

School inspection report

30 September to 2 October 2025

St George's School

Wells Lane

Ascot

Berkshire

SL5 7DZ

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. The board of governors has cultivated a close working partnership with leaders to enable thorough and effective oversight of the school. Governors ensure that leaders have the knowledge and skills to carry out their responsibilities effectively, so that the Standards are met consistently.
2. The school's curriculum is broad and relevant. Lessons are carefully structured and delivered by knowledgeable teachers. Pupils are given detailed feedback and they act on this advice to improve their skills and knowledge. The collaborative ethos in lessons and the warm working relationships motivate pupils to learn and achieve well.
3. Leaders provide many opportunities for pupils to participate in sport and physical activities. Pupils learn how physical pursuits can have a positive impact on their mental and physical health. However, some older pupils do not always have sufficient time to participate in these and for some pupils this does not support their physical and emotional development.
4. Pupils who have special educational needs and/or disabilities (SEND) make good progress because of the tailored support provided by teachers and staff from the learning support department.
5. Pupils who speak English as an additional language (EAL) make good progress. Leaders ensure that individualised support is timely. This enables pupils to speak English confidently and access all subject areas.
6. The personal, social, health and economic education (PSHE) curriculum is well planned and effective in developing pupils' understanding of social and economic matters. The provision for relationships and sex education (RSE) meets statutory requirements. Pupils learn that every individual is unique and deserves respect.
7. Pupils behave well. They treat each other with kindness and respect and are courteous towards staff. Pupils understand the importance of rules and sanctions that help to keep them safe.
8. Boarders are supported and cared for by well-trained boarding staff who know pupils well and respond to their needs appropriately. During weekends, boarders participate in a range of cultural, physical and intellectual activities. They also spend time relaxing and socialising with their friends in the well-appointed boarding houses.
9. The school site, including the boarding houses, is well maintained. Risk assessment procedures support pupils' welfare and safety in school and when on school trips.
10. Leaders have established a robust culture of safeguarding. The well-trained safeguarding team ensures that staff are kept up to date with the latest statutory guidance. Leaders work effectively with external agencies, seeking advice as needed and following the appropriate procedures to safeguard pupils. Records of recruitment and pre-employment checks are meticulously kept.

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 the wellbeing of older pupils with examination commitments is not compromised and that sufficient balance is retained between academic requirements and opportunities for pupils to participate in co-curricular activities that support their physical and emotional development.

Section 1: Leadership and management, and governance

11. Governors bring a range of relevant and professional experience to the role. Governors provide support and challenge to leaders. They undertake regular monitoring activities to ensure that leaders have the required skills and knowledge to implement policies effectively. Governors hold leaders to account for the school's performance so that there is an ongoing focus on continuous improvement. This results in the successful implementation of initiatives that improve the curriculum and teaching so that pupils typically attain the highest grades at A level. Staff are guided to deliver the curriculum in line with the school's aim to nurture each pupil's potential.
12. Subject leaders have an accurate overview of their subject areas and pupils' outcomes. They carry out focused observations of lessons so they know what is working well in their subject and what needs to improve. They provide coaching for individual teachers with specific training to improve how the curriculum is planned and taught.
13. Leaders have established a systematic approach to managing and mitigating risk across all areas of school life. Staff are trained to identify and minimise risk, especially for higher-risk activities such as those that take place in sport, on water or overseas trips. The school maintains a comprehensive risk register which is reviewed regularly by leaders and governors to make sure it is appropriate and relevant.
14. The school's complaints policy is available on the school's website and is implemented effectively. Leaders follow the agreed stages and procedures closely. They take parental complaints seriously and respond swiftly to any concerns raised. The school meets the requirements of the Equality Act 2010. There is a suitable and up-to-date accessibility plan which ensures pupils are supported to access all areas of the curriculum and the school site.
15. All the required information regarding policies and procedures is available for parents and prospective parents on the school's website. Parents are kept up to date with their child's progress and attainment. Parents receive regular face-to-face updates in the form of parents' meetings alongside written reports throughout the year.
16. Leaders have established effective links with a wide range of external agencies to ensure that pupils' particular needs are identified and understood thoroughly. They work productively with children's services and the local authority that results in a co-ordinated and joined-up approach to safeguarding.
17. The experienced boarding team are well trained and maintain a close-knit family, home-from-home boarding community. Leaders consult boarders regularly and respond swiftly and appropriately to any concerns or suggestions raised.

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

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

Section 2: Quality of education, training and recreation

19. The school's broad curriculum covers all the required subjects and goes beyond this to include separate sciences and several modern foreign languages. The extended project qualification (EPQ) offers older pupils additional academic challenge. In the performing arts, pupils perform confidently and make a positive contribution to school productions involving dance, drama and music.
20. Pupils participate in, and benefit from, a range of recreational and enrichment activities, including those linked to The Duke of Edinburgh's Award scheme (DofE) that support their personal development. Pupils develop their skills in a variety of co-curricular activities including chapel choir, 'crafty art', Pilates, and meditations and mantras. Residential trips, both in the United Kingdom and overseas, provide further opportunities for pupils to acquire new skills, build their self-confidence and extend their range of leisure interests.
21. Boarders enjoy the many activities on offer within the school and boarding houses. They participate in weekend swimming sessions, toastie and movie nights, biscuit decorating and outings to places of interest. These experiences develop boarders' independence and promote a positive boarding house ethos. Boarding staff support pupils to develop good habits of self-organisation and study.
22. Pupils make good progress from their starting points and typically achieve high grades at GCSE and A level across many subjects. In 2025, a higher proportion of pupils than in previous years achieved the highest grades at A level and in the EPQ.
23. Pupils benefit from well-taught lessons that extend their knowledge and inspire them to be intellectually curious. Teachers use their good subject knowledge and pupils' interests and needs to pitch lessons appropriately. Teachers make well-considered adaptations to good-quality classroom resources such as using scaffolded writing tasks so that pupils can access learning and participate in classroom activities. Teachers provide pupils with detailed feedback that celebrates what pupils have learned and identifies what pupils need to do next. Pupils use this guidance to improve their work.
24. Teachers enable pupils to develop secure literacy skills. Pupils confidently analyse reading texts because teachers encourage them to use technical language accurately and to provide detailed responses in full sentences. In mathematics, pupils learn how to rearrange equations and gain a better understanding of the relationships between variables. Such activities help pupils to look at problems from different perspectives in order to solve them. This deepens their understanding and supports them to complete more complex tasks.
25. The school's assessment system effectively tracks pupils' attainment and progress. Senior and subject leaders analyse this information carefully to spot trends and identify any underperformance. They use this information to signpost pupils to attend subject clinics where they receive additional guidance to catch up.
26. Pupils who have SEND make good progress from their different starting points. The learning support team identify pupils' additional needs accurately and provide teachers with strategies and stimulating resources to make sure that pupils who have SEND can fully access the curriculum.
27. Pupils who speak English as an additional language benefit from personalised support to improve their confidence in speaking and comprehension skills. They learn successfully because teaching

activities are adapted and include subject-specific glossary lists that enable pupils to participate in vocabulary-rich discussions during lessons.

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. The school's comprehensive physical education (PE) curriculum and the co-curricular activities are taught by specialist staff. Pupils are provided with many opportunities to engage in sports and physical pursuits such as badminton, ballet, contemporary dance, football and Zumba. Their participation in competitive netball and swimming events helps to develop pupils' self-knowledge, self-confidence, social skills and teamwork. Pupils understand the benefits of being physically active. They learn how taking part in physical activities can support their mental and physical health. However, the academic schedule combined with the expected amount of independent study restricts the time of some older pupils have available for co-curricular activities, including sport. For some pupils this has a negative impact on their work-life balance and emotional development.
30. The RSE programme reflects current statutory guidance. It is taught effectively by specialist staff during PSHE lessons. Leaders consult parents regarding the curriculum content and delivery. Appropriate topics such as consent and drug awareness provide pupils with strategies to make positive choices and cultivate healthy and respectful relationships.
31. During PSHE lessons, pupils listen to each other carefully and are understanding, tolerant and respectful of differences between people. Teaching and displays around the school explicitly promote inclusivity. Leaders have created a welcoming environment where pupils feel safe and secure. For example, the 'JEDI council' (justice, equality, diversity and inclusion) provides a dedicated safe space where pupils can explore and discuss equality issues that are important to them.
32. Behaviour management is effective. Staff supervise pupils appropriately throughout the school day. The relationships between pupils and between staff and pupils are based on mutual respect and courtesy. Staff model positive social behaviours. Pupils adopt these too and as a result, behaviour is calm and civilised during lessons and around the school site.
33. Leaders ensure that the school's anti-bullying strategy is implemented consistently by staff. Bullying incidents are rare. If they do occur, pastoral leaders act swiftly and encourage pupils to reflect on their behaviour. Staff provide timely support for both victims and perpetrators. In PSHE lessons, pupils learn about the damaging impact that different types of bullying can have on people's mental and physical health.
34. The curriculum teaches pupils about different world religions and cultures, particularly lessons in art, textiles, dance, music and religious studies (RS). This helps pupils to appreciate the spiritual and moral dimensions of life. Teachers provide frequent opportunities for pupils to reflect on the thoughts, beliefs and values that help them to gain a sense of fulfilment and increase their confidence to express their deeper emotions. For example, when studying Hindu deities, pupils learn that the mutual devotion expressed between Rama and Shiva is also echoed in other religions such as Buddhism, Christianity and Sikhism.
35. Suitable medical accommodation is in place to care for pupils, including boarders, when they are ill, injured or have additional medical needs. Arrangements for the administration of medicines and first aid are appropriate. Qualified staff manage the medical facilities well, including those in the boarding houses.

36. The school's buildings and grounds, including the boarding houses, are well maintained. Regular health and safety checks are undertaken that support different areas of the school to be safe and secure. Leaders maintain appropriate arrangements for the prevention of fire. Regular fire drills take place, including for boarders, in line with statutory requirements. Fire exit routes are signposted clearly, and fire safety equipment is well maintained.
37. Attendance and admission registers are appropriately maintained in line with current statutory requirements. Leaders follow up any attendance concerns quickly. They support and encourage pupils to attend school as often as possible. Leaders inform the local authority when pupils join or leave the school at non-standard times.
38. Boarding houses are well resourced, clean and bright. Comfortable common rooms provide boarders with suitable opportunities to enjoy social time together. Boarders have well-equipped study facilities and they can keep their belongings safe in their own personalised living spaces. Boarders relax and participate in a range of social activities and feel at home in the welcoming environment. Boarders know and follow the school's expectations regarding high standards of behaviour. Boarding leaders check with guardians that all has gone well when boarders return from half-term breaks or exeat weekends. This contributes to boarders' sense of wellbeing as well as keeping parents and guardians up to date with their child's experience at St George's.

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

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

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

40. Pupils develop their understanding of monetary and financial matters through the carefully planned economic curriculum. Older pupils develop their financial literacy skills and learn about the benefits of making informed financial decisions, such as how to manage their own personal finances. They also learn about the stock market and crypto currency. Pupils in the sixth form learn about monetary policy and aspects such as managing credit cards and understanding the effect that debt can have on mental health and wellbeing. Boarders understand the value of money and develop skills to navigate everyday situations, such as using debit cards for online shopping and eating out. Participation in these real-life scenarios helps pupils to develop important skills such as making sensible financial decisions that prepare them for life in British society.
41. Staff are supported well to deliver the careers curriculum in line with national benchmarks for effective careers guidance and the school's aims to nurture each pupil's potential. From Year 7, pupils receive helpful and impartial guidance about a range of careers. This includes specific individual advice about subject choices and support for writing university applications. Pupils make effective use of a commercial online careers platform to identify what they do well and match this to a range of potential career options. Visiting speakers from industry and business, together with the school's alumnae, share their career journeys with pupils.
42. Leaders provide many opportunities for pupils to undertake leadership roles in the school, such as prefects, peer-mentors, school council and eco-representatives. Older pupils demonstrate service and helpfulness to others by mentoring younger pupils. Pupils in the sixth form help to supervise 'prep' and choose year-group representatives who regularly meet with senior staff to discuss any concerns. These posts of responsibility help pupils to appreciate the views and opinions of others as well as develop their own leadership skills.
43. The PSHE curriculum teaches pupils to respect and celebrate difference. Pupils understand not to judge people based on stereotypes, such as appearance. Boarders demonstrate tolerance and respect for individual differences. Boarders welcome and celebrate the many cultures that are represented within the boarding houses.
44. Pupils gain an understanding of local and national British institutions and services in contemporary society. Pupils travel by coach and train to visit famous London institutions such as the Victoria and Albert Museum, the Royal Albert Hall and Tate Modern. Participation in these outings helps pupils to learn how public institutions make a positive contribution to society. Boarders enjoy a range of bespoke activities, including weekend trips to a local theme park.
45. The curriculum is carefully planned to develop pupils' sense of social responsibility for the common good and provide them with opportunities to engage with and contribute to the local community. Pupils help and support staff to deliver puppetry workshops and science fairs in local schools, host afternoon teas and visit residents in the local care home.
46. In PSHE lessons, teachers guide pupils to appreciate and understand the need for rules, rewards and consequences to protect individual interests and maintain a well-ordered community. This helps pupils to distinguish between right and wrong and apply moral principles and values. Pupils learn strategies to build and maintain respectful relationships. Pupils gain an understanding of democracy,

laws, legislation and political systems. They participate in political debates and visit the Houses of Parliament. Pupils learn about the benefits and protections that society provides when its citizens respect democracy, abide by the law and contribute positively to their community. Pupils learn and experience principles of democratic government through forums such as elections for the various school councils. Leaders ensure that in their lesson planning and delivery, teachers are careful to present any political information in a balanced and impartial manner.

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

47. All the relevant Standards are met.

Safeguarding

48. Leaders and governors have established an effective safeguarding culture. They ensure that suitable safeguarding policies reflect the latest statutory guidance and are implemented consistently. Governors provide diligent and regular oversight of the school's safeguarding arrangements.
49. Robust and secure internet filtering and monitoring systems are in place to help prevent pupils from accessing harmful or inappropriate content. These systems are checked regularly. Online records confirm that any alerts are investigated swiftly including the details and reasons for any actions taken.
50. In PSHE lessons, staff teach pupils how to safely navigate the online digital world. Pupils learn how to manage their online digital footprint by recognising the safety risks they may encounter when using the internet. For example, pupils are taught not to share any personal information about their location or identity and to be alert to the dangers of online fraud.
51. Staff receive regular safeguarding training throughout the year so that they have the confidence, knowledge and skills to safeguard pupils in their care. Following training, staff undertake short quizzes to test their understanding of safeguarding protocols and practice. This reinforces the school's culture of vigilance and accountability.
52. The staff employment policy sets out clearly leaders' expectations about how staff should conduct and present themselves, both online and in person. Staff understand the necessary procedures they should follow should they need to raise a low-level concern about any adult working in the school. The safeguarding team respond swiftly and take suitable action when required.
53. Appropriate staff supervision arrangements, including CCTV, are in place across the school's extensive site. Information about how pupils, staff and visitors can contact members of the safeguarding team is displayed throughout the school. Boarders are well supervised during the day, evening and before they go to bed. Boarders are made suitably aware of the school's expectations for visits into town, including responsible behaviour and the time they should return to school.
54. Safeguarding leaders are well trained and knowledgeable about their roles. They have cultivated effective working partnerships with relevant agencies, such as children's services and the local authority. This enables them to draw on professional advice and guidance and make referrals, as required.
55. Pupils' emotional wellbeing is supported well. Pupils know they can speak to any trusted adult at the school. A range of staff, including a counsellor, are available for pupils to speak to about any concerns they may have. In addition, an online concern button is available for pupils to share any worries they have should they feel unable to discuss matters directly with staff.
56. Leaders demonstrate a secure understanding of safeguarding requirements for boarders and have established a range of mechanisms for pupils to seek assistance. There is an independent person available for boarders to contact. Robust procedures are in place for checking the suitability of boarding staff and their family members who reside in the boarding houses. Safeguarding procedures for the welfare of boarders are well understood and effective. Regular communication between the medical, pastoral, safeguarding and boarding house teams ensures that pupils' welfare is prioritised.

57. A single central record (SCR) of recruitment checks is meticulously maintained and is regularly reviewed by leaders and governors. Staff involved in recruitment receive specific training for their roles. The school's safer recruitment procedures are thorough.

The extent to which the school meets Standards relating to safeguarding

58. All the relevant Standards are met.

School details

School	St George's School
Department for Education number	868/6001
Registered charity number	309088
Address	St George's School Wells Lane Ascot Berkshire SL5 7DZ
Phone number	01344 629900
Email address	office@stgeorges-ascot.co.uk
Website	www.stgeorges-ascot.org.uk
Proprietor	St George's School Ascot Trust Ltd
Chair	Mr Alistair Mackintosh
Headteacher	Miss Hannah Fox
Age range	11 to 19
Number of pupils	211
Number of boarding pupils	36
Date of previous inspection	8 to 11 November 2022

Information about the school

59. St George's School is an independent day and boarding school located in Ascot, Berkshire. It is registered as a single-sex school for female pupils. The school opened in the nineteenth century as a prep school for male pupils and became a school for female pupils in 1904. It is a registered charity overseen by a board of governors. The current headteacher took up her position in September 2025.
60. The school is organised in two sections: the senior school, for pupils aged 11 to 16 years, and the sixth form, for pupils aged 16 to 19 years.
61. There are three boarding houses located close by or within the main school building. There is one boarding house for pupils aged 11 to 15, one for pupils aged 15 to 17 and one for pupils aged 17 to 19.
62. The school has identified 85 pupils as having special educational needs and/or disabilities (SEND). There are no pupils in the school who have an education, health and care plan (EHC plan).
63. The school has identified English as an additional language for 20 pupils.
64. The school states its aims are to empower its pupils with the necessary skills and knowledge to thrive in their adult lives, enabling them to be confident, capable and connected so that they excel in their chosen field.

Inspection details

Inspection dates

30 September to 2 October 2025

65. A team of four inspectors visited the school for two and a half days.

66. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- observation of a sample of co-curricular activities that occurred during the inspection
- discussions with the chair and four other 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
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

67. 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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