

School inspection report

14 to 16 October 2025

The Godolphin and Latymer School

Iffley Road
Hammersmith
London
W6 0PG

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. Leaders communicate the school's aims clearly to pupils and parents. They promote them effectively through the curriculum, co-curricular activities and pastoral systems. Pupils are tolerant, respectful and caring of their peers.
2. Governors provide effective oversight of the school's provision, as well as its impact on pupils' wellbeing and on their academic and personal development. They are assured that leaders have the skills and knowledge to implement their responsibilities effectively, so that the Standards are consistently met.
3. Leaders at all levels prioritise pupils' wellbeing. They are committed to continuous improvement. They use self-evaluation effectively to ensure pupils' needs are met. Leaders' proactive and robust approach to risk management ensures that they identify any risks and take decisive action promptly to keep pupils safe.
4. Leaders successfully implement an integrated and inclusive approach to education, which fosters ambition alongside a love of learning. This develops pupils' skills and interest and nurtures their intellectual curiosity, so they become inquisitive, open-minded learners. The curriculum is broad, stimulating and planned to take account of pupils' academic and wellbeing needs. As a result, pupils are well prepared for their next steps in education. They achieve highly in public examinations.
5. Leaders identify any gaps in pupils' learning promptly. They take appropriate steps so that pupils' needs are met at every stage, so they achieve well. Pupils who have special educational needs and/or disabilities (SEND) also achieve well because of the targeted support that they receive.
6. Teaching is typically highly effective. Teachers adapt teaching skilfully so that pupils are supported and challenged appropriately. There are aspects of inconsistency, though, regarding the precision and quality of how some pupils receive teachers' feedback and how homework is set.
7. The extensive co-curricular programme is a significant strength of the school. It brings challenge, inclusivity and variety to pupils' education. Careful planning ensures pupils develop their skills and interests to become confident, well-rounded learners. Many clubs are deliberately pupil led to develop leadership and teamwork skills. Because of the range of activities on offer and strong staff encouragement, pupils with additional needs also find activities that inspire them to thrive.
8. The school's inclusive environment promotes equality, diversity and inclusion across all age groups. There is an effective personal, social, health and economic education (PSHE) curriculum, which promotes pupils' awareness of individual differences. Pupils acquire moral understanding, self-knowledge and respectful attitudes. They know the importance of high standards of behaviour, mental health and wellbeing in achieving their goals. They are well cared for and effectively supported as they progress through the school.
9. Health and safety procedures and related policies are implemented effectively. Pupils' welfare needs are met consistently. The premises are well maintained and secure. Suitable risk assessments are reviewed regularly.

10. Leaders create a diverse, inclusive and caring community, with a clear commitment to promoting respect, tolerance and service to others. This is achieved through many pupil-led events, including assemblies, societies, the celebration of different cultures, voluntary and charity work. As a result, pupils gain a deep sense of social responsibility and how they can influence the quality of life for others.
11. The careers programme is effective in preparing pupils for the next stage of their education and learning about the world of work. Pupils build their knowledge of money management from a young age. They are aware of the dangers of debt and gambling. This means that they are well placed to make appropriate decisions to support their future ambitions and personal wellbeing.
12. There is an embedded culture of safeguarding at the school. All staff and governors complete statutory safeguarding training. Regular updates maintain their awareness and understanding. Pupils learn about keeping safe, including online, and have access to effective support systems. The school has a strong partnership with external agencies to support pupils and to protect them from harm.

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:

- review the consistency and quality of teachers' feedback to pupils and how homework is set across subjects to further improve pupils' understanding of their progress.

Section 1: Leadership and management, and governance

13. Governors and leaders work as a cohesive team to plan and deliver a strategy which actively promotes pupils' wellbeing. Governors demonstrate an in-depth knowledge and understanding of the school's strengths and areas for development as a result of a highly effective system of scrutiny. Leaders provide regular, detailed reports, and governors actively engage in school life through personal visits. This includes lesson visits and talking to staff and pupils. In this way, governors are well informed about the effectiveness of leaders' work.
14. The school's ethos is reflected in its aims, policies and practice. Leaders create an inclusive, dynamic environment that celebrates diversity and equality for all. Leaders' active promotion of pupils' wellbeing is at the core of all planning and decision-making. This is consistently articulated through the curriculum, co-curricular activities and pastoral systems. The school values are widely known and reflected in the everyday language used by pupils and staff.
15. Leaders commit to school improvement with transparency, purpose and resolve. A detailed development plan is generated from systematic, ongoing evaluation of all aspects of the school's work. This takes appropriate account of the opinions of staff, pupils and parents. Well-focused improvement actions ensure that the Standards are met consistently. For example, the governors' decision to enhance provision for wellbeing and mental health has had a demonstrable positive impact on pupils' wellbeing.
16. Leaders and governors prioritise safeguarding and risk management. Risk strategies are comprehensive. They are constantly reviewed to consider changing current and potential risks, including those associated with the 'Prevent' duty, which protects pupils from radicalisation and extremism. Risk assessments are detailed. They cover the school site and activities undertaken by staff and pupils. Staff are trained to assess risk. This includes in the knowledge of the continuous process of identifying and responding to risks as they change over time. There is a robust approach to the planning and approval of educational trips, including pre- and post-trip evaluations to inform future planning.
17. Leaders fulfil the requirements of the Equality Act 2010. The accessibility plan is well focused on continuing to improve access to the school and its curriculum for pupils who have different needs. The accessibility plan is regularly audited and is implemented in full.
18. Leaders provide a wide range of appropriate information for parents via the school's website. Leaders promote positive relationships with parents, including through breakfast meetings and consultations. Parents receive a variety of information and updates, including reports about their child's attainment and progress.
19. Leaders engage routinely with external agencies and others in the wider community. This includes regular communication with the local authority and the police when appropriate. As a result, leaders keep up to date with the latest developments and ensure that pupils access appropriate support when required.
20. Leaders promote good relationships with parents. Staff are easily accessible should parents have a concern. Leaders encourage parents to communicate any concerns as they arise so that they can be acted on promptly. Consequently, parental concerns are typically dealt with at the informal stage before they escalate into formal complaints. Comprehensive confidential records are maintained.

These are reviewed regularly to identify any emerging trends. All complaints are taken seriously and managed in a timely manner, following the school's policy.

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

21. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

22. Leaders plan and regularly review the curriculum to promote the core school value of learning for life. As a result, pupils have wide-ranging opportunities to pursue their interests and to develop high-level skills. The teaching of different languages to pupils from Year 7 means that they acquire language skills and understanding of different cultures from a young age. Leaders' decision to introduce the Year 10 and 11 innovation and leadership course allows pupils to extend their self-awareness, communication and leadership skills. This is achieved through project-based learning, focused on charity and sustainability for example, which engages pupils effectively with real-world applications.
23. Leaders' integrated and inclusive approach to education enables pupils to understand themselves well, and build up their capabilities and self-esteem, so that they can achieve high-quality academic and personal outcomes. Examination outcomes at GCSE, A level and for the International Baccalaureate Diploma Programme (IBDP) are consistently high. As a result, pupils have a wide choice of higher education opportunities, with many gaining places at establishments with the most demanding entrance requirements.
24. Teaching is typically highly effective. Teachers skilfully adapt teaching so that pupils are supported and challenged to succeed appropriately. They use good-quality resources to engage pupils effectively. This includes through constructive use of language assistants who contribute to planning by devising opportunities for pupils to practise their language skills with pupils abroad. Teachers demonstrate expertise in their subjects and plan carefully. They allow time for pupils to learn beyond the examination syllabus to enrich their experiences and so promote intellectual curiosity. In science, pupils in the sixth form display advanced practical competence and independence in managing experimental work. Tasks in Year 11 drama provide pupils with creative outlets for emotional expression and reflection on complex issues such as war and human experience.
25. Pupils apply their mathematical skills confidently across different subjects, such as science, geography, economics, food preparation and nutrition. In music and technology, pupils show highly developed creative skills. Pupils' understanding of aesthetic values is reflected in their vibrant artwork which is displayed around the school.
26. Leaders use a detailed assessment framework systematically to analyse pupils' progress. They identify any gaps in learning quickly so that appropriate measures are actioned. Information about the needs of pupils who have SEND is disseminated carefully to teachers so that appropriate support is offered consistently. Teachers use pupil passports effectively to understand pupils' individual needs and manage lesson seating plans thoughtfully. This helps to motivate pupils to learn and achieve well. Leaders monitor carefully, including through lesson visits and regular reviews, which include pupils' views. In this way, leaders are well informed of the effectiveness of improvement strategies and where to adjust planning.
27. There are very few pupils who speak English as an additional language (EAL) requiring specific support. When necessary, leaders use a national framework to assess and support pupils. Information is shared with teachers so that appropriate strategies are put in place for individual pupils. Those pupils who need to develop their skills do so quickly, so they learn successfully.

28. Leaders foster high-quality relationships between staff and pupils. In response, pupils are respectful. They value others' opinions. From a young age, pupils develop strong oracy and persuasive reasoning skills. This is reflected, for example, in lower school philosophy and religion lessons where pupils evaluate issues, such as 'whether we can ever be certain of anything'. In lessons, both pupils and teachers demonstrate effective active listening skills. Pupils welcome teachers' feedback. However, this is not of a consistently high quality within and across subjects, so some pupils do not know what they need to do next to improve. Homework is set regularly, but some pupils are unclear about the way it is set, for example, whether online or by some other means.
29. The school provides a notably rich and varied co-curricular programme. It enables pupils of all abilities to broaden their interests and develop new skills. Leaders' focus on inclusion and individual needs ensures that there is something for everyone, including many sports, music, drama and societies. As a result, participation rates are consistently very high. Pupils of all ages work together effectively. They are enthused, engaged and achieve highly. Many activities are initiated and led by pupils. The programme provides a balance to pupils' academic work. Leaders and form tutors closely monitor individual pupils' participation to ensure their needs are met and that they are not overloaded or put under undue pressure. The co-curricular programme makes a major contribution to the development of pupils' emotional, social, creative and physical skills.

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

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

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

31. Leaders have established an ethos that focuses on building positive, trusting relationships based on mutual respect and kindness. This is taught through an effective PSHE curriculum, themed pupil-led assemblies and the daily interactions between pupils and staff. This is also reflected in the school's values and teachers' high expectations for how pupils treat each other. As a result, pupils gain respect for different people and understand their own place in the world.
32. Pupils' spiritual and moral development is promoted through the curriculum and co-curricular programme. It is evident in the harmonious relationships between pupils from diverse backgrounds. Pupils are naturally encouraged to reflect on what it means to be human and to ask questions. They express their beliefs openly in lessons, assemblies and in the various faith societies. This helps pupils to recognise the value of having a clear moral code and its role in establishing positive relationships.
33. The relationship and sex education (RSE) curriculum is appropriate and reflects the requirements of current statutory guidance. Pupils learn about the importance of healthy relationships. Leaders place great emphasis on issues of sexual consent which are covered in an age-appropriate way. This begins with a simple approach for younger pupils and then builds on this as pupils move through year groups, for example considering the issue in relation to the law. The curriculum is enhanced through visiting speakers and consultation with parents. Leaders use feedback from pupils to check how effectively they understand topics and use this to continue to improve planning. For example, a recent change includes generative artificial intelligence (AI). Leaders have evolved curriculum content appropriately so that pupils better understand the associated risks.
34. The physical education (PE) curriculum is comprehensive, well structured and delivered by skilled staff. All pupils, whatever their needs, have access to sports and activities that suit their abilities and interests, supporting their physical and emotional wellbeing. Pupils choose whether to be involved in team or individual competitive sports, or to take part in non-competitive alternatives. The range is extensive with some pupils regularly achieving success at national and international level. This enables all pupils to find a physical activity that they enjoy and succeed in.
35. Pupils have high standards of behaviour because behaviour management is effective. Staff follow the behaviour policy closely and apply it fairly. Detailed records show any trends identified and the actions taken. Leaders consistently communicate their high expectations to pupils about behaviour through the curriculum, assemblies and school values. Incidents of bullying or anti-social behaviour are rare. Leaders deal with these matters effectively when they occur.
36. The caterers provide pupils with a range of healthy food options. They liaise effectively with leaders to promote healthy eating through a variety of ways, including a themed approach. Across the curriculum subjects like biology, PE, food preparation and nutrition reinforce the importance of a healthy lifestyle for pupils' wellbeing.
37. Leaders create a culture where praise is given regularly and success is celebrated. Through the house system, older pupils support younger pupils well. Staff adhere to the code of conduct and model positive caring relationships, which leads to pupils' thoughtfully nurtured self-confidence and self-esteem. Debates and collaborative projects with other schools support pupils' personal development well.

38. First aid procedures are effective. Medical leaders are well trained and experienced. The medical centre is fit for purpose. All medicines are securely stored. Leaders maintain an appropriate record of any administration of first aid. There are robust systems for managing accidents.
39. Pupils are carefully supervised, including at break and lunchtimes. Leaders are alert to any events in the local community which might affect pupils' safety. They take prompt action to ensure staff and pupils are aware of local contextual information. This helps pupils to know how to keep safe in different situations.
40. The school premises are maintained to a high standard. There is a detailed fire risk assessment and regular fire drills occur. A comprehensive health and safety management system is in place, with responsibility delegated to competent and qualified staff. The system is rigorously monitored by leaders and governors, ensuring high standards of implementation and oversight.
41. Leaders diligently adhere to statutory guidance to promote pupils' regular attendance. They ensure that attendance trends and patterns are monitored and followed up by key staff. Leaders maintain an appropriate admission register. The school informs the local authority, as required, of any pupil who joins or leaves at non-standard times.

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

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

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

43. The school takes every opportunity to celebrate diversity and promote inclusion. The lesbian, gay, bisexual and gender questioning club is active in raising awareness of the unacceptability of discrimination on the grounds of gender or sexuality. Similarly, the work of the neurodiversity club fosters a deep understanding of pupils' different needs. Pupils who are club members lead assemblies, give presentations to staff and make videos for the whole school community.
44. Pupils acquire knowledge of different cultures and traditions through pupil-led assemblies, and by celebrating religious festivals and different world foods. The pupil diversity committee produces an informative monthly newsletter to promote a wide range of cultural events. As a result, pupils are knowledgeable about different people's lives. They learn to distinguish right from wrong and express balanced, well-formed opinions in a thoughtful manner. They become compassionate, understanding young people, ready for their next steps beyond school.
45. The school's effective promotion of inclusion contributes to pupils' understanding of fundamental British values such as mutual respect and tolerance. Pupils are taught about democratic processes and the rule of law in PSHE lessons and wider curricular subjects. They learn about the British electoral system and how to conduct respectful debates, so that they are well equipped to be part of a democratic society. They regularly participate in enrichment activities such as the Model United Nations and criminology, where they research and present topics such as life in prison. There are visits to Parliament and leaders carefully vet visiting outside speakers to prevent exposure to partisan views. Similarly, teachers ensure that any discussions with political content are conducted impartially and without bias.
46. Pupils connect meaningfully with society through the work of social impact groups. The 'bridge' programme enables pupils to teach and develop local primary school children's communication skills, as reflected in the oracy projects. Pupils' work to support charities, food banks and local shelters typifies their deep sense of social responsibility and service to others. This upholds the school's aims of developing young people who are considerate, responsible and inclusive of others, creating all-rounders who can question and think for themselves and what they can contribute to society.
47. Leaders promote social and cultural awareness through a carefully planned and wide-ranging programme of enrichment. This includes Year 7 pupils visiting local markets to gather business ideas, classics trips to Cambridge, modern language exchanges and sports tours. As a result, pupils build successfully on skills and broaden their experiences of life in different contexts beyond school.
48. The pupil-led school council considers all aspects of pupils' school experience. They gather opinions successfully and discuss ideas from across the different age groups. Alongside surveys, leaders routinely use the school council as an effective way of keeping informed about pupils' views and how to improve their experiences. Pupils speak enthusiastically about changes as a result of their work, as in the recent revision to the homework diaries which pupils felt were too large and not environmentally friendly.
49. Economic education is skilfully integrated into the curriculum and 'futures' programme. Beginning in Year 7, pupils learn how to set up and manage a mini business venture. Pupils learn about credit,

interest rates, pay and deductions, as well as the negative effects of gambling and poorly managed debt. Pupils' understanding is further enhanced through talks by external speakers, including industry experts on behavioural finance. This prepares pupils effectively for their next stages in life.

50. Pupils at all stages receive effective careers advice that follows nationally available benchmarks. This helps pupils to identify their aptitudes, strengths and weaknesses, so they can make informed decisions about their future career or educational choices. Pupils undertake valuable work experience. Parents are provided with helpful careers newsletters, covering a wide range of information including about the World Economic Forum and the London labour market. Leaders promote a range of higher education courses to suit pupils' needs and interests, including apprenticeships.

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

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

Safeguarding

52. Leaders routinely promote an effective safeguarding culture throughout the school. There is an awareness that safeguarding issues could arise and that everyone working at the school is responsible for identifying, reporting and acting on concerns. This includes the self-reporting of low-level concerns. Staff are confident about the procedures to follow should they have a concern about a pupil or an adult.
53. New staff have a thorough induction programme. This includes identification of online risks to pupils. Training covers the importance of staff having a secure understanding of the school's expectations and their responsibilities in keeping pupils safe.
54. Policies and procedures are clear, incorporating the latest statutory guidelines. Staff and governors receive rigorous, systematic training. This ensures that they are knowledgeable about changes. The safeguarding team receive additional training for their role. A high number of staff are trained in safer recruitment.
55. Pupils are clear about how to share a concern if they need to. Staff are readily accessible, including senior leaders, medical and counselling staff. An anonymous online reporting system is available for pupils to raise concerns if they do not wish to speak directly with staff.
56. Governors monitor safeguarding arrangements, including through rigorous scrutiny of safeguarding audits. Leaders and governors routinely assess and review risks, including developments in the local community, to keep pupils safe. The safeguarding governor meets regularly with the safeguarding team and talks with staff and pupils. In this way, governors are well informed about safeguarding and the effectiveness of leaders' work.
57. Pupils learn about how to keep themselves safe, including when online, through the curriculum and assemblies. Leaders provide information to parents and encourage them to attend talks about safety. Leaders maintain a suitable filtering and monitoring system to protect pupils' internet use in school. They check this closely so that prompt action is taken in response to any alert.
58. The safeguarding team maintain effective working relationships with external agencies. They readily seek advice when safeguarding issues arise, and, when required, refer safeguarding concerns to relevant safeguarding partners. Safeguarding records describe discussions and the rationale behind decisions made accurately.
59. Staff recruitment procedures are robust. All necessary pre-appointment checks are carefully completed for all staff. Leaders maintain a meticulous single central record of appointments, which is regularly scrutinised by the safeguarding governor.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	The Godolphin and Latymer School
Department for Education number	205/6291
Registered charity number	312699
Address	The Godolphin and Latymer School Iffley Road Hammersmith London W6 0PG
Phone number	020 8741 1936
Email address	office@godolphinandlatymer.com
Website	www.godolphinandlatymer.com
Proprietor	The Godolphin and Latymer School Foundation
Chair	Mr Simon Davies
Headteacher	Dr Frances Ramsey
Age range	10 to 19
Number of pupils	827
Date of previous inspection	29 November to 1 December 2022

Information about the school

61. The Godolphin and Latymer School is an independent day school for female pupils. It was founded in 1861 as a boarding school for male pupils, becoming a day school for female pupils with its current name in 1905. The school is administered by The Godolphin and Latymer School Foundation, a charitable company limited by guarantee. The school consists of the lower school, for pupils in Years 7 to 9; the middle school, for Years 10 and 11; and the sixth form.
62. The school has identified 111 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).
63. The school has identified English as an additional language for 11 pupils.
64. The school states its aims are to provide an education that promotes curiosity and initiative, intellectual rigour and independence of thought, reflective learning and flexible thinking, and the ability to maintain an open mind and reach a balanced judgement. It seeks to encourage pupils to become considerate, compassionate and courageous young adults who expect to take responsibility for the community and environment in which they live.

Inspection details

Inspection dates

14 to 16 October 2025

65. A team of seven 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
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and the chair of the education committee governor
- 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.

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**.

Independent Schools Inspectorate

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

For more information, please visit isi.net