

Progress monitoring inspection report

5 December 2025

St Paul's Cathedral School

2 New Change
London
EC4M 9AD

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 meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 1. Quality of education provided

ISSR paragraph 3(j)

1. Since the previous inspection, leaders have successfully implemented their action plan so that male and female choristers are provided with equal opportunities and provision.
2. Female choristers are now provided with comfortable and appropriate boarding provision and no longer need to manage their cathedral commitments as day pupils. Female and male choristers sing together in rehearsals, in concerts and at cathedral services.
3. Academic and boarding staff work closely together to ensure that all boarders are equally well supported so that they balance their work and cathedral commitments carefully. Staff supervise boarders' independent work effectively and provide them with help, if required. Boarding leaders implement well-managed opportunities for boarders to participate in recreational activities and to benefit from unstructured relaxation time.
4. The school meets the Standards.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and 7(b); NMS 11.1, 11.2, 11.3, 11.4, 11.5 and 11.6

5. Leaders and staff promote a robust and thorough safeguarding culture and work well together to prioritise pupils' wellbeing. Leaders implement a clear and detailed safeguarding policy which is reviewed regularly and reflects current statutory guidance. Governors provide effective oversight of the school's safeguarding procedures. For example, they visit the school often, meet with staff and pupils and check the suitability of the single central record of appointments.
6. Leaders with responsibility for safeguarding are trained appropriately for their role. The safeguarding team meets regularly to carefully consider the decisions and actions which they take. They write detailed welfare plans for vulnerable pupils which are shared with staff so that pupils are supported effectively. Leaders consult constructively with local safeguarding partners and refer safeguarding concerns to them when necessary. Safeguarding records are thorough, clear and in accordance with current statutory guidance.
7. Staff receive effective safeguarding training which includes the latest updates relating to the 'Prevent' duty so that staff remain alert and vigilant to the dangers of extremism and radicalisation. Leaders implement a regular schedule of meetings that inform staff about pupils' individual needs so that pupils are provided with consistent and effective support. Staff demonstrate a secure understanding of how to respond to and report any safeguarding concerns. This includes any allegations relating to adults who work at the school and any concerns relating to child-on-child abuse.
8. Leaders teach pupils how to use the internet safely and securely. For example, pupils learn about password security, reporting any suspicious online activities to a trusted adult and not sharing personal information. The school implements a robust internet monitoring and filtering system. Senior staff quickly investigate any alerts relating to online activity and maintain suitably detailed records of these investigations and any action taken as a result.

9. Leaders implement appropriate systems for pupils to seek support, if required. Pupils complete wellbeing surveys, for example, which senior staff track and respond to effectively. Leaders display posters around the school so that pupils are reminded about the range of trusted adults who are available to them. Leaders provide pupils with opportunities to report concerns or seek support anonymously. Boarders know how to contact a member of staff during the night, if required. Boarders have access to, and know how to contact, a suitable independent person should they wish to discuss any concerns with them directly.
10. Boarding leaders provide boarders with consistent and effective support. Leaders manage boarders' induction procedures well and provide parents with clear and appropriate information relating to boarding arrangements and provision. Boarding staff consult with boarders regularly and respond appropriately to their suggestions. For example, staff have provided additional recreational resources to enhance boarders' unstructured relaxation time. Boarders develop positive relationships with staff and with each other in a boarding community which is harmonious, supportive and inclusive.
11. The boarding accommodation is maintained to a high standard for all pupils who board at the school. Leaders provide boarders with nutritious food and well-balanced menus. Boarders understand and regularly rehearse how to evacuate the boarding accommodation in case of an emergency. Appropriate medical and first aid provision is in place. Leaders with responsibility for boarding promote boarders' wellbeing consistently well.
12. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

13. Leaders implement a clear and detailed safeguarding policy which is made available to parents on the school's website.
14. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c) and 34(2); NMS 2.2, 2.4 and 2.5

15. The Standards which were not met at the previous inspection have been addressed effectively. The school's leadership team demonstrates secure knowledge and understanding so that the Standards are now met consistently.
16. Leaders have implemented well-considered systems and procedures so that the provision for male and female choristers provides equal opportunities. All choristers at the school benefit from comfortable and appropriate boarding accommodation. Leaders with responsibility for boarding have established routines and structures which support all choristers equally. The academic, pastoral and emotional wellbeing of boarders is promoted consistently.
17. Governors work closely with senior leaders and provide thorough and regular oversight of the school's practices and procedures. They visit the school often, meet with staff and pupils and consult with parents. Governors have played an active role in the successful implementation of the school's action plan.
18. The school meets the Standards.

School details

School	St Paul's Cathedral School
Department for Education number	201/6006
Registered charity number	312718
Address	St Paul's Cathedral School 2 New Change London EC4M 9AD
Phone number	020 7248 5156
Email address	admissions@spcs.london.sch.uk
Website	www.spclondon.com
Proprietor	The Chapter of St Paul's Cathedral
Chair	Canon Dr Paula Gooder, Chancellor
Headteacher	Mrs Judith Fremont-Barnes
Age range	4 to 13
Number of pupils	281
Number of boarding pupils	47
Date of previous inspection	3 July 2024

Information about the school

19. St Paul's Cathedral School is an independent co-educational day and boarding school situated in London. The school educates the cathedral's choristers, and it is these choristers who board at the school. The school is a charitable trust overseen by Trustees (Chapter of St Paul's Cathedral), and by a Board of Governors. The current chair of governors was appointed to the role in July 2025.
20. Boarders are accommodated in two boarding houses which are situated on the school site.
21. There are 22 children in the early years, who are taught in two Reception classes.
22. The school has identified 31 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
23. The school has identified 67 pupils for whom English is an additional language.
24. The school states that its aims are to enable pupils to develop intellectually, socially, personally, physically, culturally and spiritually. It seeks to encourage pupils to love learning, to work to the best of their ability and to strive for excellence in all their endeavours. The school is a Christian community which welcomes pupils of all faiths and none. It seeks to prioritise the welfare and independence of each pupil. The school aims to promote the values of love, justice, tolerance, respect, honesty, service and trust and to instil in pupils a sense of mutual responsibility towards others.

Purpose of progress monitoring

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the Department for Education. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, the National Minimum Standards for boarding schools and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection date	5 December 2025
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25. Two reporting inspectors visited the school for one day.

26. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with members of the governing body
- discussions with the headteacher, boarding staff and other members of staff
- discussions with boarders
- visits to the boarding houses accompanied by boarding staff.

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

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For more information, please visit isi.net