ISI Independent Schools Inspectorate

School inspection report

9 to 11 September 2025

Sevenoaks School

High Street

Sevenoaks

Kent

TN13 1HU

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 and governors ensure that the school's values are clearly understood by pupils and staff, and this shared understanding, reinforced by a consistent approach, promotes pupils' wellbeing across the school.

2. School leaders have created a curriculum where academic and co-curricular opportunities are well integrated throughout the school. At all levels the curriculum emphasises a global education which prioritises the acquisition of languages and the understanding of society at large and in different cultures.

3. The school's service and partnership programme is a significant strength. Leaders consider and shape the programme with care so that all pupils benefit from it. It enables pupils to engage in meaningful opportunities to support others within their school community, in the school's locality and in the wider world. It is central to the school's ethos of providing a global education. Pupils enthusiastically organise and participate in the programme in the sixth form and in the lower and middle school. The programme provides opportunities for teamwork, the promotion of equality, diversity and inclusion (EDI), and structured leadership roles, which help pupils develop empathy, skills and confidence for life.

4. Pupils achieve consistently high academic outcomes, particularly in the International Baccalaureate (IB), and progress to ambitious and appropriate higher education destinations in the United Kingdom and overseas.

5. Careful planning, secure subject knowledge and effective teaching ensure that pupils make good progress across a wide range of disciplines. Lessons are engaging, teachers provide effective feedback, and pupils are keen to seek academic support both in and out of class, including in boarding houses.

6. Pupils who have special educational needs and/or disabilities (SEND) benefit from detailed individual education plans (IEPs), which detail appropriate strategies to support pupils. Overall, pupils make good progress but not all teachers consistently apply the recommended approaches in lessons to further support the progress of some pupils.

7. Pupils who speak English as an additional language (EAL) are well supported by trained staff, and targeted provision enables them to access the curriculum fully and make good progress.

8. The behaviour policy is well designed and consistently applied. Expectations are clear, routines are embedded, and sanctions and rewards are applied effectively. As a result, pupils behave well, classrooms are calm, and any rare instances of low-level disruption that occur are addressed promptly.

9. Pupils' welfare, health and safety are well supported through robust policies, effective implementation and a culture of care. Boarders enjoy suitable, well-maintained accommodation and benefit from the care of trained staff who provide effective academic and pastoral support. Leaders develop a supportive boarding community, and boarders value the opportunities and friendships that boarding life provides.

10. Leaders have established clear safeguarding systems and understand the range of risks to pupils' safety. Staff are vigilant and take their safeguarding responsibilities seriously. Pupils learn how to keep themselves safe, including while online. The effective safeguarding culture encompasses all aspects of boarding life.

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 teaching staff effectively implement the teaching strategies outlined by the learning support department in lessons, so that pupils who have SEND make consistently good progress.

Material change request

11. Inspectors considered the school's request for a change to the details of its registration to include increasing its capacity from 1250 to 1260 pupils.

- Leaders have appropriate plans in place to integrate the ten new pupils into existing year groups and, where suitable, into existing boarding houses.
- Boarding houses are well appointed and have sufficient capacity to accommodate additional pupils. Boarding staff are suitably trained, and their knowledge and skills ensure compliance with both the Standards and the National Minimum Standards for boarding schools (NMS). Arrangements are likely to continue to meet the Standards should the material change be approved.
- Adequate space is available in both boarding houses and classrooms to support the proposed expansion.
- Teaching is well resourced, takes account of pupils' prior attainment and individual needs, and enables them to make good progress. Provision is likely to remain appropriate following the proposed increase in pupil numbers.
- Robust procedures are in place to identify and mitigate risk, maintain buildings and fittings, and minimise the risk of fire. As no structural changes are planned to accommodate the new pupils, existing arrangements are likely to remain suitable.
- Safeguarding arrangements are effective. Safer recruitment checks are conducted prior to staff taking up post, and it is likely that these procedures will continue to meet the Standards should the material change be approved.

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- Required information is made available to parents through the school website. Governors ensure that leaders have the necessary skills and knowledge to secure compliance with the Standards, and current arrangements are likely to remain appropriate.

12. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

13. Leaders ensure that the school's ethos of enquiry, knowledge, care and inclusivity is thoroughly embedded in school life. Pupils and staff alike understand and embrace these values; they are lived out in the daily experiences of the community. The school is welcoming and friendly, and leaders actively promote pupils' wellbeing alongside high academic expectations.

14. Governance is effective. Governors provide oversight through a clear structure of committees and maintain close engagement with leaders. They ensure that leaders have the necessary skills to fulfil their responsibilities and evaluate provision through formal processes such as annual reviews. Their oversight of safeguarding and health and safety is rigorous.

15. Leadership is responsive to the needs and context of pupils, as recognised by pupils, parents, staff and governors. While all sixth-form pupils study the IB, those in Years 9 to 11 follow the middle school diploma and GCSE courses, which are tailored to current pupils. Monitoring of club attendance has led to the expansion of provision for younger year groups.

16. Leaders in boarding are particularly effective in supporting the wellbeing of boarding pupils through clear routines, consistent expectations and a visible culture of care. They know pupils well, monitor welfare closely and act swiftly when concerns arise, working with medical and safeguarding teams and with parents. Induction is thoughtful and effective, and enrichment activities, supervised study and an emphasis on healthy sleep and nutrition together create an environment where boarders thrive.

17. Leaders have developed a range of opportunities for pupils to share their views. School and house committees provide regular structured opportunities for pupils to voice their opinions, while surveys enable leaders to gauge the wider pupil experience. Leaders are approachable and transparent, offering feedback when suggestions can or cannot be acted upon. This contributes to a culture of openness and respect.

18. Required information, including a statement of boarding principles and practice, is made available to parents through the school's website, and parents are provided with four written reports annually which detail their child's progress and achievement. A suitable complaints policy is in place which is effectively implemented by leaders who act according to the policy and within the published timescales.

19. Boarding provision is well led and managed. Information for parents and pupils is comprehensive, preparing families well for transition. Safety is prioritised and policies and record-keeping are meticulous. Governors play an active role in supporting boarding leadership.

20. Leaders mitigate risk through robust policies, vigilant monitoring and swift, proportionate action. They conduct regular risk assessments and compliance audits, train staff thoroughly, including in safeguarding and health and safety, and use reporting procedures to spot patterns early. Clear routines and consistent expectations reduce day-to-day risks, while close work with governors and medical and safeguarding teams ensures co-ordinated responses when concerns arise.

21. Leaders maintain an appropriate accessibility plan and the implementation of this is monitored. The school fulfils its responsibilities under the Equality Act 2010. Leaders emphasise the importance of tolerance and respect for all and promote EDI effectively.

22. Safeguarding is proactive and responsive. Leaders demonstrate a commitment to continuous improvement, learning from incidents and adapting practice accordingly. They ensure that staff remain alert to pupils' wellbeing; for example, pastoral leaders are visible around the site, checking in informally with pupils.

23. Leaders liaise effectively with external agencies such as social services and child and adolescent mental health services (CAMHS) where necessary. They report any pupils who join or leave the school at non-standard transition times to the local authority in a timely manner.

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

24. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

25. The school offers a broad and balanced curriculum which is carefully structured to meet the needs of pupils at every stage. It emphasises language learning and global awareness, in line with the school's stated aim to prepare its pupils to be global citizens. In the lower school, guided reading and shared texts foster literacy and creativity, while in Years 9 to 11 the middle school diploma, the learning skills programme and GCSE courses provide academic challenge alongside personal development. In the sixth form, all pupils study the IB, supported by an extensive 'creativity, action, service' programme, which promotes independence, inventiveness and empathy.

26. Teaching throughout the school is effective, well matched to age and ability and carefully planned to develop knowledge and skills. Teachers demonstrate secure subject knowledge and employ a variety of strategies to promote engagement and progress. In economics, international examples are used to contextualise supply-side policy and teachers probe pupils' reasoning in diagram work. In theory of knowledge lessons, structured resources support pupils in exploring perspectives, methodology and ethics, enabling them to organise and record complex ideas effectively. Pupils from international backgrounds are encouraged to reflect on their own experiences, adding richness to learning in the classroom and beyond. Effective teaching enables pupils to build conceptual understanding, think deeply and self-correct misconceptions.

27. Pupils achieve success in their external examinations, especially in the IB. They are ambitious, articulate and enthusiastic, and show resilience in their learning. They have good numeracy skills and are able to utilise them in lessons beyond mathematics, such as in science and economics. Pupils benefit from the wide range of modern foreign languages (MFL) on offer. Beyond taught lessons, language clubs and an effective exchange programme further support pupils' language learning.

28. Academic leaders use a comprehensive tracking system which enables timely, personalised support. Teachers' written and oral feedback ensures that pupils understand when they have made progress and what they need to do to improve. Pupils reflect carefully on the positive and weaker aspects of their work and these strategies help to ensure that they make good progress in their learning.

29. Pupils who have SEND benefit from provision that is well led and well co-ordinated, with the health centre, learning support department, tutors and pastoral staff working closely together. The learning support department conducts thorough assessments and produces detailed IEPs. Although these plans are readily available, planning and implementation in lessons do not always take full account of pupils' identified needs, and this can affect their progress. Where recommended strategies are applied, pupils who have SEND make good progress from their starting points in organisation, learning and confidence. Changes made by teachers to reflect the strategies outlined in IEPs are particularly effective in supporting the academic independence of sixth-form pupils.

30. Pupils who speak EAL are supported by thorough assessment, IEPs and targeted strategies that promote both academic access and emotional wellbeing. Specialist staff, including MFL teachers with EAL training, provide tailored support which enables pupils to participate fully in school life and make good progress from their starting points. Staff, including boarding staff, build positive relationships with pupils who speak EAL, helping them to feel included, valued and confident.

31. Pupils' attitudes to learning are consistently positive, including in technological, creative and aesthetic education. The curriculums in art, music, drama and technology, for example, are carefully

designed to effectively develop core skills and provide clear opportunities to extend them through co-curricular activities.

32. Co-curricular provision is extensive, with activities designed to suit all age groups. These include sporting, creative and academic opportunities for a range of abilities. Co-curricular clubs and activities such as the musical theatre club, various music and art groups, and a wide range of outdoor pursuits are well attended and appreciated, including by boarders, who also benefit from structured prep support and subject-specific mentoring.

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

33. All the relevant Standards are met.

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

34. The personal, social, health and economic education (PSHE) programme is well structured, covers all statutory elements, and is supported by the assembly programme, an extensive programme of external speakers, and the tutor programme. Together, these provide a cohesive approach to life skills which helps pupils to understand how to stay safe and healthy, while also developing their cultural awareness and social skills.

35. The relationships and sex education (RSE) curriculum is clearly planned, regularly updated and uses varied resources and external speakers. Effective teaching enables pupils to approach sensitive topics with confidence, preparing them well for life in modern British society. Leaders respond promptly to contextual issues, including the cultural differences experienced by international pupils. Pupils benefit from opportunities to ask questions openly or anonymously, further developing their understanding.

36. School leaders promote high expectations of behaviour and consequently pupils show courtesy and respect towards staff and peers. Instances of serious misbehaviour are rare, but when they occur the policy is applied promptly and consistently. The emphasis on restorative justice is well understood and valued by pupils. Behaviour is closely monitored using online systems, enabling pastoral teams to identify patterns and concerns and to ensure the policy is implemented consistently.

37. The school's anti-bullying policy is implemented effectively. Pupils know how to respond if bullying occurs, including who to report to and what action would follow. As a result, pupils are well supported should any incidents occur. A culture of trust, respect and openness underpins welfare arrangements across the school.

38. Pupils' spiritual, moral, social and cultural development is well supported through effective religious education lessons which draw on the experience of pupils and additional co-curricular activities which promote further discussion. The middle school diploma encourages involvement across key areas of school life, promoting personal development alongside academic progress. Co-curricular activities allow exploration of cultural and religious ideas beyond lessons. Pupils develop their social skills further through The Duke of Edinburgh's Award scheme, Combined Cadet Force (CCF), drama and music activities, where they collaborate successfully and respectfully.

39. Pupils' physical health is promoted through a broad physical education (PE) and games programme. In Years 7 to 11, the curriculum helps pupils develop teamwork and an understanding of lifelong fitness. A rich choice of sports helps pupils find activities they enjoy and provides pathways to local and national competition. Pupils develop leadership, self-discipline and reflective habits that support both their sporting and academic learning. In the sixth form, the programme balances participation and performance. Sport is championed by leaders and staff and linked purposefully across the curriculum, for example, through a focus on discipline in sport and through visiting speakers on the global politics and economics of football. Flexible arrangements allow pupils to balance sports training with academic work.

40. Attendance is well managed, and the policy reflects statutory guidance. The recent focus on punctuality has helped collaboration with parents and pupils and supported wider engagement in school life.

41. Pupils' wellbeing is further supported by a centrally located, well-resourced health centre, which plays a key role in supporting both day pupils and boarders. Systems ensure that medical information is shared appropriately, and staff receive training in administering medication. The health centre team also includes trained counsellors who are able to support pupils' mental health and as a result pupils benefit from access to timely help when required.

42. Boarding accommodation is well furnished and secure, with access by card and CCTV monitoring of entrances. Boarders receive a thorough induction, understand fire safety procedures, and have access to an independent listener. Pupils are well cared for and able to express their views. Food is plentiful and of good quality, and both pastoral and medical support are effective. Boarding prefects are well trained for their responsibilities, and boarders build positive relationships with staff and peers that are based on trust and respect.

43. Health and safety practices are robust, with regular checks to ensure that accommodation, including boarding, is safe. A suitable fire risk policy is in place, supported by systematic checks on equipment and lighting and regular staff training. Fire drills are appropriately timed across both day and boarding provision, ensuring that pupils and staff know how to respond in the event of a fire.

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. The school's ethos is embedded across all aspects of school life, including the curriculum, co-curricular activities and service. Programmes reflect the aims of inclusivity, kindness and sustainability, and develop pupils' social and cultural awareness. For example, a pupil-led initiative has ensured that environmental costs are offset for school trips. Pupils actively consider the impact of their actions, aligning those actions with the school's wider sustainability strategy.

46. Equality, diversity and inclusion (EDI) are promoted effectively. An EDI action group and affinity networks run assemblies and fundraisers, and help inform tutor time and PSHE developments, while an annual 'EDI week' and daily curriculum links sustain momentum. Students demonstrate a thorough knowledge of protected characteristics. External speakers support this work. For instance, a lecturer on gender stereotypes prompted pupils' thoughtful reflection during rehearsals for *Guys and Dolls*. Pupils demonstrate maturity and respect in discussing the issues raised. The school is inclusive and respectful, and pupils from different backgrounds work and socialise together harmoniously.

47. Careers provision is comprehensive, up to date and impartial. In the lower and middle schools this is delivered through the 'living in the wider world' strand of the PSHE programme, which covers topics such as employment rights and responsibilities, financial knowledge and choices. In the sixth form, pupils receive guidance within the curriculum, through guest speakers and in dedicated higher education sessions. Extensive support is provided for applications to UK, US and international universities, reflecting the diverse aspirations of pupils. The programme is well resourced and supported by the tutor system and a central hub, ensuring that pupils are not only well prepared for their next steps but highly successful in achieving their aims. Former pupils return to share professional experiences, further enriching provision.

48. Leadership opportunities are plentiful and keenly sought. Prefects and office holders are elected by staff and peers, providing pupils with meaningful responsibilities. The CCF further develops pupils' leadership qualities, with senior pupils running sessions, leading tactical exercises and working alongside adult specialists. Sixth-form and house committees gather the views of pupils and raise proposals with leaders. Their impact is tangible, with the opinions of pupils contributing to changes in food provision and the mobile phone policy, and the introduction of anti-racism training. Involvement in such processes develops pupils' initiative and understanding of how they can contribute positively to the lives of others.

49. The school's highly successful community outreach programme, known as 'service and partnership', is central to the school's ethos. From buddying in Year 8, through the structured service programme in Years 10 to 13, to peer mentoring in the sixth form, pupils engage in activities that improve planning, self-awareness, confidence and leadership. Their contributions to the local community are extensive. Pupils donate produce from the school allotment to foodbanks and organise a Christmas party for over 100 local refugee children. They prepare bite-size videos for primary and secondary schools and education boxes for a variety of subjects which can be borrowed by local schools.

50. The school also promotes global citizenship. Long-established links with schools in Morocco and South Africa involve pupils participating in charitable activities such as supporting a boarding house

for female pupils in Morocco and rhino conservation in South Africa. Pupils also successfully support English teaching in Bali and Ukraine through online training sessions.

51. Economic education is delivered through PSHE as well as in some academic subjects. Younger pupils study money management, budgeting, financial literacy, and the principles of saving and long-term investment. Pupils in the sixth form prepare for independent living through university-style budgeting tasks and consider longer-term commitments such as pensions and mortgages. Charitable initiatives deepen financial awareness as pupils plan events, set targets and manage budgets to raise funds. Co-curricular opportunities, including the economics discussion club, the investment banking society and enterprise workshops on starting a business, enable pupils to extend their understanding and apply it in practice.

52. Boarders develop good social understanding through a rich blend of house life, PSHE sessions and co-curricular leadership. House tutors know pupils well and guide reflective decision-making, while pupil officials from Year 13 lead their communities with kindness, fairness and high expectations. An open, respectful culture encourages pupils to debate issues, celebrate diverse identities and advocate for peers. Through service, assemblies and student councils, boarders contribute actively to house and school life and develop the confidence, responsibility and social awareness needed to impact society beyond school.

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

53. All the relevant Standards are met.

Safeguarding

54. Safeguarding arrangements are comprehensive and effective. Leaders ensure that policies are properly implemented, and that pupils' safety and welfare are consistently prioritised across all aspects of school life. Pupils, including boarders, know how to raise concerns and are confident that these will be treated seriously and acted upon without delay. A culture of openness enables pupils to speak with a range of trusted adults, while staff and governors promote vigilance and accountability at every level.

55. Staff receive thorough safeguarding training as part of their induction, with a structured programme of frequent updates thereafter. Leaders monitor understanding through weekly online quizzes, and safeguarding leaders model good practice to reinforce the confidence of staff members. The safeguarding team demonstrates a clear awareness of contextual risks, including radicalisation, and takes appropriate action to mitigate these. Records are detailed and securely maintained, and referrals to external agencies are made promptly. Safeguarding leaders maintain positive working relationships with the local authority and other external partners to ensure effective support for pupils.

56. Safer recruitment procedures are firmly embedded. All required pre-employment checks on staff, governors and volunteers are completed before individuals commence work, and these are recorded accurately on the single central record of appointments (SCR), which is regularly reviewed by senior leaders and governors. Staff know how to raise concerns about adults, including those who do not meet the harm threshold, and understand the importance of reporting immediately. Leaders respond quickly and take appropriate action, including working with the local authority designated officer and seeking external advice where appropriate.

57. Online safety is well managed. Pupils are taught how to stay safe online, and leaders ensure effective filtering and monitoring of internet use. Alerts are acted upon promptly, and governors receive regular reports on system effectiveness. Online safety is promoted through PSHE and critical-thinking activities that help pupils navigate misinformation.

58. Governors exercise effective oversight. They undertake regular training, engage with weekly safeguarding activities and provide effective support and challenge to leaders. Annual safeguarding reviews inform further improvements.

59. Boarding accommodation is secure, accessible only by card, with CCTV monitoring of external entrances. Staff accommodation is separate, and boarding staff receive role-specific induction and training. An independent person is available to boarders. Boarders feel safe and are well supported.

The extent to which the school meets Standards relating to safeguarding

60. All the relevant Standards are met.

School details

School	Sevenoaks School
Department for Education number	886/6014
Registered charity number	1101358
Address	Sevenoaks School High Street Sevenoaks Kent TN13 1HU
Phone number	01732 455133
Email address	admin@sevenoaksschool.org
Website	www.sevenoaksschool.org
Proprietor	Governors of Sevenoaks School
Chair	Ms Alison Becket
Headteacher	Mr Jesse Elzinga
Age range	11 to 18
Number of pupils	1218
Number of boarding pupils	449
Date of previous inspection	8 June 2022

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Information about the school

61. Sevenoaks school is an independent co-educational boarding and day school situated in the town of Sevenoaks, Kent. The proprietors are the governors of the school, and the school is a registered charity.

62. The school, which was opened in 1432, caters for local and international pupils. All pupils in the sixth form study the International Baccalaureate (IB) Diploma.

63. The school has eight boarding houses. There are four houses for male pupils and four for female pupils. Pupils may board from the age of 13.

64. The school has identified 282 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).

65. The school has identified English as an additional language (EAL) for 401 pupils.

66. The school states its aims are to develop enquiring, knowledgeable and caring young people, empowered with the skills to create a better and more peaceful world.

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Inspection details

Inspection dates	9 to 11 September 2025

67. A team of ten inspectors visited the school for two and a half days. The on-site inspection was quality assured by a remote monitor.

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

69. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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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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