

Roehampton Gate School

Address: Priory Lane, Roehampton, London, SW15 5JJ

Unique reference number (URN): 136110

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard

Pupils develop secure foundational knowledge through a broad and ambitious curriculum. Learning is carefully sequenced, enabling pupils to build on prior knowledge and retain key concepts over time. Across subjects, including mathematics, pupils demonstrate increasing confidence in applying their knowledge and using subject-specific vocabulary to explain their understanding.

Pupils, including those with special educational needs and/or disabilities, make positive progress from their starting points. Staff use effective adaptation and targeted support to ensure learning is accessible and inclusive. As a result, pupils engage consistently and achieve across the curriculum, including in GCSE, functional skills and vocational pathways.

Achievement is inclusive, with most pupils experiencing success and developing the knowledge and skills they need. Pupils are well prepared for their next steps, moving on to further education, employment or training with growing confidence, independence and the ability to apply their learning in real-life contexts.

Attendance and behaviour

Expected standard

Leaders provide clear and strategic oversight of attendance, recognising it as a key safeguarding priority. Systems for monitoring and follow-up are rigorous and consistently applied. Leaders understand the complex barriers faced by many pupils and respond with flexible, personalised approaches, such as phased reintegration and adapted timetables. This supports pupils to reduce anxiety and re-engage with learning. Attendance improves over time for many pupils, particularly those who face significant challenges. Where attendance remains low or persistent absence is high, leaders take sustained and targeted action. Strong partnership work with families and external agencies ensures that vulnerable pupils remain engaged with education, protecting both their wellbeing and progress.

Leaders promote positive behaviour through a strong relational and inclusive approach. Staff build trusting relationships and apply consistent expectations, creating a calm and purposeful environment. Pupils behave well and are supported to regulate their emotions effectively. Bullying, discrimination or any form of harassment are dealt with quickly and consistently, ensuring pupils feel safe and respected. Pupils demonstrate positive attitudes to learning and engage well, particularly when work is well matched to their needs. This inclusive approach supports pupils to develop confidence, resilience and readiness to learn.

Curriculum and teaching

Expected standard

Leaders provide clear and purposeful strategic direction for the curriculum and teaching. They evaluate strengths and priorities accurately and take focused action to improve quality. This deliberate approach is strengthening teaching over time and building capacity to secure improved outcomes for all pupils.

The curriculum is broad, ambitious and increasingly well sequenced. Leaders ensure that pupils develop strong foundations, particularly in literacy and mathematics, enabling knowledge to build securely over time. Pathways, including GCSE and vocational options, support pupils to develop key skills, independence and readiness for adult life. As a result, pupils engage positively and produce work that reflects growing knowledge, confidence and resilience.

Teaching is typically clear and purposeful. Staff explain concepts effectively and break learning into manageable steps, enabling pupils, including those with special educational needs and/or disabilities (SEND), to access the curriculum. Adaptation is increasingly effective, with personalised scaffolds and strategies supporting independence and inclusion. However, learning intentions are not always sufficiently precise, meaning activities do not consistently align with key knowledge. Opportunities for pupils to explain, justify and deepen their understanding are sometimes missed, limiting progress for some.

Leaders are addressing these areas through targeted professional development and clearer expectations, leading to improving teaching and strengthening pupils' understanding over time.

Inclusion

Expected standard 

Leaders foster an ambitious and inclusive culture, where pupils' needs, experiences and outcomes are central to all decision-making. They identify needs early through detailed pre-admission information and use this effectively to reduce barriers from the outset. As a result, pupils settle quickly, feel supported and begin to engage positively in learning.

Staff assess pupils' needs accurately and review provision regularly to ensure support remains responsive. Teaching is adapted through clear, consistent strategies that enable all pupils, including those with special educational needs and/or disabilities, to access learning and make progress. The 'My Passport' system strengthens this by helping pupils understand their needs, set goals and take greater ownership of their learning.

Disadvantaged pupils and those known to children's social care are well supported through targeted interventions and strong multi-agency working. This coordinated approach addresses academic, social and emotional needs, leading to improved attendance, wellbeing and engagement.

Staff provide a calm and supportive environment with consistent approaches that help pupils regulate emotions and re-engage in learning. Pupils feel understood, included and increasingly confident to participate in school life. All relevant independent school standards are met, ensuring pupils' experiences and outcomes are not negatively affected by any gaps in provision.

Leadership and governance

Expected standard 

The proprietor and those responsible for governance offer detailed oversight and support. They hold leaders to account through regular monitoring and challenge. They ensure that statutory duties and independent school standards are fully embedded across the school

and appropriately met. Leaders maintain a highly effective focus on safeguarding, health and safety. This ensures that pupils' welfare and development remain central and secure.

Leaders provide reflective and purposeful strategic direction, grounded in an accurate understanding of the school's strengths and priorities. They evaluate the school honestly, identify key areas for development. They act decisively to improve provision, focusing on removing barriers and improving pupils' outcomes. They implement structured plans that are already strengthening teaching, inclusion and the wider curriculum. Leaders have made notable improvements in a relatively short period. They have stabilised staffing, strengthened the school's culture and embedded a more restorative approach to behaviour. This has contributed to a reduction in incidents and helped pupils learn from their experiences. As a result, pupils feel safe, supported and increasingly able to engage in learning.

Leaders demonstrate a clear and effective capacity to sustain and further drive school improvement. They are addressing variability in practice through targeted professional development and clearer expectations. Leaders invest well in staff development and wellbeing. They provide relevant professional learning that improves staff expertise, particularly in meeting complex needs. As a result, teaching is improving, and pupils are beginning to develop stronger understanding over time.

Staff feel valued and supported, which strengthens consistency and contributes to a stable and positive environment for pupils. Leaders work collaboratively with parents, professionals and external agencies to ensure that pupils receive coordinated support, enhancing both care and educational provision.

Personal development and wellbeing

Expected standard 

Leaders place pupils' personal development at the centre of the school's work. They ensure that pupils develop confidence, resilience and independence, which prepares them well for life beyond school. This clear vision shapes a cohesive programme that helps pupils understand themselves, build positive relationships and engage constructively with the world around them. As a result, pupils show growing self-belief and increasing readiness to participate in school and society.

The personal development curriculum is broad and thoughtfully designed. The content is delivered effectively through carefully planned learning and meaningful experiences. Relationships and sex education is relevant and age-appropriate. This helps pupils understand healthy relationships and how to keep themselves safe. Pupils develop a clear understanding of online and offline risks and know how to seek help and make informed decisions. This strengthens their confidence and ability to manage real-life situations safely. Teachers ensure that the taught programmes are carefully personalised and adapted so that all pupils access it fully.

Pastoral support is a key strength. Staff build trusting relationships that help pupils feel secure and valued. This enables pupils to regulate their emotions more effectively and engage consistently in school life. Leaders actively promote equality, respect and tolerance, helping pupils apply fundamental British values in their daily interactions.

Preparation for adulthood is effective. Pupils receive clear guidance about future pathways, alongside opportunities to develop independence, social skills and community participation. Careers education supports pupils to think about their futures and begin to understand future pathways, including education and employment. Leaders are developing work experience opportunities further, but current provision already helps pupils begin to link their learning to future aspirations.

Enrichment activities broaden experiences and raise aspirations. Pupils value friendships, feel motivated to succeed and value their education. Pupils are increasingly well prepared for adulthood. Participation in the local community supports pupils to become active and healthy members of society.

Post 16 provision

Expected standard 

Leaders have established a clear and ambitious vision for the post-16 provision, ensuring that it builds securely on earlier learning and meets students' individual needs. They design a curriculum that reflects students' starting points and future aspirations, including continued study in English and mathematics where appropriate. This careful planning ensures that learning is relevant and accessible, enabling students to achieve and develop essential skills for adult life.

Teaching is consistent and supportive, with staff adapting learning effectively through structured approaches and personalised strategies. Staff ensure that all students, including those with complex needs, access learning and support successfully. Students engage well, develop confidence and sustain their learning over time. They make meaningful progress from their starting points, gaining a range of qualifications, including functional skills, GCSEs and vocational awards.

Preparation for next steps is a clear focus. Leaders provide high-quality careers guidance, meaningful work-related experiences and opportunities to explore further education and employment. Students attending the provision have been instrumental in shaping the academic offer and enriching the opportunities available. These wider opportunities, including community-based activities, support students to develop independence, social skills and resilience. Enrichment activities, such as university visits, broaden students' horizons and raise aspirations. This supports students to make informed choices and increases their confidence in planning for the future. Students leave well prepared, confident and ready to progress to their next stage.

What it's like to be a pupil at this school

Pupils enjoy learning in a safe and supportive environment, where staff understand their special educational needs and/or disabilities and help them to succeed. They settle quickly into lessons and access learning that is well matched to their starting points. This enables them to build knowledge in a structured and secure way. Pupils develop increasing ownership of their learning through clear goals, which improves their engagement, confidence and independence. They respond well to flexible and personalised approaches that help them overcome barriers. As a result, pupils achieve steadily across a broad

curriculum, including GCSE and vocational pathways, and are well prepared for their next steps in education, employment or training.

Pupils feel safe and valued in a caring and nurturing school community. Strong, respectful relationships with staff and peers help pupils to feel understood and supported. Pupils enjoy their learning and participate fully in lessons and wider school life, including enrichment activities and leadership opportunities. They value friendships and believe their views are listened to, which strengthens their sense of belonging and promotes positive attitudes to learning.

Pupils behave well in a calm and purposeful environment. Clear routines and consistent expectations support positive behaviour. Pupils benefit from effective pastoral support, which helps them regulate their emotions and engage more consistently. Bullying is rare and when concerns arise, staff respond quickly and effectively, ensuring pupils feel protected. Attendance improves over time as barriers are reduced. Pupils learn how to stay safe, including online, and make informed choices. Post-16 students continue to build key skills through relevant and accessible learning, supporting meaningful progress and positive future destinations.

Next steps

- Leaders should ensure that all staff consistently design precise learning goals and challenging activities that help pupils secure key knowledge and skills and move them confidently into future learning.
 - Leaders should continue to reduce inconsistencies in teaching practice to ensure that all staff increase their confidence and skills to effectively check what pupils know and understand, to inform and support adaptations to their teaching during lessons.
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About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008 and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with representatives of the chief operating officer, members of the proprietor body, senior leaders and a range of staff during the inspection.

The inspectors confirmed the following information about the school:

Roehampton Gate School was registered by the Department for Education on 05 May 2010.

The school is an independent school with two sites. The main site is situated in Priory Lane, Roehampton, London SW15 5JJ. The post-16 provision is situation in Putney Vale Campus, Norstead Place, Putney Vale SW15 3SA.

The school is registered to admit up to 75 pupils aged 7 to 19. There are currently 52 pupils on roll, including 6 in the post-16 provision. There are currently no pupils of primary age on roll at the school.

All the pupils at the school have an education, health and care plan. The school has a specialism in social, emotional and mental health needs alongside autism. The school also serves a range of additional special needs.

There have been a number of changes to the school’s leadership since the last inspection. The current headteacher was appointed in July 2024 and took up post in January 2025.

The school does not make use of any alternative provision.

The chair of the proprietor body is Nancy O’Regan.

The fees currently charged are £88,437.

The school's email address is: roehamptongateschool@aspriscs.co.uk

Headteacher: Keziah Raphael

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided	Standards met
All standards have been met.	
2. Spiritual, moral, social and cultural development of pupils	Standards met
All standards have been met.	
3. Welfare, health and safety of pupils	Standards met
All standards have been met.	

4. Suitability of staff, supply staff, and proprietorsStandards met

All standards have been met.

5. Premises of and accommodation at schoolsStandards met

All standards have been met.

6. Provision of informationStandards met

All standards have been met.

7. Manner in which complaints are handledStandards met

All standards have been met.

8. Quality of leadership in and management of schoolsStandards met

All standards have been met.

Lead inspector:
Lascelles Haughton, His Majesty's Inspector

Team inspector:
Karen Matthews, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 2 June 2026

Total pupils

School capacity

Pupils with an education, health and care (EHC) plan

Pupils with special educational needs (SEN) support

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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