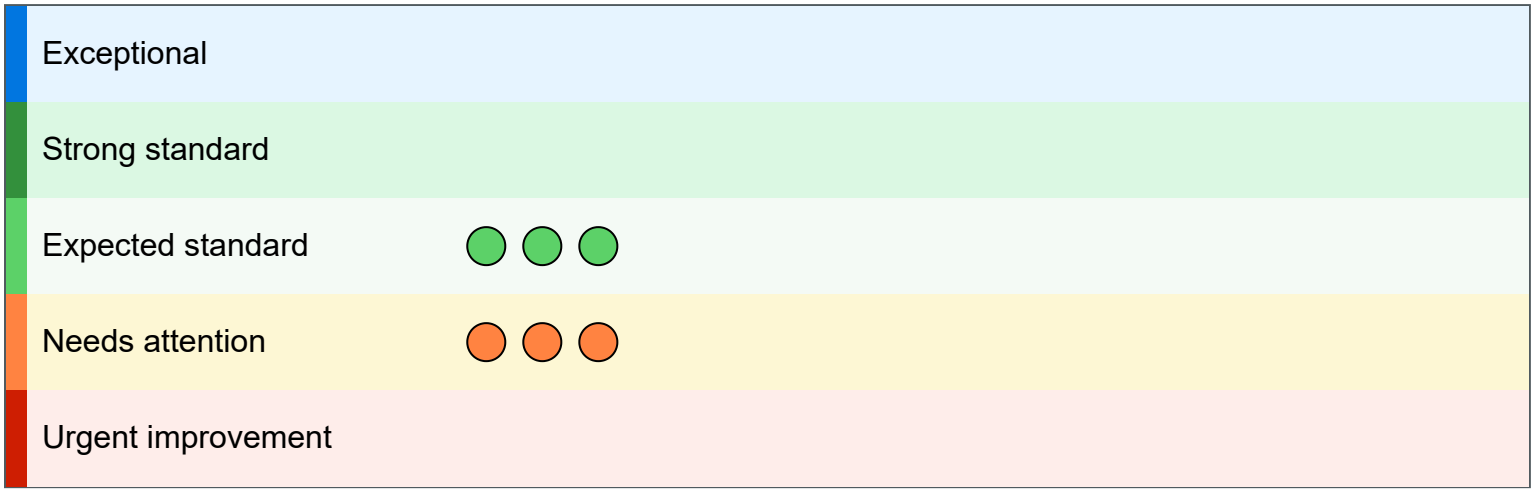
Eagle Park Independent School

Address: Eagle Park Independent School Chiswick,, London Transport Sports Ground, Park Place, Chiswick, W3 8JY

Unique reference number (URN): 148600

Inspection report: 24 February 2026



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

Attendance and behaviour

Expected standard

The school's attendance expectations and procedures are well embedded. Leaders have effective systems to monitor attendance closely. Some pupils have struggled to engage with education prior to joining this school. Consequently, they have missed a significant amount of time in school. Staff work alongside pupils, their families and other professionals. They establish individualised transition plans that help pupils to settle into school life. This helps pupils to settle comfortably into school and encourages them to attend regularly. As a result, for many pupils their attendance at school improves over time.

Leaders are embedding a culture of high expectations for behaviour. To support their aims, leaders work closely with staff, including those who joined the school recently. As a result, the school's expectations are typically understood by the staff team. Leaders have systems in place to track and monitor behaviour incidents closely. They use this information to devise and amend strategies to support pupils to manage their own their feelings and worries. Staff generally apply effective approaches to support pupils' behaviour and emotional needs. As a result, most pupils behave well. Bullying is not tolerated. Typically, classrooms are calm and well ordered. This is because pupils generally know what is expected and there are clear structures to the day.

Inclusion

Expected standard

Leaders understand the community they serve well. They develop positive working relationships with parents and carers, social workers and other professionals. Leaders take time to understand pupils' and families' needs and ensure that these are identified quickly and accurately. Consequently, staff have a secure understanding of pupils' individual circumstances. They use this insight to shape both pastoral and academic support. As a result, pupils typically receive purposeful help, including adaptations to their routines and learning environment. Disadvantaged pupils benefit from the school's well-established pastoral offer. This support is mostly tracked effectively, enabling disadvantaged pupils to make progress, both personally and academically.

Leaders work effectively with a wide range of professionals and therapists and draw on their expertise to design and implement appropriate systems, procedures and interventions. Staff receive training delivered by specialists, including health professionals. This ensures that they have the knowledge and skills needed to support pupils well, including those with the highest levels of need. As a result, disadvantaged pupils, including those known to social care and those with complex special educational needs and/or disabilities, typically receive the support they need to belong and participate.

Personal development and wellbeing

Expected standard

The school provides a well-designed and increasingly ambitious personal development programme. Leaders ensure that pupils learn how to care for themselves and show respect for others. Assemblies and curriculum content help pupils to understand cultural diversity and fundamental British values, as well as explore the beliefs, customs and traditions of

different communities. The school's approach to personal, social, health and economic education enables pupils to learn how to stay safe, including online and in the wider community. They are encouraged to develop an understanding of peoples' differences and different types of relationships. Revisiting key themes over time enables pupils to secure their understanding of moral and social issues and prepares them well for life in modern Britain.

Developing pupils' independence and preparing them well for adulthood are a clear priority. Staff integrate communication and sensory development throughout the school day. Training from therapists supports staff to meet pupils' needs. As a result, pupils develop the skills to express their feelings and give consent, which builds their confidence and resilience. Pupils are encouraged to move around the school with increasing independence and learn important skills, such as making choices for themselves and collectively, and how to make friends.

Pupils are provided with opportunities to experience a range of careers. For example, they learn about procurement, budgeting and marketing through a range of enterprise activities that include, for instance, designing and producing seasonal cards or setting up the school's very own shop. This further strengthens their independence and readiness for adulthood.

All pupils, including those who are disadvantaged, are supported to engage with and access their local community regularly. They visit local shops, the theatre and museums, for example. They learn how to use public transport and travel safely in the community. Pupils also benefit from a wide range of experiences beyond the classroom, such as workshops with actors and other professionals, including for instance, the police, writers and pastry chefs.

Needs attention

Achievement

Needs attention

Pupils, including those who are disadvantaged, are sometimes not well prepared for the next stage of their learning. Some pupils are not developing and deepening their knowledge and skills as securely as they should. Leaders are starting to establish systems to understand pupils' starting points thoroughly when they join the school. For example, leaders have recently introduced robust checks on pupils' gaps in knowledge and skills across reading, writing and mathematics. However, checks are at a very early stage of development. As a result, pupils are not supported as well as they should be to make progress in all areas of the curriculum.

The school's checks on pupils' personalised goals, drawn from pupils' education, health and care plans, are further developed. As a result, pupils are supported well in developing essential personal and independent skills more readily. They develop important life skills. For example, pupils generally learn to communicate their wants and needs. They learn to tolerate working with and alongside their peers. They build important working relationships with the staff team, which for many pupils were barriers to their learning before joining this school.

Curriculum and teaching

Needs attention

The school's curriculum is ambitious but it is not taught as effectively as leaders intend. As a result, some of the independent school standards in part 1 are not met. Leaders recognise that the curriculum needs to be refined so it aligns with pupils' different learning needs. The school is starting to make the improvements needed. However, many changes to the staffing team mean that some teaching is not grounded in the specific knowledge needed to implement the curriculum with impact. As a result, pupils are not learning important knowledge in a logical sequence.

Leaders are developing systems to measure and check pupils' knowledge and understanding more precisely. However, pupils' understanding and fluency in writing and mathematics are not checked robustly. As a result, gaps in what some pupils know, remember and can do are not routinely identified or sufficiently addressed. Consequently, some teaching does not support pupils to build on what they already know and can do with precision. This means that for those pupils, gaps in their knowledge and skills do not close swiftly enough.

The school has made strides in the teaching of early reading. They have embedded a culture of reading that permeates across the school. Staff carefully identify when pupils are ready to learn the sounds that letters make. For these pupils, there is a sharp focus on helping them to become fluent readers.

Staff use a range of purposeful resources and adapt these to pupils' interests. Classrooms are nurturing environments, where pupils are able to contribute and participate.

Leadership and governance

Needs attention

In recent times, the number of pupils who attend the school has grown. Alongside this, there have been a number of changes to the teaching and leadership team. The proprietor has not been as effective as it needed to be in supporting the school to manage these changes. The school's leadership is stretched. Over time, this has diluted its ability to secure improvements. Development priorities have not been implemented as swiftly as intended. As a result, pupils experience inconsistencies in the quality of the curriculum and teaching. The proprietor has not made sure that the school complies with all of the independent school standards.

The proprietor and school leaders have some systems in place to understand the strengths and needs of the school. School leaders have identified priority areas for development. They have made some astute decisions to improve the quality of provision. For example, they have introduced new assessment systems, recruited specialist teaching expertise and refined the curriculum. These decisions have been made in the best interest of pupils. It is too early to see the impact of these actions. However, these actions demonstrate leadership's clear capacity to improve.

Leaders provide professional learning that supports both the needs of pupils and the staff team. This includes, for example, both theoretical and practical learning. For example, staff learn about the needs of pupils and practical strategies to support them. As a result, staff

feel well supported by leaders. Most staff, including newer colleagues, feel proud to work at the school. They feel that leaders are considerate of their wellbeing and workload.

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

Pupils feel like they belong and are a part of their school and wider community. Staff go out of their way to ensure that when pupils arrive each morning, they are greeted enthusiastically. Staff are encouraging and nurturing. Typically, pupils settle quickly because they have built positive working relationships with staff and they are familiar with the school's routines. This contributes to pupils feeling happy and safe. Overall, pupils behave well. Any type of bullying is not accepted.

The school is ambitious for all pupils to access a curriculum that is challenging and prepares them well for adulthood. Leaders are taking steps to develop provision that meets pupils' diverse and far-reaching learning and communication needs. For example, they have thoughtfully created a range of specialist classrooms, enabling pupils to experience learning practically. However, despite these developments, there are some inconsistencies in how well the taught curriculum is delivered. As a result, pupils are not prepared as effectively as they should be for their next steps.

Pupils experience a range of planned opportunities that help them to develop essential life skills. For example, they learn practical routines, such as serving themselves lunch and tidying up after themselves. They also learn to manage their personal hygiene, and develop strategies to regulate their emotions.

Pupils' creative development is encouraged through music and art, enabling them to explore their interests and recognise their emerging talents. Pupils can also join clubs, such as illustration club. This broadens their experiences further. Pupils take part in an annual poetry competition and some play musical instruments, such as the ukelele and keyboard. These opportunities help pupils to grow in confidence and nurture their abilities.

Leaders foster positive relationships with parents and carers. Leaders communicate with them regularly and provide a range of support to those in need. Many parents appreciate this.

Next steps

- Leaders should ensure that robust assessment systems are implemented effectively, so that pupils' starting points are identified accurately and staff know precisely what pupils need to learn now and next and, in turn, support pupils to achieve consistently well.
- Leaders should ensure that all staff develop the subject-specific knowledge and expertise required to teach the curriculum as intended, including secure understanding of foundational skills in reading, writing and mathematics.
- Leaders should strengthen leadership capacity at all levels, so that all leaders contribute confidently and consistently to driving whole-school improvement and securing

high-quality provision.

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 met with leaders, including the headteacher, the director of education and the proprietor.

Information about this provider:

The name of the proprietor is Maria Takkou.
The fees currently charged are between £58,083.48 and £62,739.60
The school's email address is admin@eagleparkschool.co.uk

The inspectors confirmed the following information about the school:

The school caters for pupils with autism. All pupils have an education, health and care plan.
The school does not use any alternative provision.
The school operates from Park Place, London W3 8JY.
The school can admit up to 86 pupils.

Headteacher: Margaret Carey

Independent school standards

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

1. Quality of education provided — Standards not met

The following standards have not been met:

Paragraph 2(1)

The standard in this paragraph is met if–

(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and

(b) the written policy, plans and schemes of work–

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

Paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

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2. Spiritual, moral, social and cultural development of pupils Standards met

All standards have been met.

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3. Welfare, health and safety of pupils Standards met

All standards have been met.

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4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

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5. Premises of and accommodation at schools Standards met

All standards have been met.

6. Provision of information Standards met

All standards have been met.

7. Manner in which complaints are handled Standards met

All standards have been met.

8. Quality of leadership in and management of schools Standards not met

The following standards have not been met:

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–

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

Lead inspector:
Kieran Bird, His Majesty's Inspector

Team inspector:
Sean Flood, 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 24 February 2026

Total pupils

51

School capacity

86

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

51

Pupils with special educational needs (SEN) support

N/A

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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