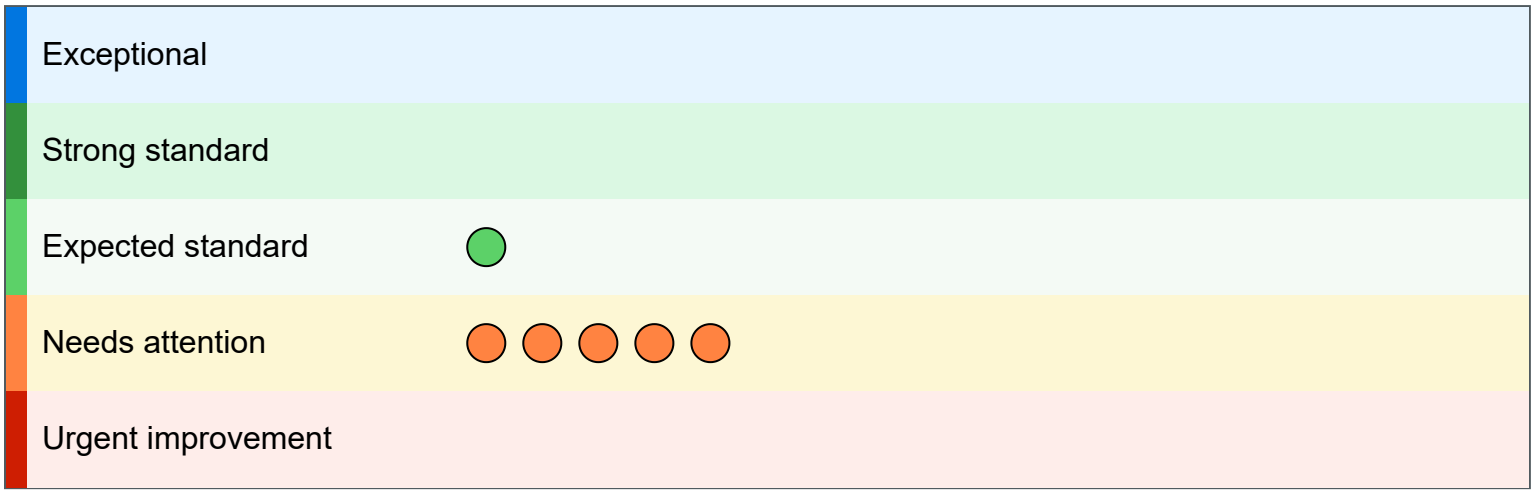
Insights Independent School

Address: 3-5, Alexandria Road, West Ealing, West Ealing, W13 0NP

Unique reference number (URN): 135493

Inspection report: 10 March 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

Personal development and wellbeing

Expected standard

The school is determined to prepare pupils well for adulthood, including those pupils who are disadvantaged. Leaders have developed a well-considered personal development programme. Pupils are supported to recognise their personal barriers, including managing their feelings and developing relationships. This is addressed through the curriculum and pastoral support, including, for instance, mentoring and access to therapeutic sessions.

Pupils develop some important life skills here. They are taught about positive relationships and how to keep safe, including online. Pupils learn about different faiths and cultures across the curriculum. Tutor time and assemblies help pupils understand differences between people and the importance of tolerance and equality. Visits to British institutions, such as Buckingham Palace and the theatre, further promote fundamental British values and broaden pupils' cultural awareness. This supports pupils to be prepared for life in modern Britain.

Leaders provide a wide range of enriching experiences that extend the curriculum and develop pupils' interests in sport, the arts and outdoor learning. Activities such as skateboarding, angling, music and the Duke of Edinburgh award broaden pupils' horizons. Pupils value the reward systems and the varied excursions, including international visits. All these opportunities further develop pupils' character and self-esteem.

The school offers a carefully considered careers programme. Pupils are encouraged to think about their future goals and are taught how to present themselves more confidently. This learning is strengthened by work-experience placements with external partners. For example, pupils have opportunities to work with a professional football team, at a local mechanic's and on a farm. When pupils leave the school, they are well supported to move on to their next destination. Transitions are thoughtfully planned and implemented, helping many pupils to sustain their placements.

Needs attention

Achievement

Needs attention

Some aspects of pupils' achievement are not as consistent as they should be. Work to address this is underway. The school has embedded methods to check pupils' starting points when they join. They use this information to identify gaps in pupils' knowledge and skills in reading, writing and mathematics. Pupils are given opportunities to catch up through one-to-one sessions with key workers and mentors. However, as the phonics curriculum is not embedded, for those pupils who are at the early stages of learning to read, they do not progress with learning knowledge as well as they should. Consequently, gaps in their reading knowledge and skills are not closed consistently swiftly. Furthermore, for some pupils, their achievement in school is impacted by their poor attendance and, for some others, by their lack of engagement in learning. This means that some pupils, including those who are disadvantaged, are sometimes not securely prepared for the next stage of

their learning. It also means that there are some unmet requirements of the independent school standards.

When pupils leave the school, they have typically attained some qualifications, accreditations and awards, which support them to pursue their ambitions. Pupils also develop some important self-help and practical life skills, such as cooking and the ability to talk about their emotions.

Attendance and behaviour

Needs attention

The school's work to improve attendance has not, at present, had a consistent impact over time. Many pupils join this school having had some disruption to their education. This includes pupils who have not been in an education setting for a period of time. Leaders have designed a curriculum and enrichment offer that is enticing. However, there are too many pupils who do not attend school regularly. On occasions, the actions taken to improve those pupils' attendance lack rigour. As a result, for those pupils who are persistently absent, their attendance at school does not improve swiftly and, in some instances, worsens over time.

Leaders have high expectations of pupils' behaviour. These expectations make it clear to pupils that bullying is not tolerated. Leaders have systems to record and track pupils' behaviour. Many pupils behave well. However, on occasions, there is variability in how well some staff apply these expectations. Furthermore, records about particular behaviours are not sufficiently clear. Consequently, processes to support and manage some pupils' behaviour lack precision. This means that some staff do not apply effective strategies to manage some pupils' behaviour. As a result, some pupils disrupt the learning of others or do not focus well on their learning.

Some of the related requirements of the independent school standards are unmet.

Curriculum and teaching

Needs attention

The school is working to address inconsistencies in teaching and the curriculum. The school's curriculum offer is being improved and adapted to meet the changing complexity of pupils' learning needs. These developments include increasing the number of vocational subjects taught in order to provide pupils with more choice and a broader range of learning. Leaders also recognise that the phonics curriculum lacks rigour. They are at the very early stages of implementing a new phonics programme, including ensuring that staff are well trained to teach this effectively. As a result, some pupils are not supported to learn early reading knowledge as swiftly as they should. Other pupils are not helped to rapidly catch up and close gaps in their reading knowledge and skills.

Staff attempt to motivate and encourage pupils in lessons. Some teaching uses effective strategies to keep pupils focused. This includes creating nurturing classroom environments and providing clear instructions. Some staff also make suitable adaptations to their teaching approaches in response to pupils' needs, such as offering alternative ways for pupils to demonstrate their understanding. However, these positive approaches are not applied consistently throughout all teaching. As a result, some pupils become disengaged in their lessons and withdraw from their learning. This also means that some requirements in part 1 of the independent school standards are unmet.

Leaders have embedded systems to measure and check pupils' knowledge and understanding. This includes for writing and mathematics.

Inclusion

Needs attention

Leaders are working to improve the school's approach to inclusion to ensure that it is consistent. When pupils start at this school, leaders take time to understand their needs as well as those of their families. Leaders work alongside a wide range of professionals, including experts from health, social care and the virtual school. They work collectively to identify pupils' barriers quickly and accurately. Leaders draw on professionals' expertise to plan and deliver personalised interventions for pupils, such as therapeutic support and strategies to manage sensory needs. Staff receive training from specialists, including health professionals. However, there is variability in how well some staff apply this training in order to support pupils' learning. There is also variability in how effectively the school checks on the impact of any additional help that pupils receive.

Although many disadvantaged pupils, including those known to social care and those with complex special educational needs and/or disabilities, receive support that helps them to be included and engage in school life, there are some pupils who do not have their needs met as effectively. Leaders are taking action to address this, which includes improving the curriculum offer and providing pupils with additional facilities and resources. However, these improvements are not currently embedded, and the consistent impact of this work on pupils' experiences is not, at present, evident. As a result, some of the requirements of the independent school standards in part 1 are not met.

Leadership and governance

Needs attention

The proprietor has not ensured that the school meets all of the independent school standards. Changes in the complexity of some pupils' learning and mental health needs, alongside recruitment challenges, have led to inconsistencies in the effectiveness of aspects of the school's work. For example, some processes for gathering and interpreting important information are not robust, which limits leaders' ability to make timely, well-informed decisions.

Leaders, including the proprietor, have identified priority areas for the school's development. This includes making changes to the curriculum to meet pupils' evolving needs. They have made thoughtful decisions about premises and resources to support pupils' emotional wellbeing. The advisory board provides a platform for leaders to share their vision and offers some support and challenge. Leaders draw on the expertise of external specialists to audit practice and identify areas for improvement. Recent actions demonstrate leaders' capacity to improve. Leaders act in pupils' best interests and are aspirational for their futures. Their ambition to prepare pupils well for adulthood drives the decisions leaders make.

Leaders ensure that staff receive regular professional learning and targeted training. Staff are proud to work at the school, and leaders are mindful of their workload. A range of initiatives are in place to support staff wellbeing, which staff appreciate and value. As a result, staff feel well supported by leaders.

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

Staff at this school are ambitious for pupils' futures. They want pupils to leave this school with the knowledge and skills they need to be prepared well for adulthood. Leaders strive to achieve this ambition, however, some elements of the school's aims are not being realised in practice for pupils, especially in terms of the quality of their learning. For example, leaders have identified the need to strengthen the teaching of early reading. However, actions are at the early stages of embedding and it is too soon to see the impact of this work in how effectively and consistently pupils' reading development is promoted.

Leaders identify key adults for pupils when they first start at the school. This helps pupils to develop positive working relationships and build trust in the staff team. As a result, pupils mostly appreciate the support that they are given and they feel safe.

Leaders have in place high expectations and procedures for managing pupils' attendance and behaviour. However, the school’s oversight of how well expectations are implemented is not consistently robust. As a result, some pupils do not attend school regularly. Additionally, when some pupils become upset or disengaged, the effectiveness of the school's support for them is variable.

Pupils are encouraged to express themselves creatively through music and art, enabling them to explore their emerging talents and to nurture their interests. Pupils also have the opportunity to record themselves in music studios and attend live theatrical performances. They are provided with chances to share their talents in front of others. All pupils have the opportunity to travel abroad and have overnight stays away from home. These help to strengthen their independence skills and resilience as well as grow their confidence.

Leaders communicate with parents and cares regularly, which helps to foster positive relationships. They provide a range of support to those in need, which includes, for example, parent workshops, resources and advice on how to access local services.

Next steps

- Leaders should ensure that records relating to pupils' behaviours are consistently precise, timely and complete, so that chronologies clearly show concerns, actions taken and the impact of interventions.
- Leaders should ensure that staff support pupils consistently well to meet the school's high expectations in relation to behaviour and conduct.
- Leaders should ensure that persistent absence is reduced. This includes ensuring that the school has a clear understanding of the specific barriers preventing pupils from attending regularly and implements targeted strategies that are monitored for impact.
- Leaders should ensure that a consistent, systematic, synthetic phonics programme is embedded and implemented effectively for pupils who are at the early stages of learning to read.
- Leaders should strengthen their monitoring and oversight, so that leaders at all levels have a clear understanding of the school’s strengths, weaknesses and the impact of their

actions, including work to make sure that inclusive practices are applied consistently in teaching and that all of the independent school standards are met.

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.

The inspection started on 10 March 2026. It was paused in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy. Inspectors returned on 17 March 2026 to complete the inspection.

Inspectors met with leaders, including the executive director, the deputy executive director and the chair of the advisory board.

The name of the proprietor is Barbara Quartey.

The fees currently charged are £43,850 to £81,598

The school email address is info@insightsesc.co.uk

The school caters for pupils with a range special educational needs and/or disabilities. This includes social, emotional and mental health needs, autism and specific learning difficulties. All pupils have an education, health and care plan.

The school does not use any alternative provision.

The school operates from 2 sites. The lower school operates from 3-5 Alexandria Road, Ealing, London W13 0NP. The upper school is based at 1st Floor, 1 Craven Road London W5 2UA.

Headteacher: Barbara Quartey

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 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(h) that all pupils have the opportunity to learn and make progress; 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;

(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

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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 not met

The following standards have not been met:

Paragraph 9

The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–

(b) the policy is implemented effectively; and

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.

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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.

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6. Provision of information Standards met

All standards have been met.

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7. Manner in which complaints are handled Standards met

All standards have been met.

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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 inspectors:
Samantha Ingram, His Majesty's Inspector
Nell Nicholson, Ofsted Inspector
Janet Hallett, Ofsted Inspector
Lascelles Haughton, His Majesty's Inspector

Facts and figures used on inspection

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

This data is from 10 March 2026

Total pupils

59

School capacity

100

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

59

Pupils with special educational needs (SEN) support

0

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.

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