

School inspection report

30 June to 2 July 2026

Alleyn's Regent's Park Prep

1 Gloucester Avenue

London

NW1 7AB

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	11
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	13
SAFEGUARDING	14
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	14
SCHOOL DETAILS	15
INFORMATION ABOUT THE SCHOOL.....	16
INSPECTION DETAILS	17

Summary of inspection findings

1. The proprietor, supported by advisory governors, provides effective oversight of the school. Governors regularly review policies and practice and provide guidance for leaders to ensure that the Standards are met. Leaders use self-evaluation, feedback from pupils and parents, and continuous development planning to improve provision. Robust risk assessments and regular reviews of incidents mean that leaders manage risk well. They work closely with external agencies to promote pupils' welfare, safeguarding and attendance.
2. Leaders provide parents and the local authority with the required information, including details relating to pupils who have an education, health and care plan (EHC plan). They fulfil their duties under the Equality Act 2010 by improving accessibility for pupils who have special educational needs and/or disabilities (SEND). Leaders of the early years ensure that well-trained staff provide suitable care and education to support children's learning and development effectively. A clear complaints procedure is implemented consistently. Comprehensive records are kept, and leaders and governors review the outcomes to inform ongoing improvement.
3. Leaders provide a broad curriculum that is reviewed regularly to meet pupils' interests and prepare them for the future. Innovative programmes, such as 'Alleyn's intelligence quotient (AiQ)', develop digital and problem-solving skills, and ethical awareness, through real-life contexts. Teachers' subject expertise and regular assessment typically support pupils' good progress. However, some teaching does not engage the pupils' interest. This means that motivating learning experiences are not consistently provided across all lessons.
4. Children in Reception benefit from a stimulating environment that promotes language, literacy and numeracy effectively. Appropriate support for pupils who speak English as an additional language (EAL) enables them to make good progress across the curriculum.
5. Pupils who have SEND receive targeted support, but the implementation of suitable teaching strategies in lessons varies. This hinders their progress in some lessons. A suitable programme of clubs and activities enriches pupils' personal development, teamwork and wider interests.
6. Leaders actively promote the school's values of respect, opportunity, curiosity, courage and kindness (ROCK) to foster a caring, inclusive culture. The well-planned personal, social, health and economic education (PSHE) and relationships and sex education (RSE) curriculums help pupils to understand their feelings and build confidence. Dedicated emotional support in the school's pastoral hub, 'The Well', helps pupils to develop resilience. Pupils are taught about healthy relationships, diversity, online responsibility and major world faiths to prepare them for their future lives. Children in the early years thrive in nurturing surroundings that encourage independence, positive relationships and secure emotional development.
7. Pupils' behaviour is generally positive. They understand expectations, and leaders address any bullying incidents promptly. Staff responses to low-level misbehaviour in some lessons are not always consistent with the behaviour policy, which disrupts learning. The physical education (PE) programme promotes fitness and teamwork. Effective supervision, robust health and safety procedures and well-managed medical provision ensure pupils are cared for safely throughout the school day and on educational visits.

8. Leaders weave British values through the curriculum to ensure pupils develop an understanding of democracy, individual freedom, diversity and the rule of law. Assemblies, PSHE lessons, themed events and voting for pupil leaders deepen pupils' understanding of civic responsibility and life in modern Britain. Staff model positive relationships, helping pupils to become collaborative and respectful members of the school community.
9. Leadership roles, community projects and charitable initiatives allow pupils to contribute meaningfully to school life. As a result, they develop confidence and a commitment to helping others. Learning about public institutions, careers and financial management broadens their understanding of society and future responsibilities. From Reception, pupils learn to make responsible choices, appreciate different perspectives and recognise how their actions can benefit both local and wider communities.
10. Leaders have established a secure safeguarding culture through rigorous oversight, regular review of procedures and close monitoring of concerns. Suitably trained safeguarding leaders and staff respond promptly to concerns. Pupils seek support through several trusted channels, including worry boxes, and learn how to stay safe, including online. Robust recruitment processes, thorough pre-employment checks and careful monitoring by the proprietor ensure statutory safeguarding requirements are met consistently.

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 staff consistently implement suitable teaching strategies so that pupils who have special educational needs and/or disabilities are supported effectively in all lessons
- ensure that the behaviour policy is implemented consistently by all staff so that instances of low-level misbehaviour are managed quickly and effectively
- ensure that all teachers are consistent in stimulating pupils' interest and enjoyment of learning in lessons so that they are self-motivated and think and learn for themselves.

Section 1: Leadership and management, and governance

11. The proprietor provides effective and consistent oversight of the school, supported by a team of advisory governors. The proprietor reviews the required policies annually to ensure that they comply with current statutory guidance and the governors visit the school regularly to check that the Standards are met consistently in practice. Governors provide leaders with appropriate guidance, support and challenge. They assure themselves that leaders possess the appropriate skills and knowledge to carry out their roles effectively, thereby ensuring secure safeguarding procedures, as well as teaching and pastoral care, that promote the wellbeing of pupils.
12. The school benefits from links with other schools in the Alleyn's Group, which provide opportunities for leaders and staff to share successful practice. Governors and leaders maintain a clear strategic vision for the school. They regularly review and evaluate the school's provision to identify successes and inform the comprehensive school development plan. For example, form times have been increased so that pupils receive themed, purposeful pastoral sessions with their form teachers, and assembly themes have been revised to ensure a suitable balance of topics. Leaders ensure that priorities reflect the school's ethos of 'all we can be'. Regular surveys of pupils' and parents' views inform their ongoing self-evaluation to improve the school.
13. Leaders understand their responsibilities for managing risk. They follow statutory guidance closely so that risks are identified and addressed effectively. Risk assessments are detailed, reviewed regularly and apply to all on- and off-site activities, including trips and sports. Staff are trained to recognise and take appropriate action to mitigate risks to pupils' wellbeing, including those that are not obvious. Leaders review incidents to improve future safety measures. Staff carefully assess indoor and outdoor hazards daily, including for the youngest children in Reception.
14. Leaders work proactively with external agencies, including children's services and the police, so that they can support pupils effectively. They inform the local authority about attendance concerns and pupils who join or leave the school at non-standard transition points.
15. Leaders ensure that the required information is made available to parents. This includes policies and documentation, such as those relating to safeguarding, as well as contact details for key staff. Parents receive regular written and verbal reports about their child's progress. Leaders liaise appropriately with the local authority regarding pupils who have an EHC plan. They contribute to annual reviews of these pupils' needs and provide an annual report on income and expenditure.
16. Leaders fulfil their obligations under the Equality Act 2010. The school's accessibility plan is reviewed regularly to identify ways in which the curriculum, site and written communication can be made more accessible for pupils who have additional needs. These include the provision of equipment, such as tablets, visual aids and ear defenders, and improvements to the school entrance, including storage for wheelchairs.
17. Leaders in the early years have a secure understanding of their responsibilities for the youngest children. They ensure that staff receive comprehensive training and regular supervision meetings. This enables them to meet children's learning, development, social and emotional needs effectively. Leaders have a clear vision for early years education, which is understood and implemented consistently by staff. As a result, children receive a positive start to their education.

18. Leaders implement a clear and suitable complaints policy. They investigate complaints carefully and take appropriate action where necessary. They keep appropriate records of complaints, including decisions and actions taken. The number of formal complaints received in the previous year is made available, as required. Leaders and governors review complaints to identify any learning points and to inform further improvement.

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

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

Section 2: Quality of education, training and recreation

20. Leaders create and implement a broad and well-planned curriculum so that pupils develop knowledge and skills in the required areas. The curriculum is subject to regular evaluation to reflect pupils' aptitudes and interests and prepare them for their future lives. The recently introduced 'AiQ' curriculum encourages pupils to employ digital skills and ethical understanding to solve real-world problems. For example, pupils explore how drones can be used to support the United Nations' aim to balance social, economic and environmental sustainability.
21. Teachers possess secure levels of subject knowledge, including specialist expertise in modern and ancient languages, science, the creative arts, dance and sport. In lessons where teachers pose challenging questions and plan a variety of activities, pupils show curiosity, the ability to think critically and enjoyment of learning. In a few lessons where teaching is less engaging, pupils lose focus and do not employ independent thinking skills. Leaders monitor teaching closely through lesson observations and recognise the need to ensure that teaching strategies throughout the school motivate pupils to learn.
22. Leaders implement a comprehensive framework to evaluate pupils' work and performance. In Reception, leaders use assessment tracking effectively to monitor children's progress across all areas of learning and inform their next steps. Leaders analyse assessment data to track the progress of pupils against expected outcomes. They identify where additional support, such as individual assistance, is required. Teachers typically give clear feedback so that pupils understand how to improve their work. Older pupils receive helpful guidance linked to examination criteria. As a result, pupils make good progress and are prepared for the transition to senior education.
23. From Reception onwards, the carefully planned English curriculum develops pupils' speaking, listening and literacy skills. Pupils are taught technical aspects of language, including phonics and punctuation, and discuss varied texts to develop comprehension. Effective teaching of literary devices, including alliteration, personification and onomatopoeia, enables pupils to write successfully in various genres. Knowledgeable teaching enables pupils to become confident mathematicians with secure arithmetical, algebraic and reasoning skills. They explain their mathematical thinking confidently and apply it effectively across the curriculum. For example, pupils in Year 4 present and analyse data to solve environmental problems in AiQ lessons.
24. Leaders in Reception provide a stimulating environment indoors and outdoors that supports children's development and enjoyment in their learning. Staff set high expectations for children's communication and language development. They support children sensitively to develop an assured understanding and acquisition of language and a wide vocabulary. For example, children use words such as 'innovate' and 'democracy' when discussing a story. Phonics lessons develop children's secure foundation in early literacy skills. They learn to write confidently in simple sentences and read simple texts. Well-chosen activities enable children to practise new learning in exciting ways, such as using counting blocks to create a pirate ship. They relate numbers to digits and use number bonds to ten with confidence. Children are well supported to transition into Year 1.
25. Leaders identify the needs of pupils who speak EAL on entry. Teachers adapt lessons and provide resources such as visual stimuli and vocabulary lists so that pupils increase their vocabulary and improve their understanding. Pupils' speaking, reading and writing in English are closely monitored.

This allows pupils to gain confidence quickly, successfully access the curriculum and make good progress.

26. Leaders identify the needs of pupils who have SEND when they enter the school and through the analysis of assessment data. Specialist support helps pupils, including those with an EHC plan, to make good progress. Specific teaching strategies are identified to support pupils' learning. However, the implementation of strategies is not consistent across all lessons. This means that opportunities to provide appropriate challenge and for pupils to make consistent progress are sometimes missed.
27. A diverse range of extra-curricular activities enables pupils to develop skills, explore new interests and have fun in activities such as model-making, capoeira, dance and roller-skating. Teamwork is promoted effectively through sports clubs, instrumental ensembles, choirs and drama.

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

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

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

29. Leaders and staff actively promote the school's 'ROCK' values in assemblies and lessons. They emphasise the importance of treating everyone with kindness and respect. This is reflected in positive relationships between pupils and staff and a calm, supportive learning environment.
30. The well-planned PSHE curriculum teaches pupils about empathy and mutual respect and the importance of valuing diversity, including disability, gender and race. Activities during Black History Month deepen pupils' understanding of historical and contemporary racism. Pupils learn about ways to maintain positive physical and mental health, including healthy eating and responsible use of technology. They understand the reasons for restrictions on personal digital devices at school.
31. The carefully structured RSE programme meets statutory guidance. Topics include caring friendships, respectful relationships and different family structures. Pupils develop understanding of consent and the oldest pupils are prepared sensitively for puberty. Leaders communicate clearly with parents about the curriculum, including its content and their right to withdraw pupils from specific topics.
32. The programme of 'Alleyn's emotional quotient' (AEQ) lessons helps pupils to manage their feelings and navigate challenges confidently. Leaders provide a dedicated pastoral hub known as 'The Well', which is suitably resourced with therapeutic toys such as puzzle boxes and sensory equipment. Appropriately trained pastoral staff offer timely support for pupils' emotional wellbeing. Consequently, pupils develop self-awareness, regulate their emotions and access effective support when needed.
33. Assemblies introduce pupils to a range of world religions, including Buddhism, Christianity, Hinduism, Islam and Judaism. Time for reflection, such as relaxing in 'The Well' or appreciating the natural environment in the park, helps pupils develop their understanding of spirituality.
34. Staff in the early years form trusting and caring relationships with children. They balance support with encouragement of independence so that children develop confidence in their own abilities. The nurturing environment enables children to express ideas and feelings confidently, follow routines and to interact positively.
35. Assemblies, PSHE discussions and anti-bullying week activities ensure that pupils understand the anti-bullying policy. As a result, pupils are respectful to each other. When incidents occur, leaders respond swiftly and support all pupils involved appropriately. They maintain detailed records of incidents and analyse them to identify and address any patterns emerging. Pupils typically behave well. In some lessons, however, instances of low-level misbehaviour are not managed consistently in line with the school's behaviour policy. When this occurs, some pupils are distracted from their learning.
36. The PE curriculum is carefully planned. From Reception onwards, pupils develop physical skills, fitness and co-ordination through regular lessons and activities, including running, ball skills and agility exercises. Pupils learn a range of sports, including football, hockey and basketball, which encourage sportsmanship. Competitive matches and events, such as 'football day' and the 'Santa run', promote healthy lifestyles and enjoyment of being active.

37. Leaders ensure that appropriate levels of supervision are provided, including during breaktimes and off-site activities. A suitable number of staff accompany pupils on educational visits and residential trips. Suitable staff ratios are maintained in the early years, including during mealtimes, so that children are appropriately supervised at all times.
38. The school premises are maintained well. Rigorous oversight of health and safety by leaders and the proprietor ensures that all required health and safety checks, including of fire safety equipment, take place when required. Leaders maintain accurate records of these checks and implement regular evacuation drills so that pupils know how to respond in an emergency.
39. Leaders ensure that the school's admission and attendance registers are maintained in accordance with current statutory guidance. They monitor patterns in pupils' absence closely and take prompt action to ensure that pupils' regular attendance is supported effectively.
40. A qualified nurse and trained staff, including staff trained in paediatric first aid in the early years, provide timely care for pupils. Medication is stored securely and records kept of its administration. Parents are informed promptly about any treatment provided.

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. Leaders review curriculum planning to ensure that the values that underpin British society are embedded in all subjects. Pupils learn about individual liberty, mutual respect and tolerance of different beliefs in assemblies about International Women's Day, the suffragette movement and the school's 'ROCK' values. Activities during International Day and Empathy Week broaden pupils' awareness of cultural diversity and the importance of kindness and respect for others. In these ways, pupils are prepared for life in modern British society.
43. Pupils are taught about democracy and the role of Parliament in PSHE lessons. They vote for house captains, which charities to support and for pieces of music in assembly to experience the democratic process. Pupils understand that the view of the majority is accepted and that their own view may not be the most commonly held.
44. Leaders and teachers promote pupils' social development through assemblies, class discussions and PSHE lessons. Staff model courtesy and respect in their interactions, fostering positive relationships across the school. As a result, pupils communicate confidently and courteously. Singing together and playing team sports teach pupils the importance of listening carefully to others in order to collaborate effectively and live in a friendly environment.
45. Leaders enable pupils to build and maintain positive links with the local community, for example through litter picking at the zoo or donating food to a local foodbank. Pupils are encouraged to support charitable groups, such as a children's hospital. Pupils develop awareness of the needs of different people and the importance of contributing positively to society.
46. From the earliest years, children are guided to make positive behaviour choices and to develop a secure understanding of right and wrong. Across the school, pupils learn the value of respect, teamwork and adherence to rules that underpin a supportive community. The PSHE curriculum teaches pupils about British institutions, including Parliament, the police and the judiciary. Leaders ensure that balanced perspectives are presented to pupils whenever political matters are discussed. Through these experiences, pupils understand that laws are important for a positive and safe society.
47. Leaders offer pupils opportunities to take on roles of responsibility, for example by acting as prefects, head pupils and house captains. Pupils demonstrate mature leadership and communication skills as they undertake their roles supporting others. Members of the school council represent the views of their peers and initiate changes for the benefit of everyone, for example the introduction of recycling bins and ideas for the playground. Pupil 'wellbeing warriors' actively support others by arranging fun activities, such as treasure hunts and music, to start the day with a smile. Pupils on the eco-council organise an 'environment day' and volunteer at local community gardens. Pupils learn that, by being positive contributors, they can make a difference to benefit their community and society.
48. The PSHE curriculum and visiting speakers, such as a computer scientist, a film director, a member of the Household Cavalry and a caterer, broaden pupils' awareness of potential career pathways and enable them to begin to form aspirations for the future.

49. Pupils are taught about money and financial concepts, such as saving, spending and bank accounts, in the PSHE and mathematics curriculums. The youngest children count with coins as they buy and sell items in a role-play shop. Enterprise projects, such as the 'fiver challenge' for pupils in Year 6, teach them about costs, profit and loss. Consequently, pupils gain an understanding of economic concepts and are prepared for future financial responsibility.

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

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

Safeguarding

51. Leaders have established robust and effective safeguarding arrangements that underpin the school's culture of care, including for the youngest children. Leaders review the safeguarding policy, audit practice regularly and report to governors. They analyse records of concerns to identify patterns or trends and reflect on actions taken. The proprietors assure themselves that procedures reflect current statutory guidance and local safeguarding arrangements consistently.
52. Those with designated safeguarding responsibilities are appropriately and regularly trained for their roles. As a result, they respond promptly and appropriately to concerns that are raised. They provide suitable support for pupils and well-informed guidance to staff.
53. Leaders ensure that staff receive comprehensive and regular safeguarding training, including at induction. The leader with responsibility for safeguarding provides regular updates and questionnaires so that staff are suitably familiar with the safeguarding policy and procedures. Staff training includes how to report low-level concerns, whistleblowing and the 'Prevent' duty so that staff recognise the risks of radicalisation and extremism. Staff understand safeguarding procedures and are clear about their responsibilities.
54. Leaders with safeguarding responsibilities liaise swiftly and effectively with external agencies, including children's services, when concerns arise. Detailed records are maintained and stored securely. Actions are recorded clearly, reviewed by safeguarding leaders and followed up in line with statutory guidance and local safeguarding arrangements.
55. Leaders provide a range of different ways for pupils to communicate concerns. Trusted adults, including pastoral staff and a counsellor, are readily available. Worry boxes provide additional means for pupils to communicate concerns confidentially. Staff take concerns that pupils raise seriously and respond to them promptly and sensitively.
56. The school teaches pupils how to keep safe, including when online. Leaders have ensured that there are appropriate systems for filtering and monitoring internet use so that only appropriate content may be viewed in school. The system is tested regularly by leaders and suitable records are kept. Leaders take appropriate and timely action when they receive alerts relating to potentially inappropriate online activities.
57. Leaders involved in staff recruitment receive appropriate training in safer recruitment practice. The required checks are carried out on staff and volunteers before they commence work at the school. The outcome of these checks is recorded accurately on the single central record of appointments (SCR), as required, and staff files are kept securely. The proprietor maintains effective oversight of the SCR to ensure that details are completed accurately.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Alleyn's Regent's Park Prep
Department for Education number	202/6400
Address	Alleyn's Regent's Park Prep 1 Gloucester Avenue London NW1 7AB
Phone number	020 7267 6266
Email address	admissions@alleyns-regentspark.org.uk
Website	www.alleyns-regentspark.org.uk
Proprietor	Cognita Schools Limited
Chair	Mr Oliver Williams
Headteacher	Mr Thomas Le Tissier
Age range	4 to 13
Number of pupils	302
Date of previous inspection	27 to 29 June 2023

Information about the school

59. Alleyn's Regent's Park Prep is an independent co-educational day school, formerly known as North Bridge House Preparatory School. It joined the Alleyn's Schools Group in September 2025. The school continues to be owned and administered by Cognita Schools Limited. A team of advisory governors, who work for Cognita Schools, provides oversight of leaders' work on behalf of the proprietor.
60. There are ten children in the early years, comprising one Reception class.
61. The school has identified 97 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
62. The school has identified English as an additional language for 29 pupils.
63. The school aims to inspire, educate and protect pupils through a holistic education rooted in its ethos of 'all we can be'. It seeks to help children learn, grow and thrive in a caring and inclusive community, enabling them to reach their full potential both inside and outside the classroom. The school further aims to inspire ambition, discovery and opportunity, while developing pupils' leadership, awareness and sense of connection through partnership and enterprise.

Inspection details

Inspection dates

30 June to 2 July 2026

64. A team of four 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 of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

CAP House, 9-12 Long Lane, London, EC1A 9HA

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