

School inspection report

3 to 5 June 2025

Little Downsend Epsom

6 Norman Avenue

Epsom

Surrey

KT17 3AB

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. Leaders promote a caring and inclusive culture in which pupils are known, respected and supported to thrive. Effective relationships with staff, governors and families underpin an approach that prioritises safety, inclusion and academic progress. Leaders run the school effectively to ensure that the school meets the Standards. Strategic decisions are informed by self-evaluation and feedback from stakeholders, with leaders maintaining a visible presence and clear expectations. Governors monitor the school effectively through committees and structured dialogue with leaders. Safeguarding, risk management and health and safety procedures are consistently applied, creating a secure and supportive environment for pupils.
2. The broad, ambitious and well-structured curriculum supports academic, creative and personal development from Nursery to Year 2. The curriculum is designed to build on prior learning and promote cross-curricular learning effectively. Teaching is purposeful and adapted to pupils' needs, encouraging independence, collaboration and reflective thinking. Targeted teaching and specialist input support pupils who have special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL). However, while assessment is generally used well, leaders continue to refine consistency across subjects. Tracking and assessment in personal, social, health and economic (PSHE) education and relationships education are developing and currently do not consistently inform planning.
3. Leaders promote a calm and inclusive culture which encourages emotional security. Positive relationships between staff and pupils underpin a well-ordered learning environment. Leaders consistently reinforce clear behavioural expectations by involving pupils in creating class charters and whole-school rules, ensuring they understand what is expected of them. Anti-bullying strategies and PSHE lessons promote kindness, inclusion and mutual respect. Leaders prioritise health and emotional wellbeing through structured routines, enrichment activities and accessible medical care that support physical and emotional development.
4. Pupils are taught about British values such as democracy, mutual respect and individual liberty across the curriculum and wider school life. Pupils contribute to school and community life through roles of responsibility, charitable initiatives and environmental projects. The curriculum fosters awareness of global perspectives, ethical issues and cultural diversity. Pupils begin to develop financial understanding through real-life experiences and benefit from carefully planned transition processes that include academic and emotional support.
5. Leaders implement effective safeguarding procedures. The designated safeguarding lead (DSL) works in collaboration with other DSLs across the school group and maintains effective partnerships with external agencies. Pupils learn how to keep safe through PSHE, assemblies and classroom teaching. A culture of vigilance, care and accountability is evident throughout the school. Safeguarding is prioritised in recruitment, induction and staff training. The single central record of appointments (SCR) is accurate and regularly reviewed by safeguarding governors. However, while the school verifies references received for new appointees, oversight of the verification of references is not as effective as possible.

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:

- strengthen the oversight of the verification of references for new staff appointments
- strengthen the use of assessment in PSHE and relationships education to inform the planning of pupils' subsequent learning in these areas.

Section 1: Leadership and management, and governance

6. Leaders promote a culture of care, ambition and respect that reflects the school's values and underpins all aspects of provision. Their visible presence and regular engagement with pupils, staff and families contribute to a positive and inclusive environment where expectations are clear and consistently reinforced. Leaders sustain a focus on pupils' wellbeing, safety and academic progress. Staff understand and uphold the school's ethos, contributing to a cohesive and nurturing setting where pupils are known and supported.
7. Leaders apply their good knowledge and skills to ensure that policies and procedures meet statutory requirements and are implemented effectively. Leaders act on the views of pupils, staff and parents. For example, they have undertaken curriculum development in response to self-evaluation and structural changes, including the integration of Year 2 pupils into the school from September 2023. Planning to meet the needs of pupils who have SEND is integrated into whole-school decision-making and leaders continue to refine provision using attainment data, wellbeing indicators and feedback from stakeholders.
8. Governors hold leaders to account for all aspects of the school, including safeguarding, curriculum and compliance. They maintain strategic oversight through policy review, regular communication and recruitment monitoring. Governors routinely review policies and update them in line with any changes to statutory guidance. Governors evaluate safeguarding cases, behaviour and achievement data and contribute to the school's quality assurance processes. Governors maintain appropriate oversight through documentation and engagement with school leaders to ensure that leaders fulfil their responsibilities and that the school meets the Standards.
9. Leaders provide relevant professional development to support staff in delivering the school's vision. Training enables staff to understand pupils' needs and apply inclusive strategies in the classroom. Leaders model reflective practice and ensure that curriculum delivery and safeguarding remain core priorities. Staff are well supported and confident in their roles.
10. Leaders ensure that the school meets the requirements of the Equality Act 2010. They implement and regularly review the suitable accessibility plan. Leaders make reasonable adjustments to curriculum access, resources and facilities so that pupils who have SEND are able to participate fully in school life. Leaders demonstrate a clear and sustained commitment to inclusion and equality of opportunity.
11. Leaders ensure robust risk management by implementing a comprehensive system of daily and termly checks, which staff carry out consistently. They provide detailed risk assessments that cover the premises, off-site activities and the individual needs of pupils, including those who have specific vulnerabilities. Leaders train staff thoroughly in identifying potential hazards and applying effective control measures to mitigate risks. Risk assessments are regularly reviewed and updated by leaders to ensure they remain relevant and responsive to the evolving needs of pupils and the school environment. Leaders maintain constructive communication with parents. Parents receive regular reports about their children's progress and are provided with all other required information, including through the school's website, curriculum guides and scheduled meetings. Parents of pupils who have SEND receive additional updates as needed. Leaders provide the local authority with all required information relating to funded provision for pupils who have an education, health and care (EHC) plan.

12. Leaders respond to concerns and complaints in line with school policy and keep detailed and appropriate records of these and of how the school has responded. Leaders' suitable management of complaints contributes to productive home-school partnerships.
13. Leaders maintain well-established and proactive communication with external agencies, including the local authority designated officer (LADO) and wider safeguarding partners. They make timely referrals and engage in multi-agency meetings to secure appropriate support for vulnerable pupils and their families.

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

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

Section 2: Quality of education, training and recreation

15. Leaders provide a cohesive and ambitious curriculum from Nursery to Year 2 that extends beyond national curriculum age-related expectations, for example through the study of Shakespearean texts in Years 1 and 2 and young children's confident application of the sounds that letters make in independent writing. Schemes of work are well sequenced, enabling pupils to build knowledge systematically across subjects. Cross-curricular themes, such as combining science, literacy and outdoor exploration, help pupils make meaningful connections in their learning.
16. Teaching is well planned and matched to pupils' ages and developmental stages. Staff use clear routines, modelling and clear explanation to develop pupils' skills and understanding. Across subjects, teaching enables pupils to build on prior knowledge and apply their learning in new contexts. For example, in mathematics, pupils interpret and compare data during physical tasks to inform predictions and problem-solving. In music, they refine technique through repeated practice and responsive feedback. Teachers use questioning to deepen understanding and promote discussion and pupils articulate their learning confidently, describing how feedback helps them improve. Learning activities are well designed by teachers to help promote curiosity, reflection and independent thought. Teaching draws on subject expertise and helps pupils make meaningful links across subjects, such as combining writing with historical understanding of explorers such as Christopher Columbus or applying mathematical knowledge in scientific investigations.
17. Staff teach mathematics effectively across age groups by building on pupils' developmental stages and relating mathematical operations to real-life contexts to secure understanding. In the early years, children explore number, pattern and measure through playful hands-on activities that promote curiosity and foundational reasoning skills. As pupils move into Reception, Year 1 and Year 2, teaching includes opportunities to revisit and apply prior learning. Teachers model mathematical language clearly and use questioning to check understanding and extend thinking. For example, in Year 1 pupils collect and compare data linked to physical activity while in Year 2 they interpret tally charts, explain reasoning and correct misconceptions. Pupils respond well to challenge, work collaboratively and use mathematical vocabulary to articulate their thinking.
18. Communication and language development is prioritised from the early years onwards. Children in the early years benefit from high-quality adult interaction, small-group discussion and well-resourced role play that promote expressive language. Across the school, teaching reflects high expectations for spoken language. Teachers model vocabulary explicitly and provide structured opportunities for pupils to develop oracy through performance and discussion. They deliver a systematic programme effectively to teach the sounds that letters make. In the early years, children's language skills and comprehension are developed through storytelling and interactive play. Small-group discussions build vocabulary and fluency. Daily reading and comprehension tasks support progress. Parents contribute through reading logs and regular feedback. Older pupils develop reading and writing skills well through the study of challenging texts such as *The Tempest* and discuss themes and meaning with confidence.
19. Staff provide effective support for pupils who have SEND. When appropriate, they use tailored resources such as visual timetables, adapted tasks and writing aids to help pupils access the curriculum and engage fully in learning. Teachers work closely with the special educational needs co-ordinator (SENCo) to balance academic and emotional needs. Annual reviews of education, health and care (EHC) plans guide support and funding decisions. The leader of provision for pupils who

have SEND carefully maintains the SEND register and monitors the academic and emotional progress of these pupils.

20. Pupils who speak EAL benefit from well-planned support that develops their understanding and use of English vocabulary in meaningful contexts. Teachers model language clearly and reinforce key vocabulary through repetition, visual prompts and targeted questioning. Staff use strategies such as 'now-and-next' boards, sign language and lanyard cards to support understanding and plan opportunities for pupils to hear and use their home languages, particularly in the early years, to promote confidence and inclusion. Teaching assistants provide additional explanations and scaffold tasks to ensure pupils who speak EAL can access classroom learning and participate fully.
21. Leaders and teachers use assessments and tracking to inform planning across most of the curriculum. In the early years, baseline assessments and observations guide next steps. In Reception, Year 1 and Year 2, termly assessments support planning and review of attainment. Pupils edit and improve work using clear feedback from teachers to guide them. Leaders and governors use data to evaluate pupils' performance and use their analysis of this to identify gaps, implement targeted interventions and inform school development priorities at both class and individual levels.
22. Staff in the early years create calm and well-organised classrooms where children are encouraged to make independent decisions and choose resources for themselves. Visual cues such as picture timetables and labelled storage help children understand daily routines. Children remain focused and interested in activities that encourage them to explore, try out ideas and solve problems. Staff provide opportunities such as designing protective containers in an egg-drop challenge, investigating how vehicles move in small-world play and experimenting with sensory materials during creative tasks. Such experiences support active play, discovery and imaginative thinking and help children to concentrate, persevere and take enjoyment in finding things out for themselves.
23. Leaders provide a varied recreational programme that helps pupils develop practical skills, creativity and confidence. Pupils take part and develop their skills in activities such as ballet, tap, drama, multi-sports and forest school. Staff use these opportunities to promote teamwork, independence and perseverance. Pupils learn to follow instructions, reflect on outcomes and support one another, for example in the musical theatre club where they work with others, understand different viewpoints and express themselves confidently in a group setting.

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. Leaders establish a calm, inclusive environment where pupils are supported and valued. Positive relationships between staff and pupils underpin a respectful school culture. Staff model care and kindness and use their knowledge of individual pupils to respond sensitively to their needs. Pupils identify trusted adults and use tools such as emotion cards and daily check-ins to help them to express their feelings. Staff respond promptly and provide tailored support that builds emotional literacy and resilience. During times of change or challenge, staff work in partnership with families to offer timely reassurance and consistency, combined with support from suitably trained staff when needed. Pupils access tailored academic, social and emotional support.
26. Staff use emotional regulation strategies such as the 'zones of regulation', which include clearly defined classroom areas and colour-coded tools to help pupils identify and manage their emotions. These are supported by 'worry monsters', 'rainbow breathing' and visual prompts, such as 'colour monsters', to help younger children identify and express their feelings. These strategies promote independence in managing their emotional needs. As a result of the support provided, pupils demonstrate confidence in communicating their feelings and resolving disagreements. Staff also use consistent routines, sensory resources and personalised support, including informed strategies from external professionals such as occupational therapists, in order to help pupils feel safe, settle quickly and engage confidently with their learning.
27. Pupils understand and follow clearly defined routines and behavioural expectations. Staff model positive interactions, including during transitions and unstructured times. They monitor pupils' relationships and respond effectively to any behaviour perceived as unkind, including any concerns about possible bullying. Leaders and staff apply sanctions fairly and consistently, encourage responsibility and reinforce expectations through strategies such as thinking time and the withdrawal of privileges. Reward systems promote kindness, effort and collaboration. Pupils speak confidently about what to do if someone is unkind and say they feel listened to and supported. Leaders maintain suitable behaviour and bullying records and analyse patterns to identify repeated behaviours or areas for improvement. Pupils demonstrate consistently calm and purposeful behaviour, supporting emotional security and readiness to learn.
28. Staff deliver a structured PSHE curriculum that includes suitable relationships education. In lessons and circle times, pupils learn to build friendships, manage conflict and show respect through a curriculum rooted in their experiences and taught progressively. Pupils reflect on emotions, healthy relationships, staying safe online and decision-making. These themes are reinforced during breaktimes, in assemblies and through planned events such as a regular anti-bullying week. Staff use displays and shared vocabulary to further support pupils' understanding and embed key learning. Staff assess pupils' understanding through discussion and observation. However, they do not use assessment to inform planning in PSHE and relationships education as effectively as possible.
29. The school supports pupils' emotional wellbeing through targeted one-to-one and small-group sessions that focus on specific needs such as anxiety, bereavement, low self-esteem, friendship difficulties and anger management. These sessions are delivered by trained specialists who use structured approaches to help pupils recognise and manage their emotions so that they develop increased confidence, improved social interaction and greater focus during lessons.

30. Leaders promote healthy lifestyles through the curriculum. PSHE lessons teach pupils about nutrition, personal hygiene and physical activity. Staff provide clear guidance on the importance of actions such as handwashing, teeth cleaning and safe food handling to help pupils develop lifelong healthy habits. During snack and mealtimes, staff model and encourage healthy choices and routines. They also take appropriate measures to meet pupils' dietary needs and ensure food hygiene and allergen awareness are consistently applied.
31. Leaders ensure that pupils develop spiritual awareness through a curriculum that teaches them about different religions and traditions. Pupils learn about festivals such as Diwali, Lunar New Year and Easter and take part in events such as World Religion Day.
32. Pupils access an effective programme of physical education (PE). They swim and take part in weekly multi-sport sessions that develop a range of physical and teamwork skills including co-ordination, fitness and specific sports-related skills, such as throwing and catching. In the early years, physical development is supported through children's use of resources such as balance bikes and activities including climbing, threading and cutting.
33. Staff manage pupils' first aid needs with care and professionalism. All staff are trained in paediatric first aid and understand how to respond to specific health conditions. A suitably equipped medical room and use of secure, labelled emergency medication bags support swift and transparent care. Staff administer first aid or medication appropriately, keep suitable records of any such administration and inform parents in a timely manner. In the early years, staff monitor sleep routines and maintain individual bedding to promote hygiene and comfort.
34. Leaders maintain a secure and well-supervised site that supports pupils' wellbeing. Staff monitor access using controlled gates and CCTV and supervise pupils closely, including at arrival and departure times. Appropriate staff-to-child ratios are maintained in the early years at all times.
35. Leaders ensure that health and safety procedures are comprehensive, well understood and consistently applied. The school premises are suitable, secure and well maintained, with classrooms, corridors and exits free from obstruction. Daily site checks are carried out by staff alongside weekly inspections by the facilities manager and annual safety reviews completed by external professionals. Fire safety is embedded through clearly displayed evacuation notices in each room, regular testing of the alarm system and termly fire drills. Pupils understand evacuation procedures. Staff are trained in fire safety and first aid, including paediatric first aid in the early years.
36. The school maintains suitable admission and attendance registers. Leaders promote the importance of attendance and follow up absenteeism appropriately. The school informs the local authority whenever any pupils join or leave the school at non-standard times of transition.

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

37. All the relevant Standards are met.

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

38. Through relationships education, PSHE, assemblies and activities related to themes such as remembrance and mutual respect, pupils reflect on their own beliefs and show respect for those of others. Staff promote curiosity, discussion and reflection and help pupils explore ideas such as kindness, fairness and moral responsibility. Pupils learn to recognise right from wrong, listen to others and understand the impact of values and actions in their school and wider community.
39. Leaders and staff promote pupils' cultural awareness by embedding opportunities to explore language, identity and diversity throughout the curriculum and wider life of the school. From Nursery, pupils learn about different traditions and languages through imaginative role play, storytelling and expressive arts. Families contribute home-language recordings which staff use to promote pride in identity and curiosity about different cultures. Language days, such as European Languages Day and weekly French lessons, support pupils' appreciation of linguistic diversity.
40. Leaders and staff utilise events such as Black History Month and World Religion Day to help develop pupils' understanding of different religious and cultural perspectives and experiences. Pupils learn about themes such as the United Nations Convention on the Rights of the Child and examine considerations of fairness and global equity through guided discussion and personal reflection. Staff ensure that any discussions that have potentially political content are conducted fairly and impartially.
41. Pupils revisit shared values through class charters and daily routines. PSHE lessons and assemblies provide time to explore current events. Staff model respectful discussion and support pupils to express their views with increasing confidence. Leaders engage pupils in democratic processes. Pupils vote for school council representatives, propose ideas and contribute to school decision-making. Pupils also take on roles of responsibility, such as house captain, library monitor and eco-committee member. These roles of responsibility begin in the early years, when children are given roles such as snack monitor to help distribute food and drinks to peers. Pupils also develop their sense of responsibility through caring for the school's pet animals.
42. Leaders promote cultural identity and belonging. Pupils share home languages and traditions during multilingual events and families contribute to the life of the school through language days and storytelling. Staff embed British values through PSHE, routines and curriculum content, with a focus on liberty, responsibility and mutual respect. Pupils contribute to school life, collaborate across year groups and engage in outreach projects that build social awareness and responsibility.
43. Teachers use stories and historical case studies to introduce moral and social issues and enable pupils to explore ideas about justice at an age-appropriate level. Pupils discuss real-life ethical scenarios through topics such as Martin Luther King Day, which help them develop their understanding of fairness, equality and human rights.
44. Pupils consider environmental responsibility through practical activities such as creating animal shelters, making bird feeders and taking part in whole-school initiatives such as 'Percy the Park Keeper day' and the 'golden boot challenge', which promote care for the planet and sustainable choices. Leaders plan events such as 'kindness week' and 'odd socks day' to further support inclusion and empathy by encouraging pupils to reflect on the impact of their actions on others.

Pupils develop their financial awareness through developmentally appropriate experiences that relate to real-life situations. In the early years, pupils explore coins through rhymes and role-play shops. Children in Reception visit local shops to practise spending and receiving change. In Years 1 and 2, pupils learn about money in mathematics lessons and about managing simple budgets during charity events and enterprise projects.

45. Leaders implement carefully structured transitions that help to support emotional security. A phased approach enables new children and families to settle confidently into early years routines, with parent-attended sessions and personalised visits helping staff to build relationships and understand individual children's needs. Staff share detailed academic and pastoral information between year groups and create tailored action plans to support each pupil's readiness for the next stage, including sharing early years assessment results from the Reception year with Year 1 teachers. Pupils meet their new teachers, visit classrooms and take part in preparatory activities to become familiar with new expectations. When pupils move on to Year 3 at the feeder school or other local settings, leaders liaise directly with receiving schools to ensure a smooth handover. Pupils benefit from transition workshops, story sharing and visits to future schools where they meet staff, explore the environment and learn about daily routines to help prepare them for the move.
46. Leaders enable pupils to contribute to the community through environmental projects and charitable giving. Pupils take part in recycling initiatives, Harvest collections, and national and local fundraising for a range of charities and causes, often with family involvement.
47. Older pupils support younger ones during shared reading, wraparound care and snack times. Visiting speakers, such as fire fighters and healthcare professionals, help pupils understand community roles and services in society.

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

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

Safeguarding

49. Leaders implement effective systems to identify, monitor and respond to safeguarding concerns. The DSL collaborates with DSLs from other schools run by the proprietor and is supported by a central hub. Leaders with designated safeguarding responsibilities respond effectively to any safeguarding issues that arise, including by referring these to relevant safeguarding partners when required. The safeguarding team monitors any patterns arising and co-ordinates the support provided to pupils affected by safeguarding issues. The safeguarding team maintains suitable safeguarding records that include details of the school's decision-making and responses to concerns raised.
50. All staff receive suitable annual safeguarding training. Part-time and peripatetic staff are included in this training and receive weekly updates and engage in scenario-based discussions. Leaders use quizzes to identify any gaps in knowledge or understanding and to plan further training. As a result, staff understand and follow the school's safeguarding procedures appropriately.
51. The DSL and information and communication technology (ICT) staff maintain suitable online filtering and monitoring systems, which they review regularly. The school teaches pupils how to keep themselves safe, including when online, through PSHE and events such as 'safer internet day'.
52. Leaders maintain a log of low-level concerns, reviewed each half-term to support the staff code of conduct and identify potential issues. They refer concerns to the local authority designated officer (LADO) where required.
53. Safer recruitment procedures are effective, with all required pre-employment checks completed before staff begin work. The SCR records these checks accurately and is reviewed regularly by leaders and governors. The school checks and verifies references appropriately. However, the oversight of the verification of references is not as developed as possible.
54. Governors provide effective oversight of the school's safeguarding arrangements to ensure that these comply with current statutory requirements. The group safeguarding lead meets with the DSL, reviews reports and audits procedures. Governors analyse anonymised safeguarding data to evaluate and improve practice.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

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| School | Little Downsend Epsom |
| Department for Education number | 936/6199 |
| Address | Little Downsend Epsom 6 Norman Avenue Epsom Surrey KT17 3AB |
| Phone number | 01372 385438 |
| Email address | littledownsendepsom@downsend.co.uk |
| Website | www.downsend.co.uk/little-downsend-epsom/ |
| Proprietor | Cognita Schools Ltd |
| Chair | Mr James Carroll |
| Executive headteacher | Mr Ian Thorpe |
| Age range | 2 to 7 |
| Number of pupils | 60 |
| Date of previous inspection | 7 to 10 June 2022 |

Information about the school

56. Little Downsend Epsom is an independent co-educational pre-preparatory school that caters for children aged 2 to 7. It is administered by Cognita Schools Ltd and is part of the Downsend Schools family, comprising Downsend School, Little Downsend Epsom, Little Downsend Ashted and Little Downsend Leatherhead. The school comprises the early years for children aged 2 to 5 years, and Years 1 and 2 for pupils aged 5 to 7 years. The current executive headteacher joined the school in September 2023.
57. There are 42 children in the early years comprising two Nursery classes and one Reception class.
58. The school has identified five pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
59. The school has identified English as an additional language (EAL) for 17 pupils.
60. The school states its aims are to inspire a generation to embrace the future, shaping incredible people with the emotional intelligence to build relationships, lead teams and adapt to a changing world. It seeks to inspire a global perspective and find the creativity within all pupils. The school aspires to digital mastery with the intention to equip pupils with the ability and mindset to tackle the technology of the future.

Inspection details

Inspection dates

3 to 5 June 2025

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

62. 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 of governors
- discussions with the executive 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.

63. 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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