

In Toto Ed London

1 Cresswell Park, Blackheath, London SE3 9RD

Inspection date

22 January 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered. It is currently operating without registration.

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1) to 2(2)(b), 2(2)(d) to 2(2)(e)(iii), 2(2)(h) to 2(2)(i), 2A(1) to 2(A)(1)(b), 2A(1)(d) to 2A(2)

- The proposed school's curriculum is ambitious and well planned. It builds on that offered in the existing alternative provision. The intended curriculum has the breadth it should. Current pupils study relevant academic and vocational qualifications, which engage and interest them. For example, they learn computer coding and art in a range of different media. The proposed school will enable pupils to study more subjects than at present.
- The careers provision will be delivered through personal, social, health and economic (PSHE) education. Leaders have ensured the curriculum meets the statutory benchmarks for careers. Careers education will provide pupils with regular opportunities for self-reflection, focusing on personal goals and working with others. Pupils will be supported to visit local colleges. All pupils are to have one-to-one careers advice.
- Leaders have planned a detailed curriculum for PSHE, which follows the guidance and uses appropriate resources. This includes age-appropriate relationships and sex education and health education. Teachers already make thoughtful adaptations to the lesson activities in response to pupils' sensitivities and circumstances.

Paragraph 3 to 3j, and 4

- Teachers have suitable subject knowledge. Learning is currently well planned and in line with the curriculum plans. The school is well resourced. Teachers choose appropriate pedagogy and break down work into small steps to help manage the cognitive load of pupils.
- Teachers will model activities so that pupils know what to do. They are skilled at facilitating discussion so that pupils listen and learn from each other. Teachers already check pupils' understanding through effective questioning. Teachers have high expectations of pupils' learning and behaviour.

- Teachers currently adapt work for pupils with special educational needs and/or disabilities (SEND) effectively. They will use information from pupils' pen portraits and education health and care (EHC) plans to ensure pupils make progress. Assessment is used effectively to plan next steps.
- Current pupils have positive attitudes to learning. They participate in learning activities and concentrate well. Pupils say they get feedback on their work and know how well they are doing because teachers and teaching assistants talk to them about their progress. Pupils greatly value the support they get and are proud of their work.
- The proposed school is likely to meet all the independent school standards (the standards) in this part if the Department for Education (DfE) agrees to its registration.

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

Paragraph 5 to 5(d)(iii)

- The proposed school has a clear commitment to pupils' spiritual, moral, social and cultural (SMSC) development, which is outlined in its SMSC policy statement. The school aims to ensure that all pupils can thrive in a safe, nurturing and aspirational environment.
- The PSHE programme and the personalised subject pathways will aim to have a positive impact on pupils' understanding of their own identity, sense of belonging and responsibilities within the school community. The assembly programme includes a focus on values such as celebrating difference and respect. Assemblies will support pupils' personal development, such as 'understanding our emotions'.
- The alternative provision already ensures that pupils learn about different cultures in their subjects. For example, this is through the work of writers and artists. Pupils learn about fundamental British values, such as the rule of law and voting.
- The proposed school is likely to meet all the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7(a) to 7(b), 9 to 10

- The safeguarding policy for the proposed school meets requirements. The designated safeguarding lead (DSL) and deputies, including the headteacher, are trained to the appropriate level. They identify the local risks to pupils and currently mitigate them through a range of interventions, including with external agencies and through the curriculum and assemblies.
- There are clear systems in place to record concerns through the school's management information systems. Staff know how to report concerns, and safeguarding leaders already follow up swiftly with actions to ensure pupils are safe. There is a diligent culture of safeguarding in the alternative provision.
- Current pupils say they feel safe in school and trust that adults will help them. They learn how to keep themselves safe and manage risk for themselves, including online safety, in their subjects and through assemblies.
- The proposed school has a behaviour policy and systems to support positive behaviour and record sanctions and rewards. Behaviour around the alternative provision and in lessons is calm and orderly. Pupils say this behaviour is typical. There

is effective support from the behaviour support team and pupils can explain how they are supported to regulate their own behaviour.

- The proposed school has an anti-bullying policy which meets requirements and is in line with the school's values of inclusion and respect. Pupils are clear that bullying, including homophobic and racist bullying, is not tolerated.

Paragraph 11 to 16(b)

- The proposed school has a health and safety policy and risk assessment policy which meet requirements. All health and safety checks are completed and recorded according to the schedule. Risk assessments are in place and actions from the fire risk assessment have been followed up and completed. The first-aid policy meets requirements.
- The admissions register and attendance registers meet requirements. Arrangements are in place to provide appropriate supervision for pupils.
- The proposed school is likely to meet all the standards in this part.

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

Paragraph 18(1) to 18(2)(e), 18(3) to 19(2)(d)(ii), 19(3) to 21(5)(a)(ii), and 21(5)(c) to 21(7)(b)

- Leaders responsible for recruiting staff are knowledgeable about safer recruitment and diligent in making sure that procedures are followed correctly. They know how to make and record all the required checks for staff, governors, the proprietor body and the oversight board. These are completed and recorded accurately on the single central record, which is regularly checked by the headteacher and the chair.
- All members of the oversight board and senior leaders have completed safer recruitment training. They understand the importance of safeguarding and take steps to test out applicants' understanding of safeguarding throughout the appointment process. Leaders can give examples of withdrawing prospective candidates if they have concerns during the process.
- The proposed school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

Paragraph 23(1) to 24(1)(b) and 24(2) to 29(1)(b)

- The proposed school building has been thoughtfully converted for educational use to provide a safe and uplifting learning environment for pupils. The premises are well maintained.
- Classrooms have a high level of finish. They are light, bright and airy. Windows have restrictors and low-level windows have safety glass fitted across them. All classrooms have appropriate furniture and interactive whiteboards.
- Specialist rooms for subjects such as technology, art and science have been well planned to meet the requirements of a range of vocational and academic courses at different levels. They are well equipped and safe.
- There are sufficient toilets on different floors. Each toilet is a separate cubicle, which includes a wash basin and hand driers. The water temperature meets requirements

and is checked regularly. Drinking water is available for pupils. The medical room is fully equipped. It includes a sink and a toilet cubicle is next door.

- There are two outdoor areas on site for pupils to use at breaktime and lunchtime. There is a gym for fitness training, and the school makes use of a neighbouring church hall for badminton and table tennis and Blackheath for outdoor physical education. There is suitable external lighting.
- The proposed school is likely to meet all the standards in this part.

Part 6. Provision of information

Paragraph 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b), 32(2)(b)(ii) to 32(4)(c)

- The proposed school website will be based on the current website for the alternative provision. This includes all the required information for parents, including school policies. The safeguarding policy is up to date and meets the requirements of the statutory guidance. There is detailed information about the proposed school's curriculum and how the school intends to meet the needs of pupils with SEND.
- The proposed school is likely to meet all the standards in this part.

Part 7. Manner in which complaints are handled

Paragraphs 33 to 33(k)

- The complaints policy is in writing and available for parents. It sets out the roles and responsibilities and the process which the school will follow to respond to complaints. Time frames are clear. The complaints policy meets requirements.
- The proposed school is likely to meet all the standards in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(c)

- The proprietor has a clear vision and ambition for the proposed school. It intends to make the transition from the alternative provision so that it can continue to make a positive difference and support pupils to succeed. Current pupils can describe enthusiastically how the school has changed their lives for the better.
- The proprietor has a strong knowledge of the independent school standards. It has ensured that all the standards are likely to be met. It has introduced systems and procedures, from maintenance checks to evaluating teaching, to ensure that the standards are likely to be met over time.
- The proprietor has set up an oversight board to build leadership capacity and provide guidance and accountability. The chair of the board has a detailed understanding of the school, leadership and management and effective organisation structures. Leaders at all levels are focused on what is best for the pupils and on open and transparent ways of working. The proprietor works proactively with local authorities.
- The proprietor appoints well-qualified staff. It ensures that there is a programme of professional development so that staff can develop and extend their knowledge and skills. Current staff are proud to work at the school. The proprietor and staff participate in local authority networks and make professional links with other schools.
- The proposed school is likely to meet all the standards in this part.

Schedule 10 of the Equality Act 2010

- The proposed school has a suitable accessibility policy and plan in place. It is likely to meet all the regulation in this part.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	152334
DfE registration number	203/6012
Inspection number	10437753

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent special school
School status	Independent day school
Proprietor	In Toto Ed Ltd
Chair	Benedick Ashmore-Short
Headteacher	Emily Gunton
Annual fees (day pupils)	Variable
Telephone number	020 3691 4053
Website	www.in-toto-ed.com
Email address	london@in-toto-ed.com
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	35
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	34
Total hours operating as a school per week	30
Total hours of teaching provided per week	15 per pupil

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	11 to 18	11 to 16	11 to 16

Number of pupils on the school roll	40	48	48
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Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	35	48
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	35	48
Of which, number of pupils with an education, health and care plan	35	48
Of which, number of pupils paid for by a local authority with an education, health and care plan	35	48

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	20	22
Number of part-time teaching staff	17	17
Number of staff in the welfare provision	0	0

Information about this proposed school

- The proposed school is located at 1 Cresswell Park Blackheath, London SE3 9RD. It is a Victorian House on five floors which has been converted for educational use. The school will also use some of the facilities at the existing In Toto Ed alternative provision at St Agnes House, Cresswell Park Blackheath, London SE3 9RD. The school will use the Church Hall, Our Lady, Help of Christians Roman Catholic Church, Cresswell Park, Blackheath, London SE3 9RD and Blackheath for physical education.

- The proposed school will be a for boys and girls between the ages of 11 and 16 with SEND. Pupils will have a range of needs, including social, emotional and mental health needs, alongside other additional needs, such as autism.
- The proposed school is currently an alternative provision. Places at the provision are commissioned by local authorities across south London. The provision caters for pupils with SEND, and who may have a history of disrupted schooling, including permanent exclusion. The proprietor intends that the pupils and staff in the existing provision will transfer to the new school. The post-16 alternative provision will continue at St Agnes House.
- The directors of the proprietor body are members of the proprietor board, together with three consultant board members, including the chair.
- The proposed school does not have a religious ethos.
- The school does not intend to make use of alternative provision.
- The proposed school will be part of the In Toto Education Group.

Information about this inspection

- The inspection was commissioned by the DfE to check whether the proposed school was likely to meet all the independent school standards if it were to open.
- This was the proposed school's first pre-registration inspection. The inspection was conducted with two days' notice.
- The proposed school is already operating as an alternative provision. There are currently 35 pupils on roll. The alternative provision opened in 2022. All the pupils currently on roll have an EHC plan, or are looked-after children, or both.
- The inspector observed teaching in the current alternative provision and visited lessons in English, mathematics, art, computer science and digital media.
- The inspector held meetings with the directors of the proprietor body, one of whom is the headteacher, and also with the chair of the proprietor body, about their ambition for the new school, its values and the arrangements for governance. The inspector held a telephone call with a senior officer in a local authority which currently commissions places for pupils.
- The inspector met with senior leaders, including the DSL, and members of staff to discuss the curriculum, teaching and the provision for pupils with SEND. The inspector made a tour of the premises.
- The inspector met with pupils to find out about their views of the alternative provision and how safe they feel. A member of staff was present in the meeting.
- The inspector reviewed documents relating to the curriculum, the school's safeguarding policy, pupils' welfare and health and safety, and leaders' processes for recruitment, including checking and recording the suitability of staff.

Inspection team

Janet Hallett, lead inspector

Ofsted Inspector

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