

School inspection report

11 to 13 November 2025

Faraday School

Old Gate House

7 Trinity Buoy Wharf

London

E14 0FH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders promote a respectful and inclusive school community. However, leaders do not always demonstrate thorough knowledge and skills so that they fulfil their responsibilities effectively. Consequently, the school does not always promote pupils' wellbeing or meet all of the Standards.
2. Leaders do not ensure that the correct codes are used in attendance registers. The attendance policy does not comply with current statutory guidance. It does not include the contact details for the senior attendance champion or the length of the morning and afternoon registration periods.
3. Leaders implement thorough systems to monitor the curriculum and the progress pupils make. Teachers plan carefully and deliver interesting lessons that enable pupils throughout the school to make good progress in their work. Pupils demonstrate consistently motivated and responsible attitudes towards their learning.
4. Leaders provide pupils with effective opportunities to develop their spirituality and to understand the importance of quiet reflection. The school arranges themed days which explore aspects of spirituality. Pupils participate in yoga and mindfulness activities and learn to regulate and manage their feelings.
5. Leaders provide parents with a clear complaints policy which includes a three-stage complaints procedure and appropriate timescales. Leaders respond to any formal complaints which are submitted in a suitable manner. However, leaders maintain disorganised records of the formal complaints which have been submitted. At the start of the inspection, the number of formal complaints in the previous academic year had not been accurately updated on the school's website. Leaders rectified this oversight during the inspection.
6. Leaders in the early years provide a nurturing and supportive environment. They plan the curriculum carefully so that children participate in an appropriate range of lessons and activities. Children respond well to the teaching that staff provide and are prepared effectively for Year 1.
7. The school's approach to managing and mitigating risk is appropriate overall. Leaders write detailed risk assessments for the premises and accommodation which are reviewed and evaluated effectively. Risk assessments for off-site excursions are thorough. However, the school does not evaluate risk assessments for educational visits and trips after they have taken place to check whether any amendments are required.
8. Leaders provide pupils with a wide range of opportunities to hold positions of responsibility in school. Pupils develop leadership skills and learn that it is generous, kind and responsible to serve and help others.
9. The school promotes an effective safeguarding culture. Leaders with responsibility for safeguarding provide consistent support, training and guidance to staff, pupils and parents. The school's safer recruitment procedures are thorough. Leaders maintain appropriate safeguarding records. However, these records are not kept sufficiently clearly so that key documents are easily accessible to the safeguarding team when needed.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the attendance policy reflects current statutory guidance and is implemented effectively
- the attendance policy includes contact details for the senior attendance champion and the lengths of the morning and afternoon registration periods
- the correct codes are used in the attendance registers.

Recommended next steps

Leaders should:

- systematically evaluate risk assessments relating to educational visits and trips after they have taken place
- ensure that full records of any submitted formal complaints are easily accessible
- consistently provide parents with accurate and up-to-date information about the number of formal complaints submitted during the previous academic year
- strengthen the clarity of safeguarding records so that information is readily available to the safeguarding team when needed.

Section 1: Leadership and management, and governance

10. Leaders carefully evaluate the school's provision and take appropriate actions to enhance opportunities for pupils. For example, following consultations with pupils, leaders introduced additional lunchtime extra-curricular activities such as music, mindfulness and computing. Leaders and staff have evaluated and implemented new procedures for assessing pupils' achievement. These inform teachers about pupils' progress more effectively so that teaching continues to consistently meet pupils' individual needs.
11. However, the proprietors do not ensure that leaders have sufficient knowledge or understanding with regards to the application of statutory guidance on attendance. As a result, the Standards are not met consistently.
12. Leaders in the early years promote children's wellbeing consistently well. They plan and implement an appropriate curriculum. Leaders consult closely with parents so that children's individual needs are supported effectively. Staff meet regularly to discuss and monitor children's progress. Leaders promote a stimulating and nurturing early years learning environment which supports children's self-esteem and confidence. Children are prepared well for Year 1.
13. Leaders promote a respectful and inclusive school community in line with the school's aims. Leaders implement a weekly staff briefing so that any concerns relating to pupils are shared and discussed, with actions agreed about how best to proceed. Through such measures, leaders ensure that pastoral provision supports pupils' emotional wellbeing, self-esteem and confidence effectively.
14. Leaders provide parents with useful and required information about school policies and practices through the school's website. Parents receive appropriate written reports and attend regular parents' meetings which inform them about the progress their child is making. The school provides the local authority with appropriate financial information relating to pupils who have an education, health and care plan (EHC plan).
15. Leaders provide parents with a suitable complaints policy. Leaders and staff are approachable and accessible to parents to discuss any concerns they may raise. Any formal complaints submitted are managed in line with the school's policy. However, records relating to these formal complaints are not kept in an organised or accessible manner. At the start of the inspection, the school did not accurately inform parents about the number of formal complaints during the previous academic year. Leaders rectified this oversight before the end of the inspection.
16. Leaders maintain positive and constructive links with local safeguarding partners. The school notifies the local authority appropriately when pupils join or leave the school at non-standard transition points.
17. Leaders maintain an effective approach to managing and mitigating risk overall. Risk assessments are detailed and cover all areas of the school's premises and accommodation. Leaders provide staff with training and guidance so that they write suitable risk assessments. Leaders take appropriate actions to address any potential risks which come to light, such as replacing outside steps to mitigate the risk of pupils' slipping. Risk assessments written for educational visits and trips identify potential risks and consider pupils' individual needs carefully. However, leaders do not implement a thorough or systematic approach to evaluating risk assessments for off-site excursions after they have taken place to ensure their continued effectiveness and whether any revisions to them are required.

18. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. They implement a detailed accessible plan which is inclusive and identifies actions to make the curriculum and school premises available for all pupils. Staff receive specific training so that they provide effective support for pupils who have special educational needs and/or disabilities (SEND).

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

19. Standards are not met consistently with respect to attendance.
20. As a result, Standards relating to leadership and management, and governance are not met.
- 21. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

22. The school implements a suitable curriculum which is tailored effectively to meet the needs of pupils. Teachers plan curriculum activities which use the local environment to support pupils' learning when appropriate. For example, in design and technology (DT), pupils visit a local bakery to learn how to bake bread. In art, pupils attend workshops with a local artist and develop their drawing and painting skills. Leaders plan curriculum opportunities which provide pupils with effective opportunities to deepen their understanding of democracy and respect. For instance, pupils regularly participate in debates and examine issues such as differing views on patriotism and immigration. To further develop their thinking, leaders provide pupils with weekly questions on philosophical and moral topics, including law and order and the right to freedom. As a result of the well-planned curriculum, pupils are prepared well for the next stage of their education.
23. Leaders monitor the implementation of the curriculum carefully. They undertake learning walks and lesson observations and conduct a weekly scrutiny of pupils' work. Leaders consult with pupils and respond positively to their feedback such as by enhancing the history curriculum to provide additional topics and more challenging questions. Leaders meet with staff every week to discuss the academic programme and share lesson planning so that the curriculum continues to effectively meet the needs of pupils.
24. Teachers demonstrate secure subject knowledge which they use to plan interesting lessons. Staff use resources effectively to support pupils' understanding of the topics being taught, such as in science when using a torch and a tent to help pupils learn about shadows and reflections. Teachers routinely highlight the work pupils do well and identify what they need to focus on to make further progress. This gives pupils a thorough understanding of the steps they need to take to improve their work. In mathematics, teachers encourage pupils to apply their knowledge and explain alternative strategies to solve calculations and problems in a range of topics including subtraction, squared numbers and comparing and ordering integers. As a result of effective teaching, pupils make good progress in their work.
25. Staff provide pupils with well-planned opportunities to develop curiosity and to demonstrate responsible attitudes towards their learning. For example, pupils in English perform playscripts in drama lessons and use this knowledge to write their own plays which include specific stage directions. In music, pupils listen carefully when teachers model phrasing and intonation so that they improve their choral performance skills. Pupils in science devise extension questions to inform their independent research such as when they explore classification of different species.
26. Leaders meet with staff regularly to track and monitor pupils' progress. Leaders analyse assessment outcomes and take appropriate actions in response. For instance, pupils with higher prior attainment are identified and provided with opportunities to explore, learn and use new and sophisticated vocabulary in their creative and persuasive writing. Leaders provide additional reading and comprehension sessions for pupils who require further support and consolidation. As a result of such measures, the school supports the individual needs of pupils effectively.
27. Leaders in the early years support children's understanding of language, communication and numeracy consistently well. In mathematics, children draw and create shapes and develop their language skills to explain the shapes they have used. Children learn to count and begin to explore the difference between odd and even numbers. They develop their knowledge of phonic sounds and

sing songs which reinforce the sounds they are learning about. Children use their fingers to rehearse the shape of letters before writing these letters in their books. Teachers read a range of stories to children and ask them about the characters and events in these stories. Such measures help children to use language confidently and to develop key communication skills.

28. Staff support pupils who have SEND effectively. These pupils are provided with individual education plans (IEPs) which identify teaching strategies and adapted resources which help them to make good progress. For example, when appropriate, pupils are provided with resources such as coloured overlays, fidget toys and modified pencil and pen grips. Pupils who have SEND collaborate with their teachers when their ILPs are reviewed so that they understand the steps they need to take to make further progress.
29. Teachers identify pupils who speak English as an additional language (EAL) and implement suitable strategies to support their individual language needs. For instance, when appropriate, staff provide pupils, with visual pictures, vocabulary lists and translated text. Pupils who speak EAL make good progress and develop competency in using the English language.
30. Leaders implement an appropriate programme of extra-curricular activities which take place during lunchtimes and after school. These activities help pupils to experience new interests and develop new skills. For instance, in newspaper club, pupils use digital resources and learn how to research and write reports on a range of topics, such as how to care for a pet. Pupils develop problem-solving skills and strategy in robotics and animations clubs when they build models and programme them to perform different tasks. Pupils' participation in the extra-curricular programme enables them to approach new experiences with confidence and broaden their knowledge.

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

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

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

32. The school's attendance policy and procedures do not reflect current statutory guidance. The attendance policy does not provide contact details for the senior attendance champion or specify the timings of the morning or afternoon registration periods. The required codes are not used in the attendance registers.
33. In other areas of the school's provision, leaders promote pupils' emotional wellbeing effectively. A visiting counsellor attends school every week to speak to any pupils who would like to request support. Leaders implement a mindfulness club so that pupils develop an understanding of how to regulate and manage their emotions. Staff know the pupils well and actively support their individual needs. Such measures enable pupils to approach their education with self-esteem and confidence.
34. Leaders implement well-planned opportunities for pupils to learn about spirituality and moral responsibility. For example, leaders plan 'spirituality days' when pupils reflect and participate in appropriate activities such as writing prayers and visiting places of worship representing different religions. The religious studies (RS) curriculum provides pupils with understanding and knowledge about the world's major religions. For example, pupils write to a rabbi with questions relating to the Jewish faith and its traditions. Leaders use moral stories from different faiths and cultures in assemblies to teach pupils the importance of treating others as they would like to be treated.
35. The personal, social, health and economic education (PSHE) curriculum is planned well. Teachers help pupils to understand the importance of taking responsible decisions which promote their safety and wellbeing. Teachers provide opportunities for pupils to attend educational events organised by agencies such as the emergency services and the National Health Service (NHS) which teach them about the dangers of drug and alcohol misuse. Pupils learn, at an age-appropriate level, about adolescence and puberty and how their emotions and bodies may change as they grow older. Children in the early years learn about aspects of individuality so that they develop a secure understanding of themselves and build self-esteem.
36. Leaders provide an effective relationships and sex education (RSE) curriculum which teaches pupils how to form and maintain supportive and respectful relationships. Pupils learn about consent and understand the importance of respecting the choices made by others. Teachers plan scenarios and drama activities which help pupils to learn about issues such as negative and positive peer pressure and promote self-esteem and individual choice.
37. Pupils participate in an appropriate programme of physical education (PE) which supports their physical and mental health. Staff plan lessons carefully and teach specific skills such as how to execute a chest or bouncing pass in basketball. Leaders provide a wide range of sports and activities including yoga, dance, netball and football so that pupils develop a range of interests and skills. The school arranges a suitable programme of competitive fixtures and pupils learn to consistently demonstrate respect towards opposing teams.
38. Leaders set high behavioural expectations and promote positive behaviour throughout the school. The behaviour policy contains clear expectations and is implemented effectively. Children in the early years are rewarded with house points and stickers for their kind and responsible actions. Older

pupils receive house points, certificates and class rewards to acknowledge their appropriate behaviour.

39. Leaders implement an effective anti-bullying strategy which teaches pupils about the consequences of unkind and disrespectful actions. Pupils participate in a regular anti-bullying week that reinforces their understanding that everyone is different and deserves to be treated equally and inclusively. Leaders investigate any allegations of bullying appropriately. Suitable behavioural and bullying records are kept by the school which include the actions leaders have taken.
40. Leaders in the early years plan a wide range of indoor and outdoor lessons and activities which support children's development. Children ride tricycles and build ambitious models out of suitable resources. They begin every day with a 'busy fingers' activity such as cutting out shapes or practising their writing. Children participate in PE activities and develop their balance, agility and co-ordination. Teachers provide appropriate opportunities and consistent encouragement so that children learn to approach new experiences with confidence and enjoyment.
41. Health and safety procedures are managed well. The school commissions an external company to check fire safety equipment. Several staff are trained as fire wardens. Emergency evacuation routes are clearly labelled, and pupils regularly rehearse how to quickly and responsibly evacuate buildings. Leaders implement a suitable lockdown procedure which pupils practise and understand well. Staff receive training and understand how to report any health and safety concerns. Leaders respond appropriately to any concerns which are raised and maintain detailed records of the actions they take. As a result, the school's premises and accommodation are well maintained and suitable for pupils.
42. Leaders implement effective systems to ensure that pupils are supervised diligently. Senior staff provide a reassuring and welcoming presence when pupils arrive at and depart from school. Staff are alert and vigilant during breaktimes so that pupils play in an appropriate and secure manner. The required child-to-staff ratios are maintained in the early years.
43. First aid and medical provision is suitable and managed competently. Staff receive effective first aid training, including paediatric first aid training for staff who work in the early years. Staff keep detailed and clear records of any medication or first aid which is administered.
44. Leaders appropriately record all the required information in the admission registers.

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

45. Standards are not met consistently with respect to attendance.
46. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 47. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

48. The school is a diverse, inclusive and respectful community. Leaders plan the curriculum carefully so that pupils are prepared well to make a positive contribution to life in British and global society. Pupils celebrate Black History Month and explore the damaging consequences of prejudiced and discriminatory attitudes towards others. Leaders organise culture days when pupils wear clothes and share foods which represent their cultural heritage. Visiting 'storytellers' attend school and share stories and tales with pupils about inspiring people who have campaigned for equality. In geography lessons, pupils explore regions of the world such as the Middle East and learn about different cultures and perspectives. The curriculum effectively supports pupils' understanding of values such as tolerance, respect and personal identity.
49. Pupils develop an effective understanding of money and finance. Children in the early years learn the value of plastic coins, use shopping tills and take part in role play as shopkeepers and customers. In PSHE lessons, pupils learn about bank accounts, the differences between debit and credit cards and explore how contactless payments help to protect an individual's personal financial details. Older pupils are provided with a budget, devise a menu and visit local shops to purchase the ingredients before preparing and cooking the meal they have planned.
50. Leaders implement a range of effective opportunities so that pupils are prepared well for the next stage of their education. Pupils in Year 6 are provided with interview guidance and prepared well to take examinations for their chosen senior schools. The school arranges transition days for pupils to meet their new class teacher and visit their next classroom before the start of each new academic year. Parents visit the school to share information about the jobs they do so that pupils begin to learn about future employment possibilities. Pupils attend educational workshops which teach them how to navigate London's transport systems and cycle responsibly on public roads.
51. Pupils learn about British institutions, law and order and democracy effectively. Each year, pupils collaborate and write 'class charters' which promote fairness, respect towards others and the importance of taking morally responsible decisions. In PSHE lessons, pupils learn why rules and laws play an important role in democratic societies. Leaders arrange educational trips to the Houses of Parliament, and the local member of parliament visits the school to inform pupils about the role of government. In the early years, children play with a model hospital and begin to learn about the work of the NHS.
52. Leaders provide pupils with a wide range of opportunities to apply for and take on positions of responsibility. Pupils in Year 6 serve as house captains and help to arrange competitive house competitions. Pupils of all ages are democratically elected as members of the school's junior leadership team. They canvass and represent the views of others and regularly meet with staff. Pupils serve as information and communication technology (ICT) ambassadors and help staff to organise digital resources. Science, technology, engineering and mathematics (STEM) ambassadors support other pupils such as when they helped to design and build a rocket during the school's 'space week'.
53. Leaders in the early years demonstrate kindness and cheerfulness so that children learn to treat others in a friendly and respectful manner. Children routinely use a 'thumbs-up' signal whenever another child answers questions correctly. They collaborate well in lessons and activities and share

resources appropriately. Children are supportive towards each other, such as when they cheer and take turns during PE games and activities. Children demonstrate courtesy and remember to show gratitude when they are helped and supported. As a result, children are prepared well to respond to others in an inclusive and kind manner.

54. Pupils develop an appropriate understanding of social responsibility and provide help and service to others. They donate food and toiletry items to support those who are impoverished or homeless. Pupils visit a local residential home where they sing and chat to the elderly. The school organises events when pupils raise funds to support charities which support serious illnesses. Older pupils visit children in the early years and help teachers by listening to children read. Pupils learn that it is responsible and kind to offer support and friendship to others.

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

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

Safeguarding

56. Leaders promote a suitable approach to other aspects of safeguarding at the school. The safeguarding policy is written clearly, regularly reviewed and reflects current statutory guidance. The proprietor provides thorough oversight of the school's safeguarding, including meeting with the safeguarding team and scrutinising the single central record of appointments (SCR).
57. Leaders provide staff with effective safeguarding training, including at induction. Staff training includes information about child-on-child abuse and how to recognise and respond to any allegations or low-level concerns relating to adults who work at the school. Staff undertake 'Prevent' duty training so that they are mindful about the dangers of extremism and radicalisation. Leaders implement a regular schedule of staff meetings and share any safeguarding concerns so that vulnerable pupils are supported consistently and effectively. Staff demonstrate a confident understanding of the school's safeguarding practices and procedures.
58. Leaders with responsibility for safeguarding are trained effectively for their role. Leaders consult constructively with local safeguarding partners and refer safeguarding concerns to them, if required. Safeguarding records are maintained in accordance with current statutory guidance. However, these records are not always organised clearly so that important information is readily available to the safeguarding team when required.
59. Staff who work in the early years adhere to the safeguarding requirements which relate to working with young children. For example, they ensure that the early years premises are protected from unauthorised persons and remind adults about the school's digital policy when visiting the early years accommodation.
60. Pupils are taught about the importance of saying when they need support. Leaders implement appropriate systems so that pupils can alert staff to any worries which they may have. For instance, leaders provide 'worry boxes' in classrooms which are monitored regularly so that pupils' needs are identified and supported effectively.
61. Leaders provide pupils with effective guidance so that they learn how to use the internet in a secure and responsible manner. Pupils learn about online safety through well-planned PSHE lessons, assemblies and online safety days. They are taught the importance of changing passwords frequently, the dangers of false online information and the importance of reporting anything which they feel is unusual or suspicious to a trusted adult. Leaders implement a robust internet filtering and monitoring system and investigate any alerts quickly. Senior staff identify any emerging online patterns or trends and maintain suitable records which include the actions they take.
62. Leaders carry out all required safer recruitment checks on adults before they begin working at the school. These checks are accurately recorded in a suitable SCR. Leaders receive specific training so that the school's recruitment procedures are appropriately managed.

The extent to which the school meets Standards relating to safeguarding

63. Standards relating to safeguarding are not met consistently with respect to attendance.
64. As a result, Standards relating to safeguarding are not met.

65. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	Faraday School
Department for Education number	211/6397
Address	Faraday School Old Gate House 7 Trinity Buoy Wharf London E14 0FH
Phone number	020 7719 9342
Email address	office@faradayschool.co.uk
Website	www.faradayschool.co.uk
Proprietor	The New Model School Company Limited
Chair	Mr Xavier Villers
Headteacher	Miss Alarie Drummonds
Age range	4 to 11
Number of pupils	101
Date of previous inspection	8 to 10 November 2022

Information about the school

66. Faraday School is an independent co-educational day school situated in east London. It is owned by the New Model School Company who provide oversight and governance of the running of the school and are supported by an advisory board and an education committee. The current chair commenced the role in April 2023 and the current headteacher took up her position in September 2025. The school includes three sections: the early years, for children in Reception; the lower school, for pupils in Years 1 and 2; and the upper school, for pupils in Years 3 to 6.
67. There are 21 children in Reception who are taught in one class.
68. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care plan (EHC plan).
69. The school has identified 17 pupils as speaking English as an additional language (EAL).
70. The school states its aims are to promote the values of curiosity, creativity and community. It seeks to provide a forward-thinking education which inspires and challenges every pupil. The school endeavours to support pupils' understanding of the world so they are prepared to contribute to it confidently.

Inspection details

Inspection dates

11 to 13 November 2025

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

72. 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 members of the proprietorial body
- 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
- health and safety tour
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

73. 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