

School inspection report

4 to 6 February 2025

Frensham Heights School

Rowledge

Farnham

Surrey

GU10 4EA

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.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. The well-trained and experienced board of governors works closely with leaders to provide systematic and thorough oversight of the management of the school. As a result, the Standards are met consistently.
2. Leaders consider pupils' wellbeing carefully in line with the school's aims and ethos. Pupils and staff maintain supportive and positive relationships. Consequently, the school is a welcoming and friendly community. Pupils approach their education with confidence.
3. Useful and clear information is made available to parents, mainly through the school's website. However, some previous inspection reports were not accessible at the start of the inspection. Leaders swiftly rectified this omission during the inspection.
4. Leaders implement a broad and creative curriculum. Teachers have secure subject knowledge. They use this to plan and deliver a range of effective lessons. Pupils' learning is enhanced by regular discussion and imaginative use of resources. Pupils typically enjoy their lessons and make good progress, including those who have special educational needs and/or disabilities (SEND). Pupils who speak English as an additional language (EAL) get the help they need to access the curriculum successfully.
5. Children in the early years make equally good progress. They are supported carefully by experienced staff. The curriculum is well planned. A well-considered blend of educational experiences includes opportunities for outdoor play, physical education (PE) and indoor learning.
6. The school teaches a suitable personal, social, health and economic (PSHE) education curriculum, known as 'Horizons'. Pupils typically respond well to the topics they consider to be relevant to them. However, leaders do not consistently assess pupils' understanding of PSHE or check how effectively they engage with the programme. When pupils do not see the relevance of aspects of learning in PSHE, they do not always achieve as well as they could.
7. Boarding leaders maintain a respectful and inclusive boarding community. Boarders integrate well into their houses and with the school's day pupils. They are supported effectively by staff. Their wellbeing is suitably promoted.
8. Most pupils behave in line with leaders' expectations. Positive behaviour is reinforced. Relevant records are maintained when misbehaviour is reported. However, in the senior school, the school's behaviour policy is inconsistently applied at times. Low-level disruption in some lessons is not always challenged as appropriately as it should be. As a result, learning is sometimes disrupted.
9. Pupils are confident and socially responsible. They typically demonstrate high self-esteem, as well as mutual respect and empathy towards others. Pupils maintain positive attitudes to their school and to the wider community.
10. The safeguarding team are experienced and trained well to fulfil their roles. They support staff understanding of safeguarding practices effectively so that statutory guidance is followed consistently. Safer recruitment procedures are robust and thorough.

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:

- check systematically to ensure that all the required information is consistently available to parents
- ensure that staff implement behaviour strategies consistently so that any low-level disruption in the senior school is addressed consistently well
- ensure that pupils' learning in PSHE is assessed carefully and that the programme takes account of pupils' views so that it is routinely planned to meet their needs effectively.

Section 1: Leadership and management, and governance

11. Governors monitor the implementation of school policies and practices regularly and thoroughly. They visit lessons and consult with pupils, staff and parents. This means that they know and understand the school well. Consequently, they provide well-informed oversight, challenge and support to senior leaders, ensuring that they fulfil their responsibilities competently. As a result, the Standards are met consistently.
12. Leaders are knowledgeable. They understand their responsibility to evaluate the quality of education and to continue to improve the school. Development decisions consider pupils' wellbeing. This includes the decisions, for example, to increase staffing levels in the wellbeing hub and to provide additional indoor recreational spaces for pupils.
13. Leaders promote the school's aims and ethos well. The school community is nurturing, supportive and welcoming. Pupils are encouraged to accept responsibility. They are supported by their teachers effectively. Pupils collaborate well and demonstrate inclusive attitudes to others. As a result, they approach their education with confidence and positive self-esteem. They are prepared well for life in British and global society.
14. Boarding leaders are trained appropriately. They manage boarding provision effectively. Boarding staff look after boarders' individual needs carefully. Relationships in the boarding houses are respectful and kind. The National Minimum Standards for boarding schools (NMS) are met consistently.
15. Leaders in the early years provide a nurturing environment. Children engage well with the stimulating and enriching curriculum. Teachers monitor and track children's progress carefully. Teachers consult with parents regularly so that children's wellbeing is consistently and effectively supported. Children in the Reception class are well prepared for Year 1.
16. Leaders maintain timely and constructive links with external agencies. The school regularly uses local authority training. This includes, for example, briefings to inform 'Prevent' duty practice, as well as training courses relating to mental health and suicide prevention. Leaders use expertise from their training to revise and improve school policies and provision. This means that the school's pastoral care continues to respond effectively to pupils' emerging and individual needs.
17. The school's complaints procedure includes suitable timescales and an appropriate three-stage process. Leaders meet promptly with parents when issues are raised informally. The complaints procedure is implemented correctly when formal complaints are received. Any decisions, actions and resolutions are recorded as required.
18. Leaders provide a useful range of clear and detailed information about the school's provision. Parents receive appropriate written reports which inform them about their child's progress. Most of the required information is available to parents on the school's website. However, two previous inspection reports were not uploaded to the website at the start of the inspection. This oversight was rectified during the inspection.
19. The school maintains a careful and thorough approach to managing and mitigating risk. A matrix of risk assessments across the school includes a systematic review schedule. Leaders are supported by an external health and safety consultant in reviewing the school management of risk. Staff are

trained to develop consistently effective and evaluative risk assessments. Leaders review all risk assessments thoroughly. They take swift and well-considered actions so that risks are managed appropriately. The communication alert systems across the school, for example, were modified following a lockdown rehearsal. External experts provide thorough fire risk assessments. Any recommendations to mitigate the risk from fire are addressed effectively. The school's diligent approach to managing risk ensures that pupils' wellbeing is protected.

20. Leaders fulfil their responsibilities under the Equality Act 2010 effectively. A suitable accessibility plan is reviewed regularly and implemented carefully. For example, on arrival, all visitors are invited to request assistance should they require help to access the school site. The school admits pupils with a wide range of needs. Their individual needs are thoughtfully considered so that everyone can access the full educational provision. Pupils who have SEND are supported well. They make good progress. The school provides the local authority with information relating to funds for pupils who hold an education, health and care (EHC) plan.

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. The school implements a broad and creative curriculum. Schemes of work are planned carefully to support the values of respect, liberty and inclusion. Curriculum plans are often revised, when required, to meet pupils' evolving interests. Leaders monitor the effective delivery of the curriculum by visiting lessons, conducting learning walks, meeting with subject leaders and consulting with pupils. Individual academic programmes align with pupils' personal aspirations. GCSE options are varied. They include, for example, design and technology, information and communication technology (ICT), dance and German. Sixth-form pupils who choose to undertake the extended project qualification (EPQ) are supported well. Pupils make good progress and typically achieve well in GCSE and A-level examinations. They gain places successfully at their chosen higher education establishments.
23. Teachers have secure subject knowledge. They typically plan learning effectively to meet pupils' needs. Resources are well chosen. Pupils use digital platforms to navigate efficiently to their work. In music, junior classes learn about rhythm and notation. They apply their knowledge and skills, for example, when they all learn how to play the violin. Teachers use class discussions effectively and ask focused questions to help pupils to deepen their learning. In physics, for example, pupils consider and discuss the properties of waves. Senior pupils are supported and guided well when analysing war poetry thoughtfully. Pupils develop their speaking and listening skills as they engage routinely in appropriate discussions relating to their learning.
24. Pupils' academic progress is carefully tracked using information from regular checks on their learning. This means that the curriculum continues to be refined to meet pupils' needs. Leaders analyse information to identify pupils who are ready for additional challenge or those who need further support. Science leaders, for example, provide booster clinics for pupils who want to consolidate their scientific learning. In mathematics, pupils with higher prior attainment are consistently challenged, such as when they explore transformations, symmetry and geometric designs. Teachers are careful to tailor learning appropriately so that pupils achieve as well as they should. Pupils are typically well motivated and diligent. They show responsibility towards their studies. Consequently, they make good progress.
25. Pupils who have SEND are supported effectively. Ongoing assessments inform teachers' planning so that pupils' individual learning needs are identified. Teachers are provided with clear and detailed information about supporting pupils who have SEND. Well-considered individual support strategies are implemented effectively in lessons. Pupils are provided with, for example, reading support, adapted resources and fidget toys so that their ability to learn well is enhanced. As a result of these measures, pupils who have SEND achieve outcomes comparable to their peers.
26. Leaders provide ongoing and effective support for pupils who speak EAL. These pupils, for example, are supported with online dictionaries to help with translation. Vocabulary lists and writing frames support their literacy development. Consequently, they build competent literacy knowledge and skills so that they make good progress.
27. In the early years, children become confident and articulate speakers. They are encouraged to develop their vocabulary during outdoor learning, for example when discussing how to create eye patches so that they resemble pirates. Teachers ask children interesting questions. They allow them time to formulate considered responses. In considering why fruit and vegetables are healthy, for

example, children can explain that carrots come from the ground. In literacy lessons, children show resilience and determination as they practise writing the letters of the alphabet using appropriate resources. As a result, they develop communication and language skills that prepare them well for the next stage of their education.

28. Teachers provide pupils with constructive feedback on how to improve their work. The school's 'celebrate and challenge' marking policy helps pupils to understand what they do well and what they need to do in order to do better. Staff provide written information on pupils' progress for parents. They report on pupils' academic and personal development at different stages of the academic year. The information from written reports is also supplemented by an appropriate schedule of parents' meetings.
29. Pupils are offered a wide range of extra-curricular activities through which they acquire new skills and interests. Senior pupils demonstrate leadership skills and responsibility by running some activities. In preparation for the school production, for example, they lead younger pupils in musical theatre rehearsals. In volleyball, pupils learn how to position their hands and practise extending rallies to improve their co-ordination and balance. Pupils who enjoy arts and crafts benefit from activities such as pottery, ceramics and painting miniature figures. Overall, pupils develop confidence and new knowledge through their participation in the extra-curricular programme on offer.

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 create a relaxed but purposeful school environment which values freedom and individuality. Pupils are not required to wear a school uniform. They address staff by their first names. Pupils are friendly, kind and respectful to each other and to their teachers. They are positive and mutually respectful in discussions throughout the school day. These discussions support pupils' self-confidence and sense of positive wellbeing.
32. Leaders integrate an appropriate relationships and sex education (RSE) component into the PSHE programme. Pupils value learning about topics that are relevant to their life experiences and that prepare them for life beyond school. Junior pupils are taught effectively about the importance of regulating their emotions and using positive language. Senior pupils learn, for example, about the dangers of gambling and the importance of maintaining healthy relationships. They are taught how to act responsibly at social gatherings, such as music festivals and parties. However, pupils' understanding of the topics that they study is not consistently assessed, so sometimes their learning is limited. They are not consulted regularly about the ongoing content of the PSHE curriculum. This means that pupils do not always see the relevance of the content and do not engage fully with aspects of their lessons as a result.
33. Leaders provide a range of PE lessons. Pupils learn that exercise contributes to their positive mental health and a balanced lifestyle. In mixed hockey, pupils develop agility and coordination when dribbling. They show respect and sportsmanship towards the opposing team. In PE lessons, pupils work on fitness, balance and agility. They explore how to stretch and prepare muscles prior to sporting activity.
34. Pupils understand that time for spiritual reflection is an important aspect of their emotional wellbeing. They learn about many of the world religions in philosophy and religious education lessons, for example when exploring the traditions and practices of religions such as Judaism and Hinduism. Morning talks provide appropriate time to reflect and consider others.
35. Most pupils behave consistently well. Leaders track pupils' behaviour and maintain appropriately detailed records when misbehaviour is reported. The school seeks to reinforce positive behaviour. Junior classes use marble jars to reward considerate and responsible actions. Leaders send postcards to senior pupils. These acknowledge and praise their positive behaviour. However, a few senior school pupils do not always demonstrate consistent levels of application and responsibility in their learning. Some teachers are inconsistent in challenging low-level disruption in lessons when it occurs.
36. Pupils learn about the harmful consequences of bullying, including cyber-bullying, through the PSHE programme, morning talks, workshops and observance of an anti-bullying week. The induction programme for pupils at the beginning of the new school year includes consideration of bullying scenarios. When bullying incidents are reported, pupils are confident that teachers respond swiftly, supportively and effectively. Bullying logs are appropriate and include records of actions taken.
37. Leaders maintain thorough health and safety procedures. Those with designated health and safety responsibilities conduct weekly safety inspections across the site. Staff are trained well, including in fire safety. They know how to report any health and safety issues. Leaders respond appropriately

when health and safety concerns are reported. Relevant records are maintained of any actions taken. Senior leaders meet every week to discuss any ongoing health and safety concerns. As a result, the school's health and safety procedures are robust. This means that the school premises and accommodation remain suitable for pupils.

38. Boarders are provided with comfortable and suitable accommodation. They practise how to evacuate their boarding house in the event of a fire every term. Leaders consult with boarders regularly, for example through house meetings and individual discussions. Staff supervise boarders well, in addition to supporting their academic learning and emotional wellbeing. Weekend activities are varied so that boarders have opportunities to develop new interests and to develop inclusive friendships.
39. Children in the early years access a wide range of activities. They enjoy opportunities to develop physically through use of the outdoor environment, where they climb, run and play. In music, children dance and march around the classroom while discovering the shared enjoyment of singing. Children are determined and ambitious when designing and building junk models. The well-planned curriculum allows children to develop their self-esteem and confidence effectively.
40. The school's first aid facilities are appropriate. Experienced and well-qualified nurses manage the health centre well. Staff receive appropriate first aid training, including paediatric first aid training for those who work in the early years. Suitable medical facilities are provided in boarding houses.
41. Pupils are supervised appropriately around school. Leaders organise supervision rotas carefully. Pupils relax and play with freedom in the school's extensive grounds. They know that vigilant staff are alert and visible around both outdoor and indoor play areas. Leaders maintain appropriate staffing levels to ensure effective supervision in the early years.
42. Admission and attendance registers are maintained in accordance with the latest statutory guidance. Leaders analyse attendance data carefully. They provide effective support for pupils if their attendance level falls. The school notifies the local authority when pupils join or leave the school at non-standard transition points.

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

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

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

44. The broad curriculum supports the school's aim to teach pupils to be ethically responsible. Pupils study the importance of cultural diversity, inclusion, mutual respect and tolerance. In sociology, senior pupils learn about the consequences of secularism in society and explore different attitudes to religion. Pupils study the rise of Nazism and discuss racism and antisemitism sensitively. They learn about other cultures, for example, when studying Hispanic countries in Spanish lessons or raising funds to support education in Malawi. The morning talk programme enhances pupils' understanding of inclusion and individual rights. A visiting speaker, for example, explored the consequences of sexism and discriminatory and prejudiced attitudes. Pupils are prepared well to understand and respect different cultures. They develop balanced and well-informed perspectives on British and global society.
45. Pupils learn about monetary and financial matters effectively through the curriculum. In the early years, children learn about money when they buy and sell items in role play. In business studies, older pupils learn about profit, sustainability and the effect of market forces on profitability. They are introduced to taxation, budget control and mortgage applications during their PSHE lessons. This means that pupils acquire the skills to make financially responsible decisions.
46. Pupils are provided with impartial guidance about future careers. Visiting speakers, for example, inform pupils about product design, hairstyling and corporate banking. Pupils in Year 10 engage well in a careers week which supports their understanding of how to apply for a job and take part in an interview. Senior pupils meet individually with leaders to discuss the pathway to university. Pupils are also advised about careers in apprenticeships, entering the workplace and applying for gap year funding. As a result, they are prepared well to make informed decisions about their futures.
47. Pupils are taught about British values such as democracy and the rule of law. Junior pupils begin to engage with democracy when they vote for charities to support. Children in the early years vote on names for the school hens. Senior pupils learn about politics and explore different and diverse political systems around the world, including those in the United Kingdom, America and Iran. Pupils consider the negative consequences of undemocratic administrations on individual rights and freedoms. When work includes political content, teachers are careful to ensure that information is gathered and presented to pupils from a wide range of perspectives. Leaders teach pupils how the rule of law contributes to a fair and tolerant society. They learn how to act responsibly and conduct themselves appropriately.
48. Leaders in the early years support children so that they develop the skills to be socially responsive towards others. Children sit with different teachers and friends at lunchtime. Staff model how to engage in positive and friendly conversations. Children design Christmas cards which are sent to local residential homes. This helps them to learn about social responsibility. Children are supportive towards each other at school, such as when those in Reception help Nursery children to put their coats on. They demonstrate generosity and social confidence in their interactions with friends and teachers.
49. Leaders provide a range of opportunities for children and pupils to learn effectively about British institutions and services. Older pupils visit the Houses of Parliament. They consider the role of politicians as public servants. Children in the early years are visited by the ambulance service and

learn how they respond to those in need of medical assistance. The junior school celebrates and respects the work of the police, ambulance and fire services when observing a uniformed services day. They learn how to perform cardiopulmonary resuscitation (CPR), which promotes their sense of responsibility.

50. Pupils are keen to assume roles of responsibility, providing service to others in school, as well as locally and internationally. Year 5 pupils volunteer as peer mentors. They are trained so that they support younger pupils effectively. Pupils support a local school for pupils who have SEND by sharing and collaborating on art-focused activities. Pupils visit a local community centre where they converse with and play games with elderly people. Senior pupils extend help and support to residents from Ukraine by organising and hosting a community event to raise funds to support medical facilities provision in their home country. The range of activities helps pupils to develop moral and social responsibility in supporting others.

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. The school maintains a vigilant and robust safeguarding culture. Policies and procedures relating to safeguarding are appropriate. Experienced governors support leaders well. The governors provide thorough and systematic oversight and scrutiny of safeguarding at the school. As a result, safeguarding practices are effective and in line with current statutory guidance.
53. Staff receive effective and careful induction training, including for 'Prevent' duty. They are alert, for example, to the dangers of extremism, radicalisation and child-on-child abuse. Those with boarding responsibilities receive suitable guidance and training so that boarders' wellbeing is supported effectively. Staff meet regularly to consider safeguarding matters. They are tested on a different safeguarding point every week. As a result, they have a secure, confident and knowledgeable understanding of the school's safeguarding practices, including how to respond to any concerns.
54. Safeguarding records are maintained in line with current statutory guidance. Leaders consult with local safeguarding partners. They make appropriate referrals when safeguarding concerns arise.
55. The safeguarding team plans carefully to ensure that vulnerable pupils are supported. Leaders implement detailed welfare plans to mitigate any safeguarding risks that pupils may face. This means that staff are sufficiently well informed to provide quick, effective and individual support.
56. Pupils are taught how to keep safe. They learn, for example, about the dangers of drugs, alcohol misuse, extremism and online sexual exploitation. Pupils understand how to behave responsibly at social gatherings. Pupils are taught how to stay safe online through the PSHE programme, morning talks and ICT lessons. The school maintains a secure filtering and monitoring alert system. This helps to prevent access to any potentially harmful online material. Alerts are quickly investigated and actions taken are appropriately recorded.
57. Pupils understand the importance of seeking help when needed. The school has established well-developed systems so that pupils know how, when and where to request support. The wellbeing hub is readily accessible to pupils. Posters are displayed around the school identifying the safeguarding and pastoral leaders. Older pupils can seek help through an anonymised online form. 'Worry boxes' are available to those in the junior school. Boarders know that they can contact an independent person if they need to.
58. Staff in the early years are careful to adhere to safeguarding expectations, for example through secure storage of medicines and mobile phones.
59. All required safer recruitment checks on teachers, supply staff, governors and volunteer parents are carefully recorded on a suitable single central record (SCR) of appointments. Leaders receive appropriate training, so they are meticulous in all aspects of safer recruitment. This includes, for example, verifying references during the interview process. The school's safer recruitment procedures are thorough.

The extent to which the school meets Standards relating to safeguarding

60. All the relevant Standards are met.

School details

School	Frensham Heights School
Department for Education number	936/6038
Registered charity number	312052
Address	Frensham Heights Rowledge Farnham Surrey GU10 4EA
Phone number	01252 792561
Email address	head@frensham.org
Website	https://www.frensham.org
Proprietor	Frensham Heights Educational Trust Ltd
Chair	Mr Simon Wilcox
Headteacher	Mr Ben McCarey
Age range	3 to 18
Number of pupils	511
Number of boarding pupils	85
Date of previous inspection	18 to 21 January 2022

Information about the school

61. Frensham Heights is a co-educational day and boarding school. The school is a charitable trust which is administered by a board of governors. The junior school is for pupils between the ages of 3 to 11. The middle and senior schools educate pupils from 11 to 16. The sixth form is for pupils who are aged 16 to 18. A new headteacher was appointed in September 2024.
62. Pupils may board from Year 7. The boarders are accommodated in three boarding houses situated on the main school site.
63. There are twelve children in one Nursery class and five children in one Reception class.
64. The school has identified 149 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
65. The school has identified English as an additional language (EAL) for 77 pupils.
66. The school aims to provide a supportive and nurturing community in which pupils will flourish. It seeks to inspire creativity, intellectual curiosity and passion in its pupils. The school endeavours to provide an enriching curriculum and to instil in pupils a sense of collaboration, ethical responsibility and community engagement.

Inspection details

Inspection dates

4 to 6 February 2025

67. A team of six inspectors visited the school for two and a half days.

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- a health and safety tour and scrutiny of related documentation
- 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.

69. 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