

School inspection report

13 to 15 January 2026

Downsend School

1 Leatherhead Road

Leatherhead

Surrey

KT22 8TJ

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 work effectively together to set a clear direction for the school and to strengthen academic rigour across all phases. This is underpinned by high expectations and a shared commitment to support pupils to realise their potential. Leaders ensure that teaching is shaped by clear learning objectives and ambitious success criteria so that pupils are challenged to think deeply and apply their learning confidently. Alongside this, leaders establish a learning community that reflects the school's values and promotes positive relationships and respectful behaviour.
2. Leaders have the knowledge and skills to carry out their roles effectively. The proprietor, through the work of its directors, provides systematic oversight of leaders' work to assure themselves that school policies and procedures are implemented effectively to promote the wellbeing of pupils.
3. Leaders manage the school's admission procedures effectively and implement measures to support and promote pupils' attendance. However, during registration periods, staff do not consistently apply the attendance codes that reflect current statutory guidance.
4. Leaders provide an extensive curriculum that supports pupils' academic progress and personal development. The curriculum promotes digital skills and is enriched by global themes that help pupils to understand contemporary world issues. The school's extra-curricular programme further enhances pupils' experiences, with high levels of participation and engagement across sport, music and the performing arts programme.
5. Leaders provide a supportive learning environment for pupils. Pupils participate in a wide range of well-planned classroom and outdoor learning opportunities. Leaders ensure that teaching promotes reasoning and problem-solving so that pupils learn to think critically, explain their ideas and apply knowledge in different contexts. Most pupils make good progress and achieve well. However, in some lessons teachers do not consistently challenge all pupils, and as a result, in these lessons some pupils make more limited progress.
6. Pupils who have special educational needs and/or disabilities (SEND) receive effective support. The school identifies pupils' needs promptly and shares support plans and strategies clearly with teachers. Teaching assistants are deployed effectively in lessons to provide targeted one-to-one support and structured small-group interventions that reinforce learning and support pupils' self-confidence.
7. Leaders have recently introduced a revised and comprehensive careers programme. However, it is not sufficiently established to ensure that all pupils have regular access to accurate, up-to-date and impartial careers guidance. Consequently, not all pupils develop an understanding of potential pathways to the world of work, including technical, vocational and academic routes.
8. Leaders have established an assessment framework that is used effectively across the school to track pupils' academic and pastoral progress. Assessment information provides a secure starting point for the monitoring of progress through regular tracking and internal assessment outcomes.
9. Leaders ensure that the premises are well maintained and suitable for pupils. They implement a thorough approach to assessing and managing risk. Staff are well trained in first aid, and medical provision is managed competently throughout the school.

10. Leaders and staff prioritise the safeguarding of pupils. Staff report concerns to the safeguarding team and support pupils' wellbeing consistently well. The proprietor maintains close and effective oversight of the school's safeguarding arrangements, including through regular discussions with safeguarding leaders. Leaders liaise effectively with external agencies and families when concerns arise. The school's safer recruitment procedures are thorough.

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 pupils are consistently challenged by all teachers to ensure they make good progress in every lesson
- ensure that all staff consistently apply the attendance codes that reflect current statutory guidance so that leaders can accurately track, analyse and report on attendance patterns and put appropriate support in place
- ensure that all pupils have access to accurate, up-to-date careers guidance so that they have a better understanding of the potential pathways to the world of work.

Section 1: Leadership and management, and governance

11. Leaders work closely with the proprietor to realise the school's vision of inspiring pupils to embrace the future and become individuals who will make positive contributions to the world. This shared ambition is underpinned by a culture of high expectations and a clear commitment to ensuring that pupils are equipped to thrive, innovate and endeavour. Leaders and staff promote educational excellence and are committed to promoting an inclusive community.
12. The proprietor actively monitors the quality of educational provision. They receive regular and comprehensive reports from leaders about different aspects of school life, including pupils' academic performance and wellbeing, and the effectiveness of the school's extensive extra-curricular programme. The proprietor supports leaders in making well-informed decisions to enhance the quality of pupils' education. They scrutinise and evaluate policies, procedures and the work of the school through on-site visits and termly focused reports. Leaders work closely together to fulfil their responsibilities effectively so that the Standards are met consistently.
13. Leaders promote kindness and respect, which is reflected in the positive relationships that exist throughout the school. They consistently support pupils to manage their behaviour and feelings. Pupils interact positively with each other and contribute to an inclusive, safe and supportive community.
14. Leaders provide staff with ongoing guidance and training so that they have the knowledge and skills to carry out their roles effectively. Leaders liaise effectively and in a timely manner with local safeguarding partners and other external agencies so that pupils receive appropriate support. The school reports to the local authority when pupils join or leave the school at non-standard transition points.
15. Leaders in the junior school provide guidance and support to enable staff to meet pupils' learning and developmental needs consistently. The junior school curriculum is stimulating and broad, with a strong emphasis on developing global perspectives. Pupils are encouraged to explore different cultures, helping them to understand and respect diversity. Learning is further enriched through opportunities to study sustainability and the environment, so that pupils develop a sense of responsibility for the world around them.
16. Senior school leaders provide clear strategic direction and set high expectations so that the curriculum is delivered consistently. The curriculum is ambitious and well sequenced, developing pupils' subject knowledge, study skills and self-confidence. Leaders have prioritised digital competence, and pupils use devices effectively to support independent learning, collaboration and feedback. Leaders' strategic planning has also extended the age range through the introduction of a sixth form, giving pupils a clear pathway into post-16 study.
17. The school fulfils its responsibilities under the Equality Act 2010. An appropriate accessibility plan considers the curriculum and the physical environment and aims to provide all pupils with an accessible education. For example, leaders have adapted the school site to provide improved wheelchair access, and they have redesigned the car park to improve pick-up and drop-off arrangements.
18. Leaders manage risk conscientiously and effectively. They implement risk assessments that identify suitable measures to keep pupils secure. Staff receive specific training and guidance so that risk

assessments are written and reviewed in a consistently detailed manner. For instance, leaders ensure that risk assessments include careful oversight of the swimming pool, science facilities and educational visits. Leaders identify and discuss any lessons learned with staff so that risk assessments are suitable and continue to mitigate any potential risks effectively.

19. Leaders provide parents, pupils and staff with appropriate information, primarily through the school's website. Parents are provided with detailed and personalised reports about their child's progress and achievement. Leaders maintain effective links with external agencies such as, for example, providing the local authority with the required financial information relating to pupils who have an education, health and care plan (EHC plan).
20. The school has a suitable complaints policy in place which is communicated to parents. Leaders ensure any concerns submitted by parents are followed up promptly. The proprietor and leaders respond to formal complaints appropriately and within the published timescales, regularly reviewing complaints and acting in response to any identified patterns and trends.

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

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

Section 2: Quality of education, training and recreation

22. Leaders implement a broad and balanced curriculum so that pupils develop a wide range of skills. In the sixth form, pupils benefit from a range of subject options, including mathematics, English literature, economics, psychology and sociology, enabling them to pursue pathways that match their interests, strengths and aspirations. Across the school, the curriculum provides opportunities for academic extension and enrichment so that pupils can build secure knowledge, think critically and apply their learning.
23. In the junior school, leaders have planned cross-curricular links so that pupils develop a global perspective and understand contemporary issues. Themes such as climate change, migration, sustainability and ethical decision-making are taught across English, humanities and science, helping pupils to develop critical thinking, empathy and respect for diversity as they discuss and debate issues. Leaders have prioritised providing appropriate challenge within lesson planning, so that pupils choose tiered ability tasks. As a result, pupils take ownership of their learning and develop enquiry and problem-solving skills as they investigate issues and interpret information.
24. Teachers have good subject knowledge and routinely check pupils' understanding before introducing new concepts. For example, in English, pupils in Year 10 build securely on prior learning about dualism and juxtaposition and apply this successfully when discussing *The Strange Case of Dr Jekyll and Mr Hyde*. In mathematics, pupils develop their understanding of basic trigonometry through clear modelling and effective visual representations that enable them to identify and apply the correct ratio. In the most successful lessons, teachers use effective questioning to enable pupils to develop their ideas and think deeply. As a result, pupils are positively engaged and make good progress. However, in some lessons, teachers do not provide appropriate challenge for all pupils, and in these lessons, pupils can become less engaged in the work they are doing, resulting in more limited progress.
25. In the junior school, computing lessons develop pupils' digital competence and safety. Lessons include regular teaching about online safety and the use of a structured touch-typing programme to build speed and accuracy across year groups. Pupils apply these skills confidently and with increasing independence, supporting their wider learning and preparing them for future study. The school's values are embedded throughout art lessons, with endeavour evident in pupils' willingness to take creative risks, learn from mistakes and refine their work. As a result, pupils build confidence, creativity and resilience, alongside increasingly secure artistic knowledge and skills.
26. Provision for pupils who have SEND is effective. Leaders identify and assess pupils' individual needs promptly and consult closely with parents. In the junior school, leaders and staff use observation and assessment information carefully to refine support, review progress and ensure that provision remains responsive to pupils' emerging needs. Teaching assistants play a key role in implementing this support in lessons, providing targeted one-to-one help and structured small-group support to reinforce learning and help pupils to remain focused and engaged. In lessons, teachers and teaching assistants use strategies consistently to provide appropriate individualised support. As a result, pupils who have SEND are supported effectively to access the curriculum, build confidence and make secure progress.
27. Leaders implement a comprehensive and coherent assessment framework which is used effectively to monitor pupils' academic and pastoral development. Assessment outcomes are tracked and

analysed systematically. Teachers use this information routinely to refine teaching, identify emerging needs and provide additional support when required. Leaders use progress data and internal assessment outcomes to deliver focused academic support sessions, which are targeted at improving GCSE outcomes for Year 11 pupils. Support is matched closely to individual gaps in knowledge and examination skills and is reviewed frequently so that impact can be evaluated and provision adjusted accordingly.

28. Pupils who speak English as an additional language (EAL) receive support that promotes their language development and helps them to access the curriculum. Staff use assessment information to identify individual needs and adapt teaching. Regular communication and review with parents help to ensure that pupils who speak EAL make good progress.
29. The school provides a wide-ranging and inclusive programme of extra-curricular and recreational activities, enabling pupils to develop interests beyond the classroom. In the junior school, activities such as judo help pupils to learn self-discipline and respect. Pupils also benefit from targeted activities such as the verbal reasoning club and handwriting sessions, introduced following consultation with parents. Creative clubs such as knitting and crochet are well attended, with pupils developing their fine motor skills. In the senior school, music opportunities, including rock band performances and musical theatre productions, provide pupils with a platform to showcase their creative talents. As a result, pupils develop self-esteem, self-confidence and a strong sense of achievement.

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

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

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

31. The school actively promotes pupils' wellbeing. Leaders implement a curriculum that supports pupils' understanding of mutual respect and helps them to recognise and manage emotions, develop positive relationships and make safe choices. This culture is reinforced through the personal, social, health and economic education (PSHE) and relationships and sex education (RSE) curriculums, assemblies, restorative approaches to behaviour, and daily school life. As a result, pupils develop a secure understanding of respect and moral responsibility. They thrive in a caring environment where they feel valued as individuals and contribute positively to the wider school community.
32. The well-planned curriculum supports pupils' spiritual and moral understanding. In religious studies lessons pupils deepen their knowledge of faith through thoughtful discussion and reflection. For example, pupils in Year 8 explore how practices such as prayer, fasting and charitable giving shape identity and belief. In the junior school, pupils develop spirituality through exploring how they feel and reflecting on the school's values and what they mean. Across the school, pupils engage with moral issues and learn to respect different viewpoints. For example, pupils examine ethical concepts that help them to develop empathy and respect for differing beliefs.
33. Teachers set high behavioural expectations and reinforce the school's approach of being consistent and fair, with sanctions and rewards linked clearly to the school's values, such as those of innovation and endeavour. Pupils are polite, welcoming and respectful in lessons and around the school. In the junior school, an online system is used to record, monitor and report behaviour. In the senior school, a parents' association shop enables pupils to exchange merit rewards for vouchers. Systems for logging behaviour credits and debits are made available to parents, and leaders use this information to provide early support when needed. The school's approach to restricting the use of mobile phones further supports pupils' wellbeing. Pupils demonstrate inclusive and supportive attitudes, and many older pupils act as positive role models for younger ones.
34. Pupils learn what bullying is and understand that unkind behaviour causes upset. Leaders implement a clear anti-bullying strategy that supports pupils' understanding of how to respond to each other appropriately. Bullying is rare, but if it occurs, staff respond appropriately to support all involved. Leaders maintain thorough behaviour and bullying records, which identify patterns and trends and include the decisions made and actions taken in response.
35. The PSHE curriculum is planned and delivered effectively. In the junior school, pupils learn about respectful relationships, difference and inclusion. This learning is reinforced through cross-curricular links between the PSHE and English curriculums. For example, pupils develop their understanding of protected characteristics and celebrate diversity by reading *Malala's Magic Pencil*. In the senior school PSHE curriculum, pupils are taught about extremism, challenging discrimination and how to develop self-belief. As a result, pupils are increasingly confident to reflect on right and wrong, articulate their views respectfully and make informed choices that support their wellbeing and positive relationships.
36. Leaders include a thorough RSE programme within the PSHE curriculum. Pupils in Year 6 study safe relationships, respect for others and preparation for adolescence. Older pupils explore the importance of consent, respectful relationships, personal boundaries and effective communication.

Pupils develop an understanding of mutual respect and learn how to recognise and respond appropriately to unhealthy behaviours. As a result, pupils are inclusive, respectful and equipped to make informed choices in their relationships.

37. The school provides a well-planned and inclusive physical education (PE) and games programme across the school. The sports programme includes a range of team sports and activities such as football, netball and cricket. Leaders appoint experienced staff and sports coaches who use their expertise to develop pupils' technical skills and self-confidence. Pupils in the junior school develop conditioning, technique and game play through team sports, swimming and gymnastics. Pupils participate enthusiastically in sports and physical activities and enjoy representing the school in competitive fixtures.
38. Leaders implement a systematic and thorough approach to health and safety. They undertake regular checks and ensure that the school environment is secure and well maintained. Fire safety is managed effectively, with fire safety equipment checked regularly and escape routes kept clear. Pupils practise evacuations regularly and understand how to evacuate a building safely in the event of a fire. Leaders respond promptly to reported health and safety concerns and keep detailed records of the actions taken.
39. Leaders ensure that staff receive appropriate first aid training. Leaders review accident records routinely to inform their ongoing assessment of potential risks and to strengthen preventative measures. The school's medical and first aid procedures are managed effectively, and the school nurses are an integral part of the pastoral wellbeing team. Their accessibility ensures that pupils can seek timely advice and reassurance, receive prompt care and feel confident that their health needs will be taken seriously. As a result, pupils feel safe and well supported.
40. Leaders supervise pupils in a careful and vigilant manner. Staff are visible and approachable when pupils arrive at and depart from school. Site security is managed effectively through the use of security cameras and there are robust signing-in and signing-out procedures. Recently painted drop-off and pick-up lanes have improved traffic flow and pupil safety at the start and end of the school day.
41. The school appropriately records all required information relating to admissions. The attendance policy provides clear information about the senior attendance champion and the school's proactive and effective approach to promoting high levels of pupils' attendance. However, during registration periods, staff do not consistently apply the attendance codes that reflect current statutory guidance. As a result, leaders cannot always accurately track, analyse and report on attendance patterns so that appropriate support can be provided.

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

42. All the relevant Standards are met.

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

43. Leaders embed the values of 'thrive, innovate and endeavour', and this is reflected in pupils' participation in charitable activities. In the junior school, pupils vote for causes to support. Pupils plan and contribute to activities such as craft days and bake sales, learning to work collaboratively, organise events and persevere to achieve shared goals. In the senior school, prefects support the organisation and delivery of donations to the local foodbank, and sixth-form pupils support community links through initiatives such as a reverse Advent calendar which encourages donations to support a local community hub. These experiences help pupils to understand their role in supporting others and to develop an informed awareness of local, national and global communities.
44. Leaders promote positive and respectful relationships across the school by providing opportunities for pupils to perform together. The musical theatre club encourages pupils to rehearse, develop performance discipline and work collaboratively as a cast. Leaders provide pupils with opportunities to participate in staged productions, with pupils auditioning for roles and attending rehearsals, which helps them to build resilience and confidence. Whole-school events such as 'Downsend Rocks', further reinforce this culture by bringing pupils together in large-scale performance experiences, supporting self-esteem, teamwork and a strong sense of belonging within the school community.
45. The curriculum promotes pupils' understanding of democracy, the rule of law, individual liberty and mutual respect effectively. Pupils experience democratic processes through their involvement in the junior school council, where representatives gather views from their peers on aspects of school life. In the senior school, lessons and extra-curricular clubs provide structured opportunities for pupils to explore rights and responsibilities in a balanced and respectful way. For example, pupils in the debating club discuss issues linked to free speech, diversity and capital punishment. As a result, pupils develop the confidence to express their views appropriately, listen to others and form considered opinions while respecting difference.
46. Teachers support pupils' social wellbeing by helping them to appreciate different cultures and develop respectful and inclusive attitudes. Creative subjects contribute to the development of pupils' self-confidence and self-expression. For example, in music technology, pupils work independently to compose original music, thoughtfully reflecting on Viking culture and language and blending sounds and vocals to create an imaginative score. In drama, pupils explore characters through performance, such as acting out scenes from *Oliver* that explore difference and inequality. As a result, pupils gain an effective understanding of cultural diversity whilst developing their creativity and self-confidence.
47. Leaders provide a wide range of opportunities for pupils to contribute meaningfully to school life, including as prefects in Year 11. Subject captains in Year 10 lead initiatives within departments such as, for example, in design and technology, where pupils have initiated catapult projects for younger pupils. In drama, pupils take responsibility for leading rehearsals and supporting productions, including undertaking key roles in technical theatre and stage management. Pupils value these opportunities and demonstrate a clear understanding of the responsibility they hold, developing their confidence, organisation and teamwork skills as they lead others.

48. Leaders have recently reviewed careers provision and are establishing a thoughtfully planned programme. Pupils in Year 11 and the sixth form receive guidance on subject choices, university courses and career pathways, and pupils in Year 8 benefit from an entrepreneurship activity day that promotes teamwork, innovation and applied employability skills. However, the careers programme is not consistently implemented and as a result pupils' access to accurate, up-to-date and impartial careers guidance remains uneven, so some pupils are not sufficiently well equipped to make fully informed choices about future pathways into higher education and the world of work.
49. Pupils develop an age-appropriate understanding of economic and financial education through a combination of curriculum learning and practical experiences. In the junior school, pupils apply mathematical skills through enterprise opportunities and leadership roles. For example, Year 6 pupils run the school shop and extend these skills through events such as a Christmas fair and a fireworks night. In the senior school, pupils also deepen their understanding through co-curricular activities such as an investment club, where pupils explore the benefits and risks of investing, developing their understanding of financial concepts. These experiences help pupils to make informed choices and prepare them to take responsible financial decisions now and in later life.

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

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

Safeguarding

51. The safeguarding culture throughout the school is robust and thorough. The proprietor provides effective oversight through regular analysis of leaders' safeguarding reports and routine review of safeguarding procedures. A pastoral bulletin further supports a consistent, whole-school approach by keeping staff updated on key welfare priorities, emerging themes and agreed actions. Regular welfare, safeguarding and pastoral meetings ensure that concerns are identified promptly and acted upon consistently. The safeguarding policy is detailed, regularly reviewed by leaders and implemented effectively. Staff are alert to early indicators that pupils may be at risk and respond appropriately to safeguard pupils from harm. Leaders ensure that statutory safeguarding guidance is implemented consistently across the school.
52. Staff receive comprehensive and effective safeguarding training, including at induction. This training includes the latest updates to the 'Prevent' duty so that staff are alert to the dangers of radicalisation and extremism. It also includes professional conduct training on appropriate physical contact, maintaining professional boundaries, and the expectations for recording and reporting any incidents or low-level concerns. Staff know how to contact members of the safeguarding team and understand the school's safeguarding policy and procedures. They consistently demonstrate appropriate professional teaching standards and have a thorough understanding of their safeguarding responsibilities.
53. Leaders with responsibility for safeguarding receive appropriate training for their roles. They diligently co-ordinate early help for vulnerable pupils and follow up concerns in a timely manner. The safeguarding team consults with local safeguarding partners and refers concerns to them, when necessary. Safeguarding records are detailed and well maintained and clearly detail the actions that are taken.
54. Leaders implement a robust internet filtering and monitoring system. Any alerts are appropriately investigated and recorded by senior staff. Leaders analyse these records to identify any patterns or trends and take suitable actions in response. Online safety education is embedded within the PSHE curriculum. For example, pupils are taught about how to stay safe online, who to go to for help and how to participate in safer online communities.
55. Leaders provide pupils with suitable opportunities to seek support, when required. Pupils know who the members of the safeguarding team are and are confident that they can talk to any trusted adult, including the school nurses. Leaders maintain detailed records of pupils' concerns, which are reviewed regularly so that pupils' individual needs are supported consistently. Staff are approachable and pupils are confident that their concerns will be taken seriously and addressed. As a result, pupils' wellbeing is supported effectively.
56. The school ensures that all required checks are carried out on staff, governors and volunteers before they begin working at the school. These checks are recorded in a suitable single central record of appointments (SCR). Leaders provide systematic oversight of the SCR. Staff receive specific training so that the school's safer recruitment procedures are managed competently.

The extent to which the school meets Standards relating to safeguarding

57. All the relevant Standards are met.

School details

School	Downsend School
Department for Education number	936/6065
Address	Downsend School 1 Leatherhead Road Leatherhead Surrey KT22 8TJ
Phone number	01372 372197
Email address	office@downsend.co.uk
Website	www.downsend.co.uk
Proprietor	Cognita Schools Limited
Chair	Mr Michael Drake
Headteacher	Mrs Rebecca Tear
Age range	7 to 18
Number of pupils	537
Date of previous inspection	7 to 9 March 2023

Information about the school

58. Downsend School is an independent co-educational day school in Leatherhead, Surrey. The school is owned by Cognita Schools Ltd, whose directors provide governance. It comprises three sections: a junior school, for pupils aged 7 to 11 years; a senior school, for pupils aged 11 to 16 years; and a sixth form, for pupils aged 16 to 18 years, which is located in a separate building in central Leatherhead. Downsend School is part of the Downsend Schools family comprising Downsend School, Little Downsend, Epsom, Little Downsend, Ashstead and Little Downsend, Leatherhead.
59. The school has identified 182 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
60. The school has identified English as an additional language for 44 pupils.
61. The school states its aims are to inspire a generation to embrace the future, shaping young people who will make change in our world.

Inspection details

Inspection dates

11 to 13 January 2026

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

63. 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 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.

64. 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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For more information, please visit isi.net