ISI Independent Schools Inspectorate

School inspection report

11 to 13 November 2025

St George's School

Windsor Castle

Windsor

Berkshire

SL4 1QF

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 undertake effective self-evaluation when devising school development plans which are informed by the views of pupils, parents and staff. Governors rigorously monitor the effectiveness with which the development plan is implemented. Leaders are effective in managing potential risks to pupils' health and safety.

2. Pupils experience a suitably broad and balanced curriculum. Their educational experience is enhanced by an extensive extra-curricular programme of clubs, performances, sports fixtures, visits, visitors and themed events. Pupils' needs are addressed effectively through adaptations to programmes of study in lessons.

3. Pupils make good progress due to the expertise and enthusiasm of the teaching they receive in lessons. The rigorous tracking of pupils' progress supports the positive outcomes achieved by Year 8 pupils in gaining places at selective senior schools.

4. Pupils' mental health and emotional wellbeing are promoted effectively. However, leaders have recognised that the wellbeing of a small minority of pupils would be enhanced still further with the planned development of the playground equipment. Pupils' spiritual understanding is nourished by a broad and inclusive religious studies programme. Their physical health is effectively championed through the opportunities they have to participate in sporting activity and access to a range of nutritious food.

5. The school prepares pupils well for the next stages of their lives. Leaders support the effective transition of pupils between year groups and of leavers to senior schools. Pupils develop their understanding of the value of careful financial management and different career paths they might follow. Teaching provides pupils with insights into life in modern Britain and enables them to develop understanding, tolerance and respect towards others.

6. Safeguarding arrangements are effective due to the expertise of leaders with designated safeguarding responsibility and rigorous oversight by governors. The safeguarding team accesses timely advice from relevant external agencies when required. Pupils have appropriate mechanisms for reporting concerns and leaders respond effectively when concerns are raised.

7. Staff in the early years are highly responsive to children's needs and interests and provide them with care and attention. Parents are effectively engaged in their children's learning due to regular communication between school and home.

8. Boarders' wellbeing is well supported by experienced and dedicated staff. Boarders with significant additional demands on their time, such as the choristers, receive effective support. Boarding accommodation is comfortable and secure. Leaders enable boarders to access a broad and interesting range of evening activities.

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:

- enable all pupils to experience breaktimes that further enhance their wellbeing.

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Section 1: Leadership and management, and governance

9. Leaders' regular evaluation of the school's successes and areas for development contributes towards effective forward planning and successful outcomes for pupils. Leaders promote the school's aims effectively. They regularly solicit the views of pupils, parents and staff and take these into account when planning school development. Leaders enable pupils to share their ideas and views in a variety of forums, such as student council, eco-committee and food committee, which result in positive improvements to pupils' school experience, such as the introduction of a school orchestra and improvements to school facilities.

10. Governors maintain effective oversight of the school. They support and challenge leaders effectively to assure themselves that they have appropriate skills and knowledge and fulfil their responsibilities effectively to promote pupils' welfare and ensure that the Standards are consistently met. Governors rigorously review policies prepared by leaders and ensure that their contents reflect current statutory guidance. Governors assure themselves that policies are effectively implemented, through lesson visits and regular meetings with pupils to discuss their school experience.

11. Leaders conduct regular appraisals of staff and undergo appraisals themselves. They identify staff professional development needs and provide opportunities for staff to attend appropriate training which increases their expertise and contributes to pupils' good progress and high levels of wellbeing. Leaders liaise effectively with external agencies and seek specialist advice to strengthen their own practice and support pupils' welfare. Leaders in the early years hold regular meetings with staff to support their practice in meeting children's needs. These meetings contribute towards children's learning, developmental and emotional needs being effectively met.

12. Governors' and leaders' oversight of pupils' health and safety is robust. Risk assessment arrangements are effective, including those related to pupils who undertake activities in Windsor Castle. The educational visits co-ordinator works effectively with other senior leaders to ensure effective oversight of risk management of off-site activities. Leaders' considerable knowledge of pupils enables them to mitigate risks that are particular to individual pupils' circumstances.

13. Parents are able to access the required information, such as policies and previous inspection reports, via the school's informative website. Parents are provided with comprehensive reports that include clear information about their child's progress. The school provides appropriate information to the relevant local authority relating to the use of funding for any pupils who have an education, health and care plan (EHC plan). Parents of children in the early years are kept informed of their child's progress and wellbeing through regular contact between staff, parents and carers.

14. The school's complaints policy outlines appropriate procedures for parents to follow should they wish to submit a complaint. The policy is rigorously adhered to whenever parents raise an issue with leaders. Leaders are proactive in understanding parents' concerns through questionnaires, being regularly available at the school gate at the beginning and end of the school day as well as discussions with class representatives and members of the parents' advisory committee.

15. The school meets the requirements of the Equality Act 2010. Leaders implement an appropriate accessibility plan that is renewed every three years and which positively supports pupils' improved access to the curriculum and site. Leaders ensure that no aspects of provision discriminate against any groups of pupils.

16. Boarders enjoy high levels of wellbeing due to the effective leadership of boarding staff. Boarding staff receive appropriate training in order to fulfil their responsibilities to a high standard. Leaders ensure that boarders' accommodation is comfortable and secure. Boarders enjoy the wide variety of activities available to them and are well looked after by caring, experienced staff.

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

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. The curriculum contains a wide range of subjects, including all required areas. Curriculum leaders plan programmes of study carefully to ensure a clear progression of skills. Pupils demonstrate good understanding when applying the knowledge they gain in different subjects such as information and communication technology (ICT). For example, by the end of the early years, children are able to code effectively when giving instructions to robots. Pupils in Year 8 skilfully apply what they learn in ICT lessons when developing their own apps.

19. Pupils are well supported in the development of their reading skills due to the effective grounding in phonics they receive in the early years and an early exposure to a variety of genres. Pupils write effectively and carefully evaluate and edit their written work. They demonstrate well-developed communication skills due to the many opportunities they have to work collaboratively and present ideas to different audiences.

20. Pupils are confident in their application of mathematical skills across different subjects, such as when applying their knowledge of Pythagoras's theorem and trigonometry when solving complex problems in mathematics lessons or, in science, when applying their mathematical knowledge to evaluate the most effective means of generating electricity.

21. The school's enquiry-based approach to learning enables pupils to synthesise information effectively. Pupils skilfully apply information garnered from a range of sources, as exemplified in research-based projects presented by older pupils.

22. Pupils make rapid progress in their acquisition of skills in the performing and visual arts due to teachers' expertise, helpful resources and the regular opportunities provided for them to participate in high-quality events. The opportunity to sing to a high standard is open to all pupils, both choristers and non-choristers.

23. The linguistic skills of children in the early years are well developed due to the effective modelling of correct language use by staff. As a result, they are articulate and confident. Children speak and listen effectively to others when engaged in collaborative activities. They have a good understanding of mathematical concepts and apply the language they learn in directed tasks during play-based activities. Children make good progress due to effective curriculum planning and highly individualised approaches to teaching and learning.

24. Pupils engage with enjoyment in a wide range of extra-curricular activities, such as judo, sewing and street dance, and are enabled to acquire new skills. Pupils' learning is further enriched by a range of educational visits and residential trips, for instance a trip to a railway museum for pupils in Year 2, Year 6 pupils' trip to learn about the science behind rollercoasters and Year 7 and 8 pupils' exchange trip with a school in Kenya. Pupils also deepen their understanding of a range of topics during themed days and when attending various presentations by visitors to the school.

25. Teachers know their pupils well and plan lessons to meet their specific needs. They use a variety of effective teaching methods and suitable resources to which pupils respond positively. Teachers' subject knowledge is applied effectively and has a positive impact on pupils' progress. Pupils' motivation to learn is aided by the effective collaboration they enjoy with their teachers and peers. Pupils are adept at thinking for themselves and expressing their thoughts with clarity.

26. Teachers' effective use of assessment enables them to identify and address gaps in pupils' knowledge, skills and understanding. They provide effective feedback which supports pupils' good progress. Teachers set appropriate targets which supports pupils' effective acquisition of knowledge, skills and understanding.

27. Teachers adapt the planning and delivery of lessons for pupils who speak English as an additional language (EAL). Pupils receive individual support both in lessons and in examinations.

28. Pupils of all abilities make good progress, including those who have special educational needs and/or disabilities (SEND). The good progress of pupils who have SEND is supported by early identification of their needs, skilful implementation of appropriate strategies by suitably qualified staff and the effectiveness with which pupils' progress is tracked. Older pupils are successful in gaining places at schools with often highly selective entry requirements.

29. Boarders are well supported when undertaking their academic studies. House staff are readily available and provide appropriate support to pupils during quiet study time in the evening. Leaders and staff are effective in the support they provide for boarders who have significant demands on their time, including the choristers.

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. Leaders and staff effectively promote the school's values of kindness, honesty and courage in assemblies and lessons. Children in the early years demonstrate respectful behaviour and kindness towards one another due to the positive example set by staff. Pupils throughout the school are tolerant and respectful towards differences in others.

32. Pupils possess high levels of self-esteem and self-confidence as a result of the understanding that staff have of the needs of individual pupils. However, a small minority of pupils are less confident about engaging in activities, particularly in unstructured situations, such as playtimes. Pupils respond positively to the regular celebration of their achievements in assemblies, wall displays and newsletters.

33. Leaders and staff are proactive in facilitating pupils' wellbeing. Children in the early years are effectively supported in learning how to regulate their emotions. Pupils have access to staff with expertise in mental health care. Staff monitor boarders' wellbeing effectively and provide them with considerable support, including during their induction into the boarding community. Leaders and staff encourage boarders to express their views and share any concerns they might have. Staff act effectively upon feedback received from boarders' forums, such as by installing a noticeboard and a waterproof radio in the shower room.

34. Personal development is supported through a comprehensive and age-appropriate personal, social, health and economic education (PSHE) programme, including topics such as fireworks and road and sun safety. PSHE teachers are suitably trained and have access to a range of appropriate resources. The impact of the PSHE curriculum is regularly assessed and adaptations are made to ensure lessons are planned to promote pupils' wellbeing.

35. The relationships and sex education (RSE) programme of study reflects current statutory guidance. It is relevant to pupils' needs and enables them to gain a well-developed understanding of factors that contribute towards healthy relationships, such as respecting consent and understanding that stereotypes can be unfair and negative. Leaders ensure that the RSE curriculum is relevant and useful to pupils' lives. Leaders consult parents appropriately about the RSE programme of study.

36. Pupils behave well due to the priority given by leaders and staff to recognising and rewarding pupils' positive behaviour and the opportunities pupils are given to reflect when sanctions are awarded. Pupils gain a well-developed understanding of different forms of bullying, its impact and how they might deal with it were it to occur. Pupils are encouraged to be 'upstanders' who challenge bullying behaviour exhibited by others.

37. The school promotes pupils' spiritual understanding effectively. Pupils' appreciation of the non-material aspects of life is enhanced by regular assemblies and participation in worship in the castle's chapel. They learn about a range of world religions and different spiritual perspectives and practices in religious education lessons and when considering questions such as what features different religions share.

38. Pupils' physical development is supported by extensive opportunities to participate in sporting activities, after-school clubs and inter-school fixtures, which enable them to develop fitness and

specific sports-related skills. Children in the early years achieve well-developed fine and gross motor skills due to the range of opportunities they have to learn outdoors, swim and participate in physical education (PE) sessions. In PSHE lessons, pupils learn about the positive impact of regular physical exercise. Pupils develop a clear understanding of healthy food choices. Nutritious food options are available and regularly chosen by pupils at lunchtimes. Children in the early years develop their understanding about the importance of oral hygiene, including through regular visits by a dental practitioner.

39. The school premises are suitably maintained. Boarders are provided with comfortable, well-equipped accommodation. Health and safety, site security and fire safety arrangements are effective. Leaders ensure that required checks and maintenance are undertaken regularly and, when appropriate, by external experts. Staff receive thorough training in health and safety and fire safety. Fire evacuation drills are undertaken regularly and evaluated rigorously to identify areas for improvement. Pupils, including children in the early years and boarders, are appropriately supervised both on and off site. Arrangements for first aid and medical care of both day pupils and boarders are effective due to the rigorous implementation of school policy by well-qualified staff.

40. The school maintains appropriate admission and attendance registers in line with current statutory requirements. Leaders monitor pupils' attendance effectively and follow up any concerns about absenteeism. The school informs the local authority of any pupils who join or leave the school at non-standard transition times.

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

41. All the relevant Standards are met.

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

42. Pupils receive effective guidance on the values that underpin British society. They gain a clear understanding about how democracy works through elections to pupils' forums, such as the student council, and participating in mock elections. They learn, in PSHE lessons, about freedom of expression and to respect differing viewpoints during debates. Staff ensure that any discussions that contain political themes are conducted fairly and impartially. The curriculum introduces pupils to different British institutions and services. For example, pupils learn about how the police service supports the local community during regular visits by a police officer.

43. Pupils learn about respectful relationships and different forms of prejudice and discrimination in PSHE lessons. They show respect and tolerance towards others due to the prominence given by leaders to respectful behaviour. They gain an appreciation of the diversity to be found in British society during enquiry-based learning projects, religious education lessons, assemblies and events such as Black History Month. Pupils are well informed about the place of the rule of law and the consequences of right and wrong choices. They contribute to the formulation of class rules and demonstrate a clear understanding of how a system of rules and moral values underpin a safe and respectful society.

44. Pupils are well supported in transitioning from the early years into Year 1. Year 1 teachers regularly read stories to children in their final term in Reception and enable a suitable transition from the way in which the curriculum is delivered in the early years during the first term in Year 1. The effective support given by staff to the social development of children in the early years enables them to move confidently into Year 1. Pupils in Year 3 join those in Year 4 for sports lessons and assemblies to support their confident transition from pre-prep to prep school. Pupils in Years 7 and 8 experience a more challenging curriculum and greater opportunities to develop independent learning skills, whilst being supported effectively in preparing for entrance examinations to their senior schools.

45. Pupils contribute effectively to their school and the wider community. Older pupils apply for positions of responsibility as school ambassadors which they undertake with dedication. Pupils in Years 7 and 8 train as peer listeners and are effective in supporting their younger peers. Prep school pupils visit and provide support for local residential care homes, hospices and foodbanks and engage in educational projects with school children locally and in different parts of the world.

46. Pupils gain an appropriate understanding of different career paths through PSHE lessons and regular visits to the school by a wide range of professionals, including for example a NASA scientist, a coder, a member of the secret services and a pilot.

47. From an early age, pupils learn about how sound financial management can contribute towards wellbeing. Younger children develop a rudimentary understanding of the place of money during imaginative activities in their role play shop. Older pupils achieve a well-developed understanding of the impact of effective money management and the pitfalls of debt, fraud and financial exploitation. Pupils in Year 7 apply their financial management skills effectively when developing their own businesses as part of a 'tenner challenge'.

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. Pupils are well supported by the school's rigorous and effective safeguarding culture. The safeguarding policy reflects current statutory requirements. The policy is rigorously implemented due to the effective leadership of those with responsibility for safeguarding.

50. Governors have effective oversight of safeguarding arrangements. A safeguarding committee comprising leaders and governors meets regularly. The committee includes leaders with responsibility for safeguarding, mental health, pastoral care, SEND, the early years and boarding. This enables the effective sharing of information and robust support to be put in place for pupils in need. Safeguarding is a standing item on the agenda of meetings of the council of governors.

51. Leaders with responsibility for safeguarding are appropriately qualified and have suitable status within the school to be able to fulfil their duties effectively. All staff undertake comprehensive safeguarding training upon joining the school, which is supplemented by further regular safeguarding training, including in how to identify and address signs of radicalisation. This enables staff to know how to identify different forms of abuse and to manage safeguarding disclosures effectively. Leaders and staff are aware of and mitigate contextual risks to pupils' safety, including those associated with boarding, the early years and the school's involvement with Windsor Castle.

52. Leaders liaise effectively with external agencies when addressing safeguarding issues and refer safeguarding concerns to them when appropriate. Attendance at local authority training enables leaders to understand statutory and local thresholds for reporting concerns.

53. Safeguarding records are detailed and appropriate. They are securely stored in accordance with statutory guidance. Suitable arrangements are in place for transferring safeguarding information securely when pupils leave the school.

54. Pupils are able to disclose safeguarding concerns both in person and via an online reporting tool. Pupils are confident in approaching adults about issues that are worrying them and trust that their concerns will be addressed effectively. Boarders have appropriate mechanisms for sharing concerns which they use confidently, including access to an independent person.

55. Suitable arrangements are in place for tracking pupils' online activity, including regular reviews of the effectiveness of filtering and monitoring systems. Pupils are clear about the potential risks associated with online activity due to the helpful guidance they receive in ICT and PSHE lessons and in internet safety assemblies.

56. The school carries out all required safer recruitment checks before staff or governors commence working at the school. Rigorous oversight of the single central record of appointments (SCR) is provided by leaders and the compliance governor who undertake regular checks to ensure all entries are completed accurately and in a timely manner. All staff responsible for appointments receive appropriate safer recruitment training.

The extent to which the school meets Standards relating to safeguarding

57. All the relevant Standards are met.

School details

School	St George's School
Department for Education number	868/6006
Registered charity number	1100392
Address	St George's School Windsor Castle Windsor Berkshire SL4 1QF
Phone number	01753 865553
Email address	enquiries@stgwindsor.org
Website	www.stgwindsor.org
Proprietor	The Dean and Canons of Windsor
Chair	The Right Reverend Dr Christopher Cocksworth
Headteacher	Mrs Emma Károlyi
Age range	3 to 13
Number of pupils	291
Number of boarding pupils	31
Date of previous inspection	29 November to 1 December 2022

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Information about the school

58. St George's School is a co-educational independent day and boarding school located in the grounds of Windsor Castle. The school is a registered charity with a board of governors who provide proprietorial oversight. The Dean of St George's Chapel Windsor became chair of council in June 2024. The current headteacher has been in post since September 2024.

59. Boarders are accommodated in one boarding house, separated by gender. Boarding accommodation is located within the main school building.

60. There are 60 children in the early years, comprising 30 in two Nursery classes and 30 in two Reception classes.

61. The school has identified 32 pupils as having special educational needs and/or disabilities (SEND). A very small number of pupils in the school have an education, health and care plan (EHC plan).

62. The school has identified ten pupils who speak English as an additional language (EAL).

63. The school states its aims are to ignite a passion for learning in a unique school environment in which pupils flourish due to high quality personal care and a commitment to Christian values. The school aims for pupils to experience personal success, intellectual challenge and academic excellence. The overarching vision of the school is to enable pupils to be 'real world ready'.

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Inspection details

Inspection dates	11 to 13 November 2025

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

65. 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 the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. 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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