

School inspection report

10 to 12 March 2026

ICS London School

7B Wyndham Place

Marylebone

London

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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.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	11
SAFEGUARDING	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	12
SCHOOL DETAILS	13
INFORMATION ABOUT THE SCHOOL.....	14
INSPECTION DETAILS	15

Summary of inspection findings

1. Leaders and caring staff, supported by governors, prioritise pupils' welfare, promote their wellbeing and support their learning and development consistently and effectively. Governors' oversight ensures that leaders fulfil their responsibilities in meeting the regulatory requirements.
2. Leaders provide a broad, inquiry-based curriculum, in line with the International Baccalaureate (IB) framework, which encompasses pupils' academic, social and personal development. The international curriculum is firmly in line with the school's mission of preparing each pupil to become a global citizen who can shape the world.
3. Teachers employ effective teaching strategies, encouraging pupils to challenge themselves, be independent and develop a deep curiosity in their learning. Interactive and largely practical lessons support pupils' progress effectively.
4. Leaders ensure that the youngest children's learning and developmental needs are very well met. Early years leaders support the development of children's communication and language, early reading and writing abilities, and their understanding of number effectively. Staff provide a planned curriculum and play opportunities that encourage regular communication and interaction between adults and children. Children gain self-confidence, learn to understand each other's feelings and emotions, listen to each other and take turns. They transition to the next stage in their education successfully.
5. Staff promote a caring environment where warm relationships and mutual respect are consistently communicated across the school community. Staff demonstrate a deep knowledge of pupils' needs and provide opportunities for them to thrive personally, socially and academically. As a result, pupils develop confidence, respond positively to challenges and embrace responsibility in their learning and wider school life.
6. Leaders promote international awareness and mutual respect in line with the aims and ethos of the school which retain a high profile throughout all aspects of daily life. They provide opportunities for pupils to take part in global academic and sporting initiatives.
7. Staff provide careers guidance from Year 10. They give age-appropriate advice to prepare pupils for the next stages of their lives. However, pupils would benefit from a more detailed and better structured careers guidance programme.
8. Well-trained, knowledgeable leaders prioritise safeguarding in order to support pupils' sense of security and safety. Pupils can raise concerns or worries with staff who know them well. Leaders ensure that all required pre-employment checks are completed before adults begin work at the school. Staff maintain an accurate single central record (SCR) of appointments and appropriate staff files relating to safer recruitment checks.

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:

- develop more effectively structured careers guidance so that pupils have a better understanding of post-school opportunities.

Section 1: Leadership and management, and governance

9. Leaders place a strong emphasis on pupils' welfare, actively promote pupils' wellbeing, and support each young person's learning and personal development. Leaders ensure that pupils' wellbeing is at the heart of everything that the school stands for and is monitored and overseen by staff, supported by the governors, so that pupils are able to learn in a safe and happy environment.
10. The school's membership of Globeducate, an international educational community across 11 countries, enables pupils to take part in initiatives such as the global orchestra made up of pupils from 27 schools in seven different countries.
11. Staff use their knowledge and skills to support pupils in their care. Senior leaders display extensive knowledge of relevant legislation and requirements and also current educational trends so that all Standards are met. Leaders know the pupils well and support their academic and personal development effectively.
12. Leaders ensure that the school's aims and ethos are at the forefront of all planning and lived out daily in all aspects of school life. They promote respect for the international nature of the school community consistently.
13. Leaders evaluate the school's successes and areas for development. They regularly consult staff, pupils and parents and their views form part of clear development plans. These plans are consistently monitored and reported on by leaders to promote positive outcomes for pupils.
14. Governors regularly visit the school to assess its strengths and areas for development. Governors talk to parents and pupils as well as staff and monitor the dynamic self-evaluation that the school undertakes. Governors ensure that members of the senior team have the appropriate skills and knowledge for their positions and monitor the outcomes for pupils.
15. Leaders ensure the effective implementation of a suitable risk assessment policy. Appropriately trained staff mitigate risk through the provision of fitting risk assessments related to on-site and off-site activities as well as the welfare of individual pupils.
16. Leaders use the school website to provide parents of current and prospective pupils with required information about the school's policies, procedures and activities. Parents receive regular and helpful written reports about their child's attainment and progress. There are formal and informal opportunities for parents of all year groups to meet with staff throughout the year, in order to maintain regular communication on pupils' progress.
17. Leaders provide the local authority with all required information relating to pupils who have an education, health and care plan (EHC plan), including information related to finance and funding. Leaders also inform the local authority of any pupils who join or leave the school at non-standard transition times.
18. Leaders handle complaints in line with the school's complaints procedures and take into account all statutory guidance. They review complaints regularly to identify any patterns.

19. The school has an effective accessibility plan and fulfils its duties under the Equality Act 2010. The proprietor maintains effective strategic oversight of leaders' work, including safeguarding, compliance and safer recruitment.

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. Through delivering a broad, inquiry-based curriculum, leaders actively strengthen pupils' academic, social and personal development. By aligning this international framework with the school's mission, they ensure pupils not only acquire knowledge but grow into confident, capable global citizens. This purposeful approach nurtures the intellectual curiosity and emotional resilience pupils need to engage with, and positively influence, the world around them.
22. Leaders ensure that staff employ effective teaching strategies, encouraging pupils to challenge themselves, be independent and develop a deep curiosity in their learning. Teachers ask open-ended questions and make effective use of classroom resources. In science and technology, for example, balloon-propelled models and marble runs enhance pupils' learning. As a result, pupils learn to work independently, embrace higher order thinking, question enthusiastically and grow in resilience.
23. Leaders implement an assessment framework which includes baseline assessment and pupils' feedback on the success of their own learning. Leaders ensure systematic tracking of pupils' progress and attainment. Teachers use this information and their own ongoing assessments to check understanding, identify emerging needs and modify their lesson planning accordingly. Pupils receive personalised guidance, which helps them to improve their work and apply their learning in more complex ways. As a result, pupils achieve well in the diploma and international examinations and transition to appropriate next steps in education, training and employment.
24. Older pupils regularly support younger ones, whether leading discussions about cultural events like Ramadan or helping with activities such as table tennis, which notably builds confidence, responsibility and a strong sense of belonging. Classrooms promote collaboration, with pupils reviewing each other's work and teachers offering clear expectations and praise.
25. Leaders provide a truly individualised and bespoke programme of study within the curriculum. As a result, however long a pupil spends at ICS London, they gain an insight into the global community and an understanding of what it is to be part of such a community.
26. The leader of provision for pupils who have special educational needs and/or disabilities (SEND) maintains a whole school overview of pupils, working closely with teachers to share strategies, access arrangements and guidance on individual needs. Observations during assessments help identify early concerns so that support, such as visual aids and phonics programmes, can be put in place before any formal diagnosis. Staff plan work carefully to match pupils' needs. They teach pupils in small groups or individually, thereby enabling them to access the curriculum and make good progress. Teachers use pupils' interests successfully to support and motivate their learning.
27. Staff use individual learning plans (ILPs), which they share with parents, to support the pupils' progress. These include teacher feedback, target setting and pupils' self-reflections. Teachers assess pupils' work carefully and use the attainment data this provides to support pupils' academic progress.
28. Well-trained, skilled staff support the needs of pupils who speak English as an additional language (EAL) effectively. The use of strategies such as word banks and pre-teaching of vocabulary enables these pupils to make significant progress in their reading, writing, listening and speaking skills. Leaders enable pupils to further develop their own languages and take examinations in them.

29. Pupils benefit from a wide range of extra-curricular opportunities that promote inclusion, confidence and personal growth. These include art sessions, educational conferences abroad, Model United Nations and visits from professionals to deepen real-world understanding.
30. Early years teachers plan lessons thoughtfully and employ engaging, well-resourced activities. They meet the children's communication and language needs with a clear focus on extending vocabulary through many lines of inquiry. The phonics programme enables children to make good progress in acquiring early reading and writing skills.

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 promote pupils' physical wellbeing through the physical education (PE), games and clubs provision. Staff help improve pupils' physical fitness through structured and regular timetabled lessons for PE. Staff support children in the early years to develop their co-ordination and learn to swim.
33. Teachers provide an age-appropriate programme of activities for all pupils and children. Pupils take part in team and individual sports, including football and badminton, which develop tactical awareness and a range of skills. They can develop their expressive abilities in art and music and enjoy modelling.
34. Staff support early years children to initiate their own creative activities and explore different learning environments. Children learn turn-taking and practise their fine motor skills, using a range of activities, tools and resources, including play apparatus.
35. Teachers and support staff promote positive relationships through the consistent application of a values-based behaviour policy that is understood by all pupils. Pupils show high levels of tolerance and respect towards others and typically good behaviour is evident throughout the school. Consistently caring, approachable and accessible staff respond thoughtfully to any instances of poor behaviour and support pupils to reflect on their conduct and modify their behaviour. Leaders implement an appropriate and effectively monitored anti-bullying strategy.
36. Early years leaders successfully promote constructive relationships between children. Children develop greater self-awareness and learn how to build friendships and collaborate with each other. As a result, early years children behave well and grow up respecting their peers.
37. Leaders support pupils' sense of security by ensuring effective supervision throughout the school day. Pupils play freely within a secure, caring environment and enjoy consistently good relations with staff and each other. Pupils develop perseverance and resilience, recognising and celebrating these qualities in one another. Early years leaders maintain the required adult-to-child ratios in Nursery and Reception and ensure that children are always within sight or sound of an adult.
38. Well-trained teachers deliver a wide-ranging, age-appropriate programme of personal, social, health and economic education (PSHE) effectively. Through assemblies, well-planned lessons and open discussions in tutor periods, pupils learn about issues such as the impact of social media, how to set goals for themselves, and how to manage their emotions.
39. In relationships and sex education (RSE) lessons, pupils learn about important themes, including consent, the dangers of exploitation, guarding against peer pressure, and different types of healthy relationships. Teachers encourage pupils to ask questions and respond to them with helpful and accurate guidance.
40. Leaders develop the pupils' religious knowledge and spiritual understanding through study of the world's major faiths. They learn about rituals and forms of worship and visit Christian, Muslim and Hindu places of worship, amongst others.

41. Leaders maintain appropriate and accurate admission and attendance registers. They implement suitable policies and procedures relating to attendance, in line with statutory guidance. The school works closely with parents and the local authority, if required, when a pupil's attendance levels are a cause for concern.
42. Leaders' careful management of health and safety ensures that the premises and accommodation are suitably maintained. Staff carry out regular fire evacuation drills so that the pupils know how to respond in the event of an emergency. Leaders implement regular checks and maintenance, including of fire safety equipment and gas, electrical and water systems. Leaders commission regular audits by external consultants to ensure the effectiveness of the school's health and safety systems.
43. Pupils benefit from suitable medical accommodation. Suitably trained staff, including in paediatric first aid, meet the needs of pupils who are injured or unwell. Staff implement appropriate health care plans to support pupils as required. Staff follow appropriate procedures and maintain accurate records of the administration of first aid and medication.

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

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

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

45. Leaders provide a sound and thorough economic education for pupils from an early age. Pupils in younger years learn about concepts connected with money through financial modelling within maths lessons. Pupils in Years 7 to 9 learn about budgeting, different financial accounts and financial safety. Older pupils discuss tax and student loans. As a result, pupils are well equipped to manage their own finances when they leave school.
46. Leaders in the early years model courtesy, respect and kindness so that children learn to interact effectively with others. Children happily share resources, in both lessons and breaktimes. They engage in friendly conversations during lunchtime and remember to display courteous manners. Leaders support children to work with others and approach new experiences in a confident and supportive manner.
47. Through the PSHE curriculum, assemblies and presentations from visiting speakers, leaders promote key British values, including democracy, respect for others and the rule of law. Pupils learn how laws are made and visits courts to observe the judicial process in action. Leaders provide pupils with a broad understanding of British society and wider human rights. Pupils explore issues of justice in their study of *To Kill a Mockingbird* and through participation in the Model United Nations.
48. Pupils learn about each other's cultures and staff celebrate cultural diversity. In assembly, for example, pupils give presentations about their own religious beliefs, including Ramadan and the Norwegian tradition of celebrating Christmas on Christmas Eve. In these ways, staff promote spiritual and moral understanding.
49. Leaders provide pupils with age-appropriate careers guidance. A programme of advice from visiting careers specialists, attendance at careers fairs and support with university applications promotes pupils' understanding of the options available to them after school. Teachers in the primary school include ambition and career ideas within their lessons so that pupils plan careers in medicine and the fashion industry, for example. However, careers guidance could be more effectively detailed and structured.
50. Leaders provide a wide range of opportunities for pupils to assume responsibility. Pupils take on representative roles on the school council and act as school ambassadors and volunteers in wider community projects. Sixth-form artists produce material for an annual exhibition in a local church. They plan and manage the exhibition. Younger pupils take responsibility for numerous areas of school life, such as monitoring food waste at lunchtimes to minimise waste.
51. Pupils learn that it is socially responsible to provide help, kindness and support to others. For example, leaders support pupils' involvement in charitable endeavours including contributions to a local foodbank and fundraising for a wide range of local and national good causes. As a result, pupils learn that service and selflessness are important values.

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. Leaders ensure that the safeguarding policy, which is available on the school website, and procedures are in line with current statutory guidance and applied effectively. Suitably trained leaders with responsibility for safeguarding provide thorough and comprehensive training for all staff, including at induction. Safeguarding leaders provide weekly key themes for discussion and a weekly safeguarding-related question for staff to continually embed the culture of safeguarding at the school. Staff are clear about their safeguarding duties and know how to escalate concerns when necessary.
54. Leaders with responsibility for safeguarding maintain effective relationships with external professional bodies such as the local children services, social services and police and refer concerns to them when appropriate. Leaders provide suitable support for pupils during any referral. Leaders maintain appropriate safeguarding records securely.
55. Governors implement effective oversight of safeguarding. The governor with responsibility for safeguarding meets regularly with safeguarding leaders to discuss safeguarding issues and provides a report at the regular governing board meetings. Governors receive a biannual audit of safeguarding and approve the annually updated safeguarding policy.
56. Pupils can raise any concerns personally or anonymously. Trusted adults respond promptly and supportively.
57. Thorough safer recruitment checks are completed and accurately documented in the SCR of appointments. The governor responsible for safeguarding reviews the SCR and personnel files regularly to ensure they are properly maintained.
58. Staff provide pupils with effective online safety training. Leaders implement and review the effectiveness of the systems for filtering and monitoring the school's internet. They respond to any alerts promptly.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	ICS London
Department for Education number	213/6304
Address	ICS London 7B Wyndham Place Marylebone London W1H 1PN
Phone number	020 7935 1206
Email address	head@icslondon.co.uk
Website	www.icslondon.co.uk
Proprietor	Nace Educational Services Limited
Chair	Mr Daniel Jones
Head of School	Ms Mona Taybi
Age range	3 to 19
Number of pupils	140
Date of previous inspection	21 to 23 February 2023

Information about the school

60. ICS London is a co-educational day school, specialising in the provision of the International Baccalaureate programmes. It is located across two sites in central London, comprising the early years for children aged three to five, a primary school for pupils in Years 1 to 6, a secondary school for pupils in Years 7 to 11 and a sixth form for pupils in Years 12 and 13. The school is owned by Nace Educational Services Limited and its chief education officer, Mr Daniel Jones, is chair of the advisory board. Since the previous inspection, a new headteacher was appointed in February 2024.
61. There are nine children in the early years comprising one combined class of Nursery and Reception children.
62. The school has identified 28 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
63. The school has identified English as an additional language for 19 pupils.
64. The school states its aims are to produce well-rounded, compassionate community builders of tomorrow through holistic education. The school encourages every pupil to discover their individual strengths within a community of future leaders. The four core school values are respect, integrity, resilience and courage.

Inspection details

Inspection dates

10 to 12 March 2026

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

66. 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 head of school, 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

67. 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

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