

School inspection report

16 to 18 September 2025

London Christian School

40 Tabard Street

London

SE1 4JU

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 well led and managed. Leaders ensure that the curriculum is supported by their 'characteristics of learning' framework so that pupils develop perseverance, collaboration and organisation. Pupils are provided with the opportunities, skills and knowledge to embrace future challenges. Children in the early years enjoy a well-resourced learning environment, both inside and outside, supported by a well-planned curriculum that actively promotes their learning.
2. Governors maintain effective oversight of leaders' work. Governors evaluate the school's provision and provide feedback and scrutiny with regards to future developments. This helps leaders to ensure that Standards are met.
3. Leaders use their knowledge and skills to ensure that pupils' wellbeing is prioritised and promoted. Pupils are taught to develop understanding and respect for one another in line with the school's ethos. They respect one another's differences. Leaders successfully promote the development of pupils' self-confidence and self-esteem.
4. Leaders provide detailed information to parents regarding pupils' progress. Appropriate policies are available via the website and communication is consistent and regular between parents and school. However, not all previous inspection outcomes were made available for parents to see on the website at the start of the inspection. This was rectified during the course of the inspection.
5. Lessons are well planned and adapted to the needs of pupils. Teachers make good use of classroom resources to motivate pupils. Skilful questioning encourages debate and discussion. Teachers demonstrate a clear understanding of the individual needs of the pupils and provide considered feedback. The use of data enables effective tracking and monitoring of pupils' progress in some subject areas.
6. Pupils who have special educational needs and/or disabilities (SEND) make good progress and are well supported at all stages of their learning through the school.
7. Pupils who speak English as an additional language (EAL) benefit from additional support in lessons and make good progress.
8. Leaders ensure that pupils' physical health and wellbeing is suitably addressed and promoted. A comprehensive personal, social, health and economic education (PSHE) curriculum, alongside a well-planned assembly programme and a clear focus on respecting each other's differences, supports pupils in developing a positive sense of self-esteem, self-confidence and self-worth.
9. Leaders implement a purposeful behaviour policy supported by clear and effective rewards and sanctions which promote positive behaviour.
10. Leaders implement an effective health and safety policy and follow relevant medical and health guidelines. Leaders ensure that fire regulations are followed carefully, although systems for actioning guidance from a recent fire safety audit are not fully embedded. Not all drinking water taps were clearly identified at the start of the inspection, but this was rectified during the inspection.

11. Pupils have a clear understanding of their social identity and civic responsibility through connections with the local and wider community. Pupils show a deep respect for each other and those around them. They recognise and value differences and demonstrate a clear understanding of British values. Leaders develop leadership skills effectively through providing opportunities for pupils to serve the local community.
12. The school's safeguarding policies and procedures are robust. Staff are appropriately trained to identify and report any safeguarding concerns. The safeguarding team acts upon any concerns in a timely manner to ensure that pupils receive the necessary support. Leaders ensure that appropriate staff recruitment checks are completed effectively.

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 all information required to be made available to parents is accessible either on the website or in hard copy if requested
- ensure that systems for actioning the recommendations of a recent fire safety audit are fully embedded
- ensure that all drinking water taps are clearly labelled as such.

Section 1: Leadership and management, and governance

13. School leaders have a secure, strategic approach to school development, working closely with the board of governors to prioritise the pastoral care and wellbeing of pupils. When initiating change, leaders are responsive and reflective.
14. Governors liaise regularly with school leaders to help develop the provision and outcomes for pupils. They monitor and review appropriate policies and procedures, ensuring specific adherence to statutory regulations and effective implementation. Senior leaders carry out regular self-evaluation practices and outcomes are shared with governors to develop future targets. Governors demonstrate good skills and knowledge appropriate to their roles and thus ensure that the Standards are met.
15. In the early years, leaders have a clear overview of the provision to ensure it provides a well-structured learning environment which meets the needs of children. Leaders implement a comprehensive and structured development programme that enables children to make good progress. Learning through play is central and children engage in purposeful, structured activities, inside and outside the classroom. These are carefully constructed to develop children's independence, social and language skills as well as their physical confidence and agility.
16. Leaders ensure that the school community is supportive and caring. The school's aims, ethos and values are actively embedded. The school reinforces their values through a purposeful assembly programme involving pupils throughout the school. This encourages pupils to be kind, practise service and show respect, developing an understanding of differences between people.
17. The school has a thorough approach to the management of risk. Suitable risk assessments are in place for the site and for any trips and visits, including residential trips. Leaders provide systematic oversight of risk assessments and ensure that staff carefully consider the needs of individual pupils.
18. The school website provides parental access to a variety of information. However, not all recent inspection reports were on the website at the time of the inspection. This was rectified during the inspection. Parents receive regular reports about their child's progress.
19. Leaders maintain close and productive links with external agencies, such as the local authority. The expertise they provide informs and develops school policies and practices. Leaders inform the local authority about financial arrangements for pupils who have an education, health and care plan (EHC plan).
20. There is an effective complaints procedure in place which outlines a suitable three-stage process to allow complaints to be considered both informally and formally. Leaders monitor any complaints carefully, respond promptly and keep thorough records, which include any actions taken in response.
21. Leaders fulfil their responsibilities under the Equality Act 2010 and there is a suitable accessibility plan in place. This makes clear how the site and curriculum is adapted to be accessible for pupils and visitors.

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

22. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

23. Leaders have developed a well-planned curriculum that meets the needs of the different ages and abilities of pupils, so they acquire new skills and knowledge effectively across a variety of subjects. Alongside English and mathematics, pupils study science, Mandarin and swimming, ensuring that pupils build knowledge and skills in a range of subject domains. Artistic and creative approaches in the curriculum enable pupils to further develop practical and visual skills and understanding. A key feature of the curriculum is the 'characteristics of learning' programme which is woven through all subjects and enables pupils to develop work habits to be effective learners. For example, pupils understand that trying things out and taking acceptable risks in their learning are important steps to eventual success.
24. In the early years, teachers have developed schemes of work that offer a structured plan for children to enable them to acquire new skills and knowledge. Leaders modify and amend planning where appropriate to ensure that children have opportunities to develop and make good progress. Teachers encourage children in the early years to collaborate and use teamwork, for example working together to build tall structures with milk crates, and using each other's support to balance on bricks. They use effective dialogue with children to develop their oral language skills as well as helping them to become more independent and resilient. Teachers promote phonics skills so that children develop their reading and writing skills.
25. Teachers utilise their good subject knowledge to create well-planned lessons that incorporate a breadth of activities aimed at developing independence and enabling good progress. Resources are used effectively, ensuring they are suitable for the pupils' ages and aptitudes. The school's 'characteristics of learning' framework supports pupils in developing active communication and listening skills through drama productions, debating opportunities and practical activities. Collaborative and open-ended tasks provide opportunities for pupils to develop academic resilience, such as teachers using word problems in mathematics to encourage pupils to collaborate and discuss ideas, solving problems that may have more than one solution.
26. Teachers assess pupils' work and measure progress in different ways. An assessment framework is in place which is generally effective in monitoring the progress of pupils. Opportunities for pupils to self- and peer-assess work enables productive discussions with teachers so that pupils develop a clear understanding of next steps in their learning. Subject leaders in core subjects use subject-specific assessment data effectively to track and analyse pupils' progress. Assessment and evaluation of progress in the early years reflects teachers' understanding of what children can do and what they know.
27. Teachers provide immediate feedback in lessons to enable pupils to identify gaps and misconceptions in their knowledge and understanding. Pupils benefit from the purposeful feedback they receive, whether written or verbal. Teachers have a clear understanding of how pupils can improve and set achievable targets so that further progress is made.
28. Provision for pupils who have SEND is thorough and adapted to individual requirements. With the help of detailed information outlining individual needs, teachers provide specific and consistent support. Leaders also support pupils' emotional needs through a focused programme where required. As a result, pupils who have SEND make good progress.

29. Leaders provide a comprehensive programme for pupils who speak EAL. Teachers monitor the impact of teaching strategies and identify additional needs through detailed assessment procedures. Suitable resources, such as voice-to-text software, are used with pupils to enable their understanding of spoken language to develop. As a result, pupils who speak EAL make good progress.
30. Leaders provide a wide range of recreational activities to enrich the curriculum. Pupils have the opportunity to take part in clubs such as choir, drama, cooking, music and chess. These activities further extend learning opportunities, support the development of new skills and enable pupils to establish relationships across a wider age range.

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

31. All the relevant Standards are met.

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

32. Leaders provide an inclusive and supportive school culture through a curriculum which encourages pupils to respect and care for others and develop an understanding of their own identity. In well-structured PSHE lessons, pupils learn about similarities and differences between each other and understand the need for respect and tolerance. Teachers promote discussion and debate in lessons, giving pupils the opportunity to express balanced views and discuss feelings. As a result, pupils engage positively and actively with pupils, teachers and other adults. Opportunities to further develop understanding is provided through visits from external speakers, such as volunteers from a local homeless charity.
33. Pupils enjoy a varied physical education (PE) programme, including swimming, cricket, athletics and fencing, in which teambuilding plays an important role. Pupils understand the benefits of physical exercise and the positive impact it has on their mental health and physical wellbeing.
34. Pupils demonstrate a mature understanding of the nature of spirituality and worship. Through work in religious education lessons, they know that places of worship are places where people come together to pray. Through assemblies, pupils reflect values associated with spirituality, such as being kind and thinking of others.
35. Teachers in the early years use a wide range of activities to enable children to develop their personal, emotional and physical skills. Children are encouraged, in a supportive environment, to try new activities, such as balancing and manipulation of small objects, developing persistence and embedding increased confidence in their acquisition of new skills.
36. Leaders provide an effective relationships and sex education (RSE) curriculum to extend pupils' understanding of how to develop positive relationships and healthy lifestyles. It is communicated with parents effectively through consultation activities. Pupils develop self-respect, confidence and empathy towards others within a framework which enables sensitive discussions to take place.
37. Pupils behave well because of leaders' emphasis on kindness and mutual respect. Teachers follow a clear and well-defined behaviour policy, setting out established routines for classrooms and moving around the school. Teachers set high expectations for behaviour using appropriate rewards, sanctions and consequences. Pupils respond positively and demonstrate a clear understanding of the rules and procedures. Poor behaviour is rare, but should it occur, teachers react quickly to prevent escalation.
38. In the early years, a range of strategies are applied to help children regulate behaviour patterns, such as modelling conversations, enabling opportunities for fidget toys and gentle encouragement. This enables children to learn to moderate their behaviour and to work collaboratively with others.
39. Teachers promote an effective anti-bullying culture which results in pupils knowing the importance of standing up respectfully against those exhibiting unacceptable behaviour. Pupils understand the meaning of bullying and any instances are dealt with swiftly by leaders. Leaders maintain clear records to show how both parties are supported and how any bullying is remedied.

40. Leaders have a thorough health and safety policy with effective monitoring procedures to ensure that it is implemented appropriately. The premises is well maintained, providing a safe physical environment. Not all drinking water taps were clearly labelled as such at the start of the inspection, but leaders rectified this before the end of the inspection.
41. Leaders provide appropriate facilities to cater for pupils who are unwell or injured, with support provided by staff with relevant first aid training. Children in the early years are looked after by suitably qualified paediatric first aiders.
42. Leaders adhere to fire safety regulations and ensure that fire equipment is well maintained. Pupils take part in regular fire drills so that they know what to do in the case of emergency. Systems for actioning recommendations from a recent fire safety audit are not fully embedded.
43. Leaders and teachers ensure suitable staffing levels are in place to supervise pupils and promote pupils' welfare. Staff ratios in the early years are appropriate and effective, to ensure children are well supervised, including when eating.
44. Suitable admission and attendance procedures meet statutory guidelines. The senior attendance champion monitors pupil attendance closely and follows up where attendance falls below acceptable levels to ensure attendance improves. The school correctly notifies the local authority about any pupils who leave or join at non-standard times.
45. Teachers ensure that all pupils are given a position of responsibility in Year 6. Pupils gain confidence and leadership experience from the range of roles that are available, such as sports monitor, music co-ordinator, digital leader or reading partner with pupils in Years 1 and 2.

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

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

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

47. The curriculum enables pupils to develop their social and cultural understanding from an early age. Pupils are encouraged to be aware of how they can contribute positively to the school's locality and develop their civic responsibility. Leaders ensure that pupils are immersed in the cultural diversity of their local area. Pupils learn first-hand from speakers about different cultural traditions and experience foods from around the world on 'international food day'. Their understanding is enhanced through trips to support the curriculum. Pupils litter pick in the local park, collect for a local foodbank and deliver coats and clothes to a local homeless shelter, developing a genuine awareness of the needs of others and how they can support them.
48. The PSHE and mathematics curriculums provide opportunities for pupils to develop and extend their economic understanding through topics such as finance, managing bank accounts and saving money. Pupils raise money at the 'Christmas fayre' through creating video games and opening an arcade, with an emphasis on budgeting for a profit. The student council organises an annual charity bake sale, with pupils taking charge of pricing, collection of money and paying proceeds into the charity's bank account. Children in the early years shop at local supermarkets for ingredients when baking, further supporting their economic understanding and use of money when paying for goods. These activities enable pupils to develop their economic understanding in meaningful ways.
49. Pupils understand that elections for membership to the school council and eco-council reflect the democratic method by which Parliament is elected. Pupils in Year 6 utilise the locality of the school to visit the Houses of Parliament and develop their understanding of law and democratic institutions so that they are prepared for life in British society.
50. Pupils in Year 6 are supported in their transition to senior schools through entrance examination preparation for selective schools and visits to senior schools so that they are ready for the next stage of their education. Pupils start to gain an awareness of different career options through assembly speakers, including topics such as engineering and journalism.
51. In lessons, teachers use opportunities provided by the locality to reinforce pupils' understanding of fundamental British values, notably tolerance and mutual respect. The study of geography and Mandarin supports development of global perspectives for pupils. Teachers further promote British values through debates about discrimination that has taken place in the past as well as the present day.
52. Pupils develop their understanding of right from wrong through the behaviour and sanctions system. Children in the early years are encouraged to consider making the right choice. Early years staff manage inappropriate choices through discussions about actions and consequences, enabling children to fully understand the immediate impact of their behaviour.
53. Leaders ensure that pupils learn how to travel safely in the school's locality. Pupils understand how to walk safely on the streets and how to use public transport. Pupils in Years 5 and 6 take part in training relating to bicycle safety so that they are ready to cycle to school once they move to senior school.

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

54. All the relevant Standards are met.

Safeguarding

55. The school follows thorough safeguarding protocols and procedures. These are set out in a suitable safeguarding policy which is available on the school's website. Knowledgeable and well-trained leaders are effective in producing a robust whole-school safeguarding culture which safeguards pupils, protects them from harm and prioritises their wellbeing. Leaders have a clear understanding of risks facing young people outside of their family and home environment. Considered identifications of risk are undertaken and effective measures to mitigate them are in place.
56. Leaders with responsibility for safeguarding ensure that staff receive and understand suitable training at induction and during ongoing workshops. As a result, staff are well informed and confident at using effective processes when a safeguarding matter arises. Staff are clear in their understanding that safeguarding is everyone's responsibility.
57. Senior safeguarding leaders have a comprehensive oversight of safeguarding matters across the school, including in the early years. They act in a timely manner and report any pupils of concern to external agencies such as the local authority's multi-agency safeguarding hub. Leaders understand and apply thresholds for referring any pupils of concern and keep suitable records.
58. Through a thorough learning programme in computing and PSHE lessons, pupils gain a clear understanding of both online safety and keeping safe in the physical world, appreciating that people can behave differently online and developing an understanding of how information and data is used online. Pupils understand that they should speak to a trusted member of staff about any concerns they have.
59. Procedures for filtering and monitoring internet content are robust. Systems are tested and weekly reports are scrutinised by the safeguarding team, who take appropriate action when required.
60. Leaders follow a careful and thorough process for the appointment of staff. Required checks on staff are completed in a timely manner and detailed accurately on the school's single central record of appointments.
61. The board of governors oversees all safeguarding provision. Governors maintain frequent and regular contact with leaders, including visits to the site, when they undertake detailed scrutiny of key records and documentation. Termly safeguarding audits and reports are written, detailing necessary actions, and are submitted to the board for discussion. Governors provide appropriate challenge and support to ensure that all reasonable action is being taken to keep pupils safe.

The extent to which the school meets Standards relating to safeguarding

62. All the relevant Standards are met.

School details

School	London Christian School
Department for Education number	210/6397
Registered charity number	1133692
Address	London Christian School 40 Tabard Street London SE1 4JU
Phone number	020 3130 6430
Email address	mail@londonchristianschool.com
Website	www.londonchristianschool.com
Proprietor	London Christian School Ltd
Chair	Reverend Chris Fishlock
Headteacher	Miss Nicola Collett-White
Age range	3 to 11
Number of pupils	115
Date of previous inspection	6 to 8 December 2022

Information about the school

63. London Christian School is a co-educational independent day school in London for pupils aged 3 to 11 years. The school is non-selective at entry and pupils move on to a wide variety of London independent and state secondary schools. The curriculum and school life follow a Biblical Christian understanding of the world which underpins the school's ethos, but it welcomes pupils of all faiths and none. Established in 2007, the school moved to its current site in 2009. The school is a registered charity overseen by a governing body.
64. There are 29 children in the early years comprising one Early Reception class of 13 children and one Reception class of 16 children.
65. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care plan (EHC plan).
66. The school has identified English as an additional language (EAL) for ten pupils.
67. The school states its aims are to provide a Christian education for children in London, shaped by a Christian ethos that is kind, academically ambitious and encourages each child to think for themselves and serve others.

Inspection details

Inspection dates

16 to 18 September 2025

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

69. 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.

70. 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**.

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