDonald  |
| <b>Age range</b>  | 6 months to 11 years  |
| <b>Number of pupils</b>   | 62  |
| <b>Number of children in the early years registered setting</b> | 35  |
| <b>Date of previous inspection</b>                              | 20 to 22 June 2023  |

## Information about the school

52. Cameron Vale School is a co-educational day school for pupils aged six months to eleven years old. The school is run by a limited company whose trustees take on roles on a group governance board. The chief executive officer (CEO) is the chair of the governance board and proprietor body. The school is split into three sections: a Reception class, for children aged four and five years old; a lower school, for pupils in Years 1 and 2; and an upper school, for pupils in Years 3 to 6. The interim headteacher took up her role in January 2026.
53. There are five children in the early years comprising one Reception class. There is also a separately registered early years setting, called Chelsea Nursery and Baby Room, which is registered with Ofsted and which provides for children under four years of age. This is located on Gertrude Street. The registered setting was inspected separately at the same time as this inspection.
54. The school has identified 21 pupils as having special educational needs and/or disabilities. Six pupils in the school have an education, health and care plan.
55. The school has identified English as an additional language for 16 pupils.
56. The school's aims are built on a set of key values that support pupils' character development and foster academic ambition through quality teaching and learning and critical thinking. Children are encouraged to be courageous, curious, collaborative and creative. The school aims for these values to become a natural part of each child's understanding of the world so that they are inspired to become the best versions of themselves.

## Inspection details

### Inspection dates

6 to 8 May 2026

57. A team of three inspectors visited the school for two and a half days.

58. 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

59. 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](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)