

Material change inspection report

3 to 4 July 2025

Thomas's Putney Vale

Stroud Crescent

Putney Vale

London

SW15 3EQ

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'.

Inspection outcome

The school has submitted a material change request to change its address through a move from its current site in Putney Vale to a site in Richmond-upon-Thames; the age range of its pupils from age 13 to 16, to age 11 to 18; the registered capacity from 200 to 630 pupils; and to provide accommodation for 58 boarding pupils, initially from age 13 to 18.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 1. Quality of education provided

ISSR Paragraphs 2, 3 and 4; NMS 18.

1. Leaders have planned an expanded curriculum to include appropriate planning and schemes of work to take into account the needs and aptitudes of pupils across the age range of the school included in the material change application.
2. The curriculum covers a broad range of subjects and allows pupils to make curriculum choices from Year 9. Leaders have developed the curriculum to enable pupils to choose GCSE subjects most suited to their interests, for example, pupils may choose more than one creative subject and more than one humanity subject. Leaders plan to provide pupils of all ages with cross-curricular opportunities designed to make connections between different areas of learning.
3. Leaders have developed a suitable curriculum for personal, social, health and economic education (PSHE) that includes age-appropriate material relating to relationships and sex education (RSE) for the proposed range of ages of pupils. Currently, pupils learn about equality and the need to respect people who have different faiths, beliefs and views. Pupils also develop an understanding of how to contribute to their school community and as members of British society.
4. Teachers support pupils' learning and help them to make good progress through a range of different teaching methods, well-planned lessons and effective teaching. Leaders have supported staff with suitable training to prepare for teaching younger and older pupils if the material change is implemented. Additionally, leaders have appointed appropriately experienced and qualified teachers to deliver the curriculum effectively, including expanding the provision for careers.
5. Leaders identify pupils who have special educational needs and/or disabilities (SEND) at an early stage and provide support systems both in and out of the classroom. Information is shared with subject teachers to enable them to support pupils so that they make good progress.
6. Pupils who speak English as an additional language (EAL) receive appropriate support to enable them to improve their fluency and understanding of language.
7. Appropriate systems are in place to track and monitor the assessment of pupils' attainment and progress. Leaders use standardised assessments to track progress over time and to help teachers plan for individual pupils' next steps, and intend to extend this for sixth form pupils.
8. The school provides a wide range of extra-curricular activities for pupils. Leaders have considered the management of activities and free time for boarders and have suitable plans in place should the material changes take place.

9. The school is likely to continue to meet the Standards if the material changes are implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

ISSR Paragraph 5

10. Leaders have created appropriate opportunities across the curriculum to extend pupils' spiritual, moral, social and cultural development and have suitable plans to expand the curriculum to be suitable for pupils from Year 7 through to Year 13. Lessons are taught by appropriately trained staff, including school medical staff and external speakers. Leaders are responsive to contextual issues raised by pupils and adapt the curriculum appropriately.
11. Leaders promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect through PSHE lessons, tutor periods, assemblies and throughout the curriculum.
12. Leaders enable pupils to develop their moral and spiritual awareness through theology, philosophy and ethics lessons and the study of world religions. Pupils are helped to develop a clear understanding of right and wrong.
13. Pupils have suitable opportunities to show initiative and serve their school and wider community which helps support independence, self-confidence and self-esteem. Leaders have planned further initiatives to ensure pupils continue to develop these characteristics as they progress through the school.
14. The school is likely to continue to meet the Standards if the material changes are implemented.

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and (b), 8(a) and (b), 11, 12, 14, 16; NMS 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 20 and 21.

15. The school has an appropriate safeguarding policy which provides suitable arrangements to safeguard and promote the welfare of pupils at the school, reflects statutory guidance and has considered the additional age ranges and number of pupils associated with the material change.
16. The designated safeguarding lead (DSL) meets regularly with the safeguarding team to help ensure pupils get the support they need and careful consideration has been given to the arrangements to safeguard pupils of a wider age range, including boarders. Leaders plan that a deputy designated safeguarding lead will have specific responsibility for pupils who board.
17. A designated safeguarding governor maintains effective oversight of safeguarding procedures, through regular visits, meetings with staff and pupils and an annual review of safeguarding policies and practices. Governors provide an appropriate level of scrutiny and challenge, ensuring that leaders are consistently following and meeting statutory requirements.
18. Leaders provide regular and effective induction for new members of staff and ongoing frequent training events for all staff throughout the school year to ensure they understand the school's safeguarding arrangements, including those regarding the risks associated with radicalisation and extremism. Staff are confident in handling concerns about pupil welfare and do this in a timely and effective way. Appropriate training is planned to ensure all staff are suitably trained to safeguard pupils of different ages, including boarders, should the material change take place.
19. Leaders with responsibility for safeguarding are knowledgeable about their roles and responsibilities. They undergo appropriate training that meets both national and local authority requirements. They handle safeguarding concerns effectively, liaising with external agencies such

as children's services and the local authority designated officer (LADO) to seek advice when required. Leaders make referrals promptly where required to help ensure pupils get the support they need. Leaders keep detailed and effective confidential records relating to safeguarding issues.

20. Pupils learn how to stay safe, including when online, through regular lessons and assemblies. The school has effective filtering and monitoring systems in place to manage online activity in the school and on school devices. These protective measures are monitored by senior leaders who address any concerns efficiently and effectively.
21. Leaders have planned the use of the newly acquired site appropriately with due consideration for the health and safety of pupils and staff when buildings open in September 2025.
22. Fire policies and procedures are effective in the current school; drills are held regularly, and pupils understand their evacuation routes and assembly locations. Plans are well advanced for fire safety at the new site, including obtaining an appropriate fire risk assessment. The main building has suitable staircases at each end of the upper floors and fire doors are being added for each of these exits to further strengthen fire safety. Signage and extinguishers are planned for appropriately and a suitable fire alarm system is due to be installed.
23. Suitable supervision rotas are in place at the current site and pupils are well supervised during breaks and lunchtimes by vigilant staff. Leaders have planned for similarly appropriate arrangements at the new site. Suitable plans have been put in place by leaders to ensure that boarding pupils are effectively supervised.
24. The school has a thorough approach to managing any risks to pupils, and a suitable full suite of risk assessments for the new site is being developed to be in place at the start of term. This includes physical risks, those relating to pupil welfare and mental health, and risks associated with day trips and residential visits. Staff receive appropriate training to complete risk assessments which are effectively monitored by senior leaders.
25. Through the consistent implementation of the behaviour policy and a restorative approach, through reflection after any incidents of unkindness, pupils demonstrate consistently good behaviour in and out of lessons. An effective rewards and sanctions system helps support pupils' good behaviour choices and helps to develop their self-esteem. Leaders have considered carefully how to adapt the behaviour policy and how it will be effectively implemented across all ages and in the boarding provision.
26. The school is likely to continue to meet the Standards if the material changes are implemented.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR Paragraph 18, 19, 20 and 21; NMS 19.

27. Those involved in staff recruitment are well trained and experienced. They conduct thorough pre-employment checks before adults begin work with pupils. Leaders and governors ensure that these checks are undertaken through careful monitoring. The school maintains an up-to-date single central record that documents this information accurately.
28. The school is likely to continue to meet the Standards if the material changes are implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23 to 31; NMS 4.

29. The current site has suitable toilet and changing facilities, and appropriate first aid and medical accommodation is provided for pupils. The premises are suitably maintained to a standard which

enables the school to comply with relevant health and safety standards; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Plans for the new site provide for similarly appropriate facilities to be provided and maintained.

30. The school has planned appropriate sleeping accommodation for pupils aged 13 to 18. Leaders' plans include suitable furniture, storage for clothing and space for pupils to personalise their sleeping area should they wish to do so. There is appropriate lighting, ventilation and heating. Leaders plan to ensure all boarders have suitable induction and are well cared for, including the provision of appropriate first aid and medical arrangements. There are separate areas for male and female pupils during the night and when changing. Leaders plan to enable pupils to be given the opportunity to request in which room, and with which other pupils, they wish to be accommodated once boarding routines have been established. Sufficient toilets and washing facilities are provided with appropriate privacy. There is appropriate separation between the boarders' accommodation and that of residential staff. There is a suitable common room for both male and female boarders to relax in. Leaders have planned for appropriate cleaning and maintenance arrangements.
31. The school is likely to continue to meet the Standards if the material changes are implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

32. Leaders ensure that the safeguarding policy is published on the school's website and is available to parents.
33. The school is likely to continue to meet the Standards if the material changes are implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); NMS 1 and 2.

34. Leaders demonstrate good skills and knowledge which enables them to fulfil their responsibilities so that the Standards are consistently met. The proprietor provides robust oversight and offers effective support and challenge to hold leaders accountable for the performance of the school. As a result, leaders and the proprietor actively promote the wellbeing of pupils. The proprietor has ensured that appropriate staffing levels will be in place through the leaders' appointment of appropriately qualified staff for September 2025. Leaders have ensured that the necessary documentation, including policies, will be in place to ensure that the boarding provision will be appropriate and is likely to meet the Standards.
35. The proprietor ensures that staff are appropriately trained to enable suitable safeguarding arrangements to be put in place. A designated safeguarding governor meets regularly with senior safeguarding leads and receives an annual safeguarding report. As a result, the proprietor is able to monitor the effectiveness of safeguarding arrangements at the school.
36. The proprietor has appointed appropriately experienced and trained staff to lead the boarding provision to ensure that the Standards will be met. Leaders have developed policies and procedures to ensure the safeguarding of boarders and to help ensure that boarding is a positive experience for pupils. A suitable statement of boarding principles has been planned to share with parents and pupils.
37. Leaders and the proprietor have prepared carefully for the material change and have made suitable assessment of the associated risks. They have drawn up detailed plans and communicated

these effectively with parents and staff. Leaders understand the challenges presented by the material changes and have the flexibility to adapt their plans accordingly once they occupy the new site so that the curricular and pastoral needs of pupils, including boarders, continue to be met.

38. The school is likely to continue to meet the Standards if the material changes are implemented.

School details

School	Thomas's Putney Vale
Department for Education number	212/6006
Address	Thomas's Putney Vale Stroud Crescent Putney Vale London SW15 3EQ
Phone number	020 7978 0901
Email address	putneyvale@thomas-s.co.uk
Website	www.thomas-s.co.uk/thomass-putney-vale
Proprietor	Thomas's London Day Schools
Chair	Mr Ben Thomas
Headteacher	Miss Therese Andrews
Age range	13 to 16
Number of pupils	108
Date of previous inspection	11 to 13 June 2024

Information about the school

39. Thomas's Putney Vale is an independent co-educational day school situated in Putney Vale, London. The school is owned by Thomas's London Day Schools who provide governance of the school. The school was originally an extension of Thomas's Battersea School and shared the same premises. In September 2023, Thomas's Putney Vale opened as a new school and has exclusive use of its premises. The school was previously inspected by Ofsted. The headteacher has been in post since the school opened. In September 2025, the school plans to relocate to a site in Richmond-upon-Thames and change its name to Thomas's College.
40. The school has identified 47 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
41. The school has identified 49 pupils for whom English is an additional language.
42. The school states that its aims are to support pupils to make meaningful choices about their future, and to foster a sense of purpose and personal ownership. The school seeks to promote diversity of thinking that encourages different types of intelligence, problem-solving and the ability to make connections.

Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the Department for Education to make material changes to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and the National Minimum Standards for boarding schools if the material changes are implemented.

Inspection details

Inspection dates

3 to 4 July 2025

43. Two reporting inspectors visited the school for two days.

44. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the school site to ascertain its suitability
- discussions with the proprietor and designated safeguarding governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and parents.

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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