

# School inspection report

24 to 26 February 2026

## **The Kingsley School**

Beauchamp Avenue

Leamington Spa

CV32 5RD

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'.

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## Summary of inspection findings

1. Governors have an informed oversight of all areas of school life through regular meetings, visits to the school and analysis of documentation.
2. Leaders work closely with other schools in the Foundation to provide pupils with increased opportunities, for example in the performing arts, co-curricular activities and aspects of the taught curriculum.
3. Leaders and those with designated pastoral responsibilities communicate regularly with academic staff to ensure that pupils' wellbeing is continuously promoted.
4. Leaders and governors undertake their responsibilities effectively, including those related to children in the early years, safeguarding, education, health and safety. Governors ensure that leaders fulfil these responsibilities and meet regulatory requirements.
5. Leaders regularly review each area of school life by gathering and analysing evidence, identifying actions, and assessing possible risks of the implementation of any changes to policies and procedures. They consider carefully the impact of decisions on minority groups, especially pupils with special educational needs and/or disabilities (SEND) and the male pupils who have recently joined the senior school.
6. The school's aims and ethos are well articulated through the example set by leaders and other adults.
7. The curriculum for children in the early years meets their needs and they make good progress in their development. Leaders have introduced a topic-based curriculum in the prep school which sustains pupils' interest and supports their progress. Leaders in the senior school provide a curriculum that includes sixth-form vocational courses. The curriculum throughout the school is enhanced by a variety of trips, co-curricular opportunities and outdoor learning in the prep school.
8. Teachers plan lessons effectively and have good subject knowledge. They make appropriate adjustments to meet the requirements of pupils who have SEND. Pupils who speak English as an additional language (EAL) are provided with effective support.
9. Regular assessment of pupils' written work supports their improvement. Teachers encourage pupils' active participation in lessons. Occasionally, teachers do not take opportunities to use pupils' responses to deepen their learning by further questioning. Pupils make consistently good progress in their knowledge, skills and understanding.
10. The personal, social, health and economic education (PSHE) curriculum includes the required content for relationships and sex education (RSE). Pupils follow additional programmes that underpin their self-knowledge, confidence and resilience.
11. Pupils have high levels of respect for those from different religious, national and cultural backgrounds and actively support pupils who have SEND.
12. Leaders provide varied activities for pupils to exercise and play sport. The PSHE curriculum informs pupils about healthy lifestyles.

13. Leaders provide training for staff and pupils in managing relationships. They work together to implement a behaviour policy that promotes a relational approach and supports pupils to feel valued. Pupils are well behaved and incidents of bullying are rare.
14. Leaders ensure that the premises are appropriate for the educational and welfare needs of pupils. They are maintained to a high standard. Foundation and school staff ensure that the health and safety and fire procedures and checks are effectively implemented. Adults working throughout the school routinely assess and mitigate the risks to pupils' physical and emotional wellbeing.
15. Leaders promote a coherent programme of careers and economic education that has been recently reviewed. Pupils receive effective careers guidance and support for choices at GCSE, sixth-form courses and university entry at appropriate times. Pupils develop an understanding of money, enterprise and financial decision-making.
16. Leaders and adults prioritise the safeguarding of pupils. They receive appropriate training and report concerns to leaders with designated safeguarding responsibilities. Leaders consult effectively with external agencies and families when concerns arise. The school provides pupils with a range of trained professionals from whom they can seek guidance. Governors and Foundation staff maintain close oversight of the school's safeguarding arrangements. The school's safer recruitment procedures are 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:

- encourage teachers to develop their use of questioning to deepen pupils' understanding.

## Section 1: Leadership and management, and governance

17. The Foundation has an informed oversight of all areas of school life. It provides expertise in key areas, such as the quality of education, safeguarding, health and safety, and the development of children in the early years.
18. Leaders provide governors with regular reports, which governors calibrate with frequent visits to the school. They observe activities, including lessons, listen to staff and pupils and meet with senior leaders. Hence, they ensure that leaders fulfil their responsibilities in meeting regulatory requirements, including those for children in the early years. Senior leaders communicate regularly with academic, pastoral and support staff and peers at other Foundation schools to ensure that pupils' wellbeing is continuously promoted.
19. Leaders promote a culture of self-reflection. They routinely survey pupils and parents. They observe lessons and analyse available data to identify pupils who might need extra support. They draw on relevant educational research. This enables them to identify possible actions based on reliable and wide-ranging evidence.
20. Leaders assess the risk of any decisions. In particular, they consider the impact on minority groups, for example pupils who have SEND or the small number of male pupils who have recently joined the senior school. As a result, they evaluate in detail the changes to co-education, to the curriculum and the timing of the school day to ensure that they have a positive impact on pupils' educational wellbeing.
21. The school's website provides clear and accessible information for current and prospective pupils and their parents. This includes all the policies and documents required, such as those relating to the early years.
22. The school's aims and ethos are set out clearly and are manifest in the example set by leadership and staff. The emphasis on kindness is rooted in the relationships between pupils and adults. Leaders promote opportunity through a widening curriculum and increased Friday activities. Prep and senior school leaders foster a 'one-school' community by ensuring a smooth transition in the curriculum and common policies and protocols. Events, such as the annual art competition, are cross-age. Leaders provide a coherent programme of training for staff in pursuit of continual improvement in aspects of teaching.
23. Parents receive annual reports and other information about their child's progress. Leaders provide the local authority with all required educational and financial information in relation to any pupils who have an education, health and care plan (EHC plan) that they fund.
24. Leaders provide pupils with access to a range of professionals from whom they can seek advice or with whom they can share concerns. Leaders with academic and pastoral responsibility liaise regularly. This ensures that support for individual pupils is consistent and directed towards their long-term academic and personal development.
25. The school's complaints procedure is in line with requirements. Leaders respond rapidly to concerns, including at the informal stage. Complaints are recorded in detail. The school follows its agreed procedures precisely if complaints move to the formal stages. Records are stored centrally. Leaders and governors regularly review these to identify themes or patterns.

26. Leaders cultivate effective links with external agencies to promote the wellbeing of pupils. In particular, there is an effective working relationship with local safeguarding partners. The school informs the local authority of any pupils who leave or join at non-standard transition times.
27. The school meets its duties under the Equality Act 2010. Leaders adjust the way in which the curriculum is taught in order to meet pupils' specific needs, such as wheelchair access, font size in lesson handouts and provision of alternative sports.

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

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

## Section 2: Quality of education, training and recreation

29. In the early years, children are well supported in their learning and development. Leaders make available indoor and outdoor resources that provide a wide variety of opportunities for children to make choices as they learn. Leaders introduced a new phonics scheme after identifying an uneven approach to the development of children's early literacy. As a consequence, children make consistently good progress in their communication and literacy skills. The early years curriculum effectively develops children's early mathematical skills using fluency activities and investigations into numbers and concepts. The curriculum prepares children effectively for their transition to Year 1.
30. The prep school's '4D curriculum' provides topics that enable teachers to link planning for different subjects. For example, the topic 'into the unknown' enables prep school pupils to experience a star-dome in science and learn about early explorers in history. As a result, pupils easily link their learning between different areas and are interested and engaged in lessons. Prep school leaders regularly review the impact of the curriculum on pupils' progress in their core mathematical and literacy skills. They use their evaluations to adjust schemes of work, for example providing more problem-solving activities in mathematics so that pupils apply their skills and extend their thinking.
31. School leaders review the senior school curriculum and make changes when required, such as increasing the amount of teaching time and widening the choice of subjects. Pupils can select from a broad range of subject areas, including several modern languages and art courses in photography, painting and textiles. These changes enable pupils to follow ambitious pathways. For example, pupils can sit mathematics IGCSE early in Year 11 and then pursue a qualification in additional mathematics. Pupils follow a 'reach higher' programme, which further extends their knowledge in taught lessons and co-curricular activities. As a result, the curriculum effectively meets the needs and aspirations of pupils of different ages. Leaders provide sixth-form pupils with a wide range of A-level and vocational courses, for example in sport and digital media. Pupils follow individualised programmes, where necessary, joining lessons in other Foundation schools.
32. Leaders review the quality of the school's co-curricular activities to ensure that pupils have a range of opportunities. For example, pupils widen their artistic skills by experimenting with different media or develop their physical skills in dance groups or indoor climbing. Pupils take part in a number of orchestras, choirs and ensembles and grow their musical knowledge and skills.
33. The taught curriculum is enhanced by academic societies and a planned schedule of trips, for example studying nearby river courses or the Tudor dynasty at local castles.
34. Teachers have good subject knowledge and demonstrate a firm understanding of methods that underpin effective learning, for example in the implementation of the new phonics programme in the early years. Teachers devise appropriate schemes of work and plans to meet the needs of pupils. They use the results of regular tests and other data to plan a variety of teaching approaches that are appropriate to the particular needs and prior attainment of different groups. They plan and execute activities that stimulate and retain pupils' interests effectively.
35. Teachers regularly assess written work and provide clear guidance on how pupils can further improve their answers. Pupils particularly benefit from specific advice on satisfying examination criteria so that they can improve their performance. Teachers give regular oral feedback in lessons

so that pupils can improve their work. However, in some lessons, feedback is not as effective as it could be because teachers do not typically ask pupils to develop their answers to extend their thinking and deepen their understanding.

36. Leaders identify pupils who speak EAL when they enter the school. They provide support appropriate to pupils' ages and language levels. In the prep school, pupils are immersed in the full curriculum, which engenders rapid development of communication skills. Teachers support senior school pupils with visual explanations and lists of subject-specific vocabulary. As a result, pupils with EAL confidently participate in lessons and access the curriculum effectively.
37. Leaders and subject teachers identify pupils who have SEND before or shortly after they enter the school. Leaders provide extensive training for adults in strategies to support pupils with a variety of emotional, behavioural and learning needs. The majority of support takes place in lessons. Teachers and other staff work collaboratively to ensure that plans for individual pupils are implemented effectively. Pupils who have SEND make good progress from their starting points and develop effective strategies to manage their own needs.
38. Leaders use data to systematically evaluate pupils' progress at all ages. They use the information to decide on future training needs for teachers or to provide additional support or academic challenge for pupils. As a result of the appropriate curriculum, the quality of teaching and regular assessment, pupils make good progress from their starting points in all phases of the prep and senior school.

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

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

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

40. The school actively promotes pupils' wellbeing through regular reviews and surveys. Leaders reinforce the pillars of kindness and community in assemblies and one-to-one conversations with pupils. Pupils demonstrate respect for each other. They understand differences. They have a secure understanding of equality and all types of diversity. They give practical and emotional support to pupils who have SEND.
41. Leaders provide opportunities for pupils to become spiritually aware in religious and non-religious contexts. Teachers encourage prep school pupils to wonder at the extent of space when building models of the solar system or the age of the Earth whilst measuring dinosaur footprints. Leaders provide opportunities for pre-prep and prep school pupils to develop an awareness of people's national, racial and religious backgrounds. They achieve this through celebrations of religious festivals and national days.
42. Leaders enable pupils to develop their moral understanding. Assemblies and subjects such as history and geography create opportunities for pupils to explore world conflicts from moral and religious perspectives. Pupils use the formal links that the school maintains to join online conferences with pupils across the world. Pupils have a clear understanding of right and wrong.
43. Leaders implement a well-planned and coherent curriculum to successfully develop pupils' self-knowledge, confidence and esteem. Younger pupils in the senior school follow a 'pathfinder' course to prepare them for activities such as The Duke of Edinburgh's Award scheme. The PSHE programme, including RSE, is taught effectively. Parents are made aware of the content of the course. The content meets requirements and, in the area of relationships, lessons have been adapted to meet the needs of male pupils in Year 7. Leaders assess its effectiveness through discussion with pupils. As a result, pupils develop the skills to manage their emotions and relationships.
44. The curriculum for the early years supports children in their personal, social and emotional development. Teachers encourage children to identify and discuss emotions. As a result, children become articulate and confident in sharing their worries and feelings.
45. The PSHE programme is effectively supported by courses in positive psychology and key messages in assembly. In tutor periods, senior school pupils take modules that develop their resilience and self-esteem. In the prep school, leaders make frequent use of character heroes such as 'Tenacious Tino' to illustrate how to learn from mistakes or 'Courageous Collette' as an example of facing fear. As a result, pupils develop considerable self-awareness as they move through the school. They become confident and prepared to take part in activities across the Foundation schools and through the links that Kingsley has with other schools worldwide.
46. Pupils' physical health is promoted through regular physical education (PE) and games lessons. Leaders in the early years provide apparatus on which children can explore and challenge themselves. Prep school pupils develop their physical skills through planned outdoor education and swimming. The curriculum allows prep and senior school pupils to take part in a wide variety of competitive and non-competitive sports. The introduction of co-education has allowed leaders to accelerate the inclusion of cricket and touch rugby for both male and female pupils. Pupils who have

particular needs have access to alternative exercise, for example roller-skating. Pupils learn about healthy eating in both PSHE and science lessons and regularly hydrate as they move around the school. This enables them to make informed decisions about their nutrition to support their overall physical health.

47. The school's written behaviour and anti-bullying policies focus on promoting a kind community that understands and celebrates differences and seeks long-term solutions to disagreements. This 'relational practice' approach is understood by pupils and implemented consistently by staff. Leaders promote good behaviour through assemblies and the PSHE curriculum. Incidents of poor behaviour or bullying are rare but resolved effectively when they do occur.
48. Leaders responsible for buildings and grounds maintain them to a high standard. Leaders systematically review how facilities can be improved to promote pupils' wellbeing. For example, the refurbished Learning Resource Centre provides more space in which to study, with an indoor fitness suite to support pupils' health and to provide quiet rooms where pupils can reflect. Fire drills are held regularly. As a result, the school meets the requirements of health and safety and fire legislation and provides a well-maintained, secure environment for pupils.
49. The medical centre meets the needs of pupils who are unwell or need first aid. It provides a place where pupils can seek physical or emotional support. Qualified staff administer medicines appropriately. Other staff have up-to-date training, including paediatric first aid in the early years.
50. The school maintains appropriate and accurate admission and attendance registers. Leaders are proactive in promoting the importance of attendance. They work closely with external agencies and parents to support the academic progress and emotional wellbeing of pupils who have a prolonged absence.

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

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

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

52. Leaders promote a curriculum that supports the growth of pupils' knowledge of diversity and inclusion. Leaders audit the prep and senior school curriculum to identify opportunities for pupils to develop and reflect on their own values. Children in the early years are encouraged to take turns and support each other. Senior school pupils follow a planned course in philosophy, ethics and religion (PER). Leaders have created schemes of work that enable pupils to explore their understanding of religious intolerance, prejudice and discrimination within the context of a multicultural Britain. They include lessons on coercive control, online misogyny and potential threats from artificial intelligence. Sixth-form pupils lead a society in which pupils of all ages discuss current political issues from different national and religious perspectives. This enables pupils to develop their understanding of British values and to be ready for life beyond school.
53. Leaders emphasise their reliance on the views of pupils in their evaluative and decision-making processes. They undertake regular and focused surveys, listen to the suggestions from the various school representative groups and meet with those who have particular interests. This results in pupils making contributions to changes in the approach to the management of behaviour, the organisation of homework and the evaluation of the school's approach to the use of mobile telephones. In this way, pupils recognise the impact of consultative and democratic leadership.
54. The school organises a 'democracy week' to highlight the role of democracy, elected members and executive roles in the governance of the country. Pupils further analyse governance, power, gender roles and societal structures through subjects such as classical civilisation and history. These discussions help pupils understand political systems, historical change and the consequences of political decisions.
55. Leaders have reviewed the effectiveness of the school's careers programme and recently introduced a 'future-focused learning' programme. This is well planned to grow pupils' employability skills as they move through the school. Senior school pupils use software to research routes to careers. They receive lessons focused on general skills such as writing application letters and interview techniques. They attend careers fairs with pupils from other Foundation schools. Pupils have individual interviews to discuss subject choices at GCSE, in the sixth form and post-school. Leaders use external providers or wider Foundation staff to further support individual pupils, for example in applications to study medicine. Leaders suggest work experience opportunities and compensate for their scarcity by inviting speakers from a range of employment backgrounds. Careers advice is given in an impartial manner and enables pupils to be aware of the different pathways available to them.
56. The curriculum provides a coherent and effective economic education so that pupils are well prepared to make informed decisions about personal finances. Children in the early years learn about the value of money through buying and selling role-play activities. Prep school pupils convert between national currencies as part of problem-solving in mathematics. Leaders provide opportunities in the curriculum for senior school pupils to develop entrepreneurial skills and learn about bank accounts, investment and interest. A targeted programme in the sixth form prepares pupils to manage their finances in post-school education.
57. Leaders promote the value of community. Pupils perform in musical ensembles, choirs and orchestras in school or with the Foundation. Senior pupils support prep school pupils with their work

or games. They volunteer with local charities or in care homes and raise respectable amounts of money for local or national charities. As a result, pupils develop unselfish attitudes and understand the impact of charitable work on the lives of others.

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

**58. All the relevant Standards are met.**

## Safeguarding

59. Leaders' approach to safeguarding pupils is effective in promoting the wellbeing of pupils. Leaders with designated responsibilities for safeguarding receive regular training to keep up to date with local requirements. They take an active part in local safeguarding groups or consultative bodies. They communicate regularly with external agencies about specific incidents or general approaches. They work closely with those with named safeguarding responsibilities in the Foundation and leaders in other schools to reflect on their practice.
60. Governors are appropriately trained so that they can successfully oversee the school's safeguarding arrangements. They regularly review records, communicate with safeguarding leaders and interview pupils to gain their views. Governors receive termly reports on safeguarding issues, including any associated with the attendance or admissions of pupils. As a result, governors assure themselves that arrangements for safeguarding are appropriate.
61. Leaders update their policies and procedures in line with statutory guidance. Staff receive training so that they can identify, at an early stage, pupils who may be at risk of harm. Safeguarding and wellbeing leaders involve external agencies as necessary so that pupils receive effective and appropriate support. Safeguarding records accurately describe discussions, decisions taken and the rationale behind these.
62. Those working with or encountering children in the early years are aware of their particular needs and protocols surrounding, for example, medication, observation of eating and the use of mobile devices.
63. Leaders with designated responsibilities for safeguarding liaise closely with the school's counselling, nursing and wellbeing team to promote pupils' emotional, mental and physical wellbeing. They provide a quiet space where pupils can recalibrate their emotions. They monitor its use and provide support if necessary.
64. Leaders teach pupils to identify and mitigate the risks associated with being online. Pupils feel safe and know that they have a variety of adults with whom they can talk about any concerns. Staff record conversations in detail. Safeguarding leaders respond quickly.
65. Leaders work closely with local safeguarding partners, including children's services and the local authority designated officer. This includes occasions when there are concerns or allegations made against adults. They act promptly on the advice given.
66. Staff understand whistleblowing procedures and the requirement to report inappropriate behaviour by adults who work with pupils. They use the low-level concerns protocol effectively and confidently self-report when appropriate. They are aware of the signs of possible radicalisation and know what steps to take in response.
67. The school's internet filtering and monitoring system protects pupils when they are online and identifies any inappropriate use by pupils or staff. Leaders test the effectiveness of the arrangements. Safeguarding leaders analyse records and take action if required. The PSHE curriculum ensures that pupils understand how to keep safe online.

68. The record of pre-employment checks made on adults before they come into contact with pupils is well maintained.

### **The extent to which the school meets Standards relating to safeguarding**

**69. All the relevant Standards are met.**

## School details

<b>School</b>	The Kingsley School
<b>Department for Education number</b>	937/6005
<b>Registered charity number</b>	528774
<b>Address</b>	The Kingsley School Beauchamp Avenue Leamington Spa Warwickshire CV32 5RD
<b>Phone number</b>	01926 425127
<b>Email address</b>	TKS-schooloffice@warwickschools.co.uk
<b>Website</b>	<a href="http://www.kingsleyschool.co.uk">www.kingsleyschool.co.uk</a>
<b>Proprietor</b>	Warwick Independent Schools Foundation
<b>Chair</b>	Mrs Sally Austin
<b>Headteacher</b>	Dr Sarah Howling
<b>Age range</b>	3 to 19
<b>Number of pupils</b>	291
<b>Date of previous inspection</b>	7 to 9 February 2023

## Information about the school

70. The Kingsley School is an independent day school for pupils aged 3 to 19. It is part of the Warwick Independent Schools Foundation, which provides the governing body for the school. It is moving towards becoming co-educational in all years by 2029. It is located in Leamington Spa, Warwickshire. Currently, it is co-educational in the prep school and Year 7. Pupils in the other year groups are female only.
71. There are 13 pupils in the early years setting, which includes a Nursery and Reception class.
72. The school has identified 91 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care plan.
73. The school has identified English as an additional language for 31 pupils.
74. The school states that its aims are to cultivate lifelong learners who are equipped to thrive in an ever-changing world. It promotes the core values of excellence, kindness, opportunity and community.

## Inspection details

### Inspection dates

24 to 26 February 2026

75. A team of four inspectors visited the school for two and a half days.

76. 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 vice-chair and other governors
- 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.

77. 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](http://www.isi.net)**.

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