

# School inspection report

23 to 25 January 2024

## **Wellesley Haddon Dene School**

114 Ramsgate Road

Broadstairs

Kent

CT10 2DG

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. Leaders actively promote the school values which include kindness, respect and teamwork to create an environment in which pupils are accepting of all groups of people. Relationships between pupils and staff are positive. Leaders ensure that pupils, including children in the early years and boarders, feel supported and are well prepared for the next phase of their education and beyond.
2. Pupils experience a broad and appropriate curriculum, including outdoor education. Staff provide effective support to pupils, enabling them to make good progress. Pupils achieve well at all stages of the school and most transfer to selective senior schools when they leave.
3. Leaders of provision for pupils who speak English as an additional language (EAL) or have special educational needs and/or disabilities (SEND) provide effective support for pupils across the curriculum.
4. The personal, social and health education (PSHE) curriculum helps pupils to develop a secure understanding and appreciation of fundamental British values and life in British society. Leaders ensure that the relationships and sex education (RSE) programme is appropriate and delivered effectively across the school.
5. Children in the early years follow a well-planned curriculum which is designed to reflect their individual stage of development and interests. Pupils happily participate in a variety of age-appropriate activities in classrooms and outdoors and consistently make good progress. Children settle into the early years environment quickly and enjoy a warm rapport with staff and the nurturing care they provide.
6. As part of the school's safer recruitment process, leaders carry out systematic and appropriate checks on new staff before they start work at the school.
7. Governors and leaders maintain an oversight of policy implementation and are aware of their responsibilities and roles to keep pupils safe and to support their wellbeing. However, in some areas, oversight is not robust.
8. Leaders ensure that staff understand the school's safeguarding policy. However, leaders do not consistently follow the correct procedures when referring safeguarding incidents to external agencies.
9. Leaders ensure that arrangements for health and safety are effective so that pupils learn and play in a safe physical environment. Suitable risk assessments relating to the school premises and pupils' activities promote pupils' safety. However, these risk assessments are not always completed thoroughly which means that action to mitigate the risk is not always effective.
10. An appropriate policy to promote good behaviour is understood by staff and pupils and is supported by adequate levels of supervision in many parts of the school. However, where leaders' risk assessment does not identify the need for sufficient supervision, leaders are unaware of ongoing inappropriate behaviour. This has a negative impact on the safeguarding and wellbeing of affected pupils.

11. The views of the school council are listened to by leaders and pupils feel proud of the changes they bring about. Leaders ensure that pupils have suitable opportunities to contribute to the lives of others through raising money for charities and through supporting the local and school communities.
12. Boarders enjoy the inclusive, family atmosphere of the boarding house. They feel secure and well supported by the boarding staff who ensure that boarding policies and principles are implemented effectively. Boarders are provided with nutritious meals and benefit from a range of appropriate recreational activities.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met consistently.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

### Areas for action

- The proprietor must ensure that:
  - leadership and management demonstrate good skills and knowledge
  - fulfil their responsibilities effectively so that the other standards are met consistently; and
  - they actively promote the wellbeing of pupils

so that:

- risks relating to safeguarding concerns are effectively managed
- risks for the wellbeing of pupils following a safeguarding incident are effectively managed
- the correct procedures for reporting safeguarding concerns are consistently followed
- that pupils are appropriately supervised at all times
- Governors must ensure rigorous oversight of the implementation of all school policies.

### Recommended next steps

Leaders should ensure that:

- All teaching is planned effectively to meet the needs of pupils.

## Section 1: Leadership and management, and governance

13. Leaders ensure that a broad and age-appropriate curriculum is available to pupils and adapted to meet their individual needs. Leaders effectively analyse the school's academic performance against national averages to inform future planning. Leaders' effective management of uniting the staff and systems of two schools to create a new school community has ensured continuity of education and pupils' continued good progress.
14. Governance oversight is provided by the proprietorial group with centrally based teams for regulatory compliance, technology and business matters. The designated safeguarding governor for the group liaises with senior leaders regularly to review the school's safeguarding policy and practice. Leaders and governors ensure that a regular regulatory check of staff training, health and safety checks and provision of information is undertaken and review policies at least annually. However, leaders' and governors' oversight of the implementation of some policies has not been rigorous. Leaders do not always ensure an adequate level of supervision of pupils in the upper part of the school. Governors do not seek sufficient understanding of safeguarding incidents to enable them to challenge the course of action taken by leaders when necessary.
15. An appropriate written policy for the assessment and management of risk is in place. In practice, assessment of risk relating to the school site and pupils' activities is appropriate. However, the depth and detail in written risk assessments is inconsistent. Risk assessments undertaken following safeguarding incidents in school are not sufficient to prevent a recurrence, nor to support the wellbeing of individual pupils concerned.
16. Staff with responsibility for overseeing the needs of pupils who have SEND provide effective support which helps pupils to make good progress. Pupils are able to access the curriculum in an inclusive school community. Leaders ensure that specific needs are quickly identified and that appropriate, regularly reviewed individual provision plans are shared with staff so that consistent support is provided across the curriculum.
17. The school meets the requirements of the Equality Act 2010. Leaders effectively review current school facilities in the accessibility plan which includes plans for further development of provision so that the school is accessible to all pupils.
18. Leaders ensure that managers and staff of the early years demonstrate good skills and knowledge appropriate to their role. The early years provision is effectively led in well-resourced, secure and well-maintained classrooms and outdoors area. The needs of individual children are successfully met in the nurturing and positive environment, which enables them to make a good and enjoyable start to their learning.
19. A suitable procedure for parental complaints is available on the website. Leaders respond quickly to any concerns or complaints received and keep appropriate records. Parents receive regular and informative reports about their child's progress.
20. Useful school information including boarding principles is available on the school website. Boarding staff have the necessary skills and knowledge to run the boarding house effectively. They are successful in promoting an inclusive atmosphere where boarders feel at home and can be themselves.

21. Staff know pupils well as individuals and leaders promote a sense of family community across the school and in the boarding house. Leaders ensure that high-quality pastoral support is available to pupils through the effective role of form teachers and of staff who lead the school's approach to wellbeing. Pupils feel supported and that their views and concerns will be heard.

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

22. Standards are not met with respect to the supervision of pupils and the arrangements to safeguard and promote the welfare of pupils.

23. As a result, Standards relating to governance, leadership and management, welfare, health and safety of pupils and effective implementation of the risk assessment policy are not met. As a consequence, those relating to the requirements of the National Minimum Standards for Boarding and the Early Years Foundation Stage are also unmet.

**24. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

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

25. Leaders plan an appropriate curriculum and deploy teaching staff effectively, enabling pupils to learn and make good progress in a broad range of subjects. Pupils access a diverse range of extra-curricular activities including musical theatre, chess and Ancient Greek which helps pupils to develop their skills and interests further and to explore new ones. Boarders have access to a range of appropriate activities outside of the school day.
26. The schemes of work and carefully planned activities cater for the individual needs and aptitudes of pupils so that they consistently develop knowledge, skills and understanding in all areas. Leaders, managers and teachers systematically analyse data from a suitable framework of assessment. Most teachers use this data effectively in their planning and include an appropriate level of challenge for pupils. Where effective planning takes place, pupils make good progress and achieve well. However, some teaching is not sufficiently well planned to meet the needs of pupils.
27. Leaders of provision for pupils who have SEND ensure that effective support is in place so that pupils who have SEND make good progress.
28. The needs of pupils who speak English as an additional language, are assessed quickly and teachers provide effective support in lessons. This enables pupils to access the curriculum and to make good progress.
29. Staff support pupils effectively so that pupils are well prepared for the transition to secondary education. Most pupils transfer to selective senior schools and some are awarded scholarships.
30. Leaders and managers ensure that the programme of activities and experiences for children in the early years is varied, engaging and appropriate for their needs and stage of development. This enables children to make good progress in all required areas of learning and development. Most children achieve the expected levels of development by the end of the Reception year. Effective teaching methods enable children to develop a secure foundation in literacy and numeracy skills. Pupils in Reception confidently recognise and pronounce the sounds that letters make, read simple sentences and form letters correctly. Teachers understand each child's stage of development and deliver well-planned activities which enable children to develop a confident understanding of number to 10.
31. The well-planned English curriculum and teachers' good subject knowledge support pupils to develop a high level of literacy skills. As they progress, pupils read challenging texts, write at length using a range of literary devices and mature vocabulary and show an interest in their work.
32. Teaching in mathematics is effective in enabling pupils to attain high levels of competence in the subject and to think for themselves as mathematicians.

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

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



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

34. Leaders actively promote the school values of resilience and team work which helps pupils to develop high levels of self-confidence. From the early years, teachers' positive reinforcement and praise enable pupils to grow in self-understanding and self-esteem. Children are well supported in the nurturing early years setting which is effective in enabling children to develop a high level of physical and emotional wellbeing for their age.
35. Leaders and teachers encourage pupils to learn from making mistakes and to ask when they do not understand. Pupils speak freely in the knowledge that they will receive kind, helpful and effective feedback about their work. Leaders and staff with responsibility for wellbeing encourage a culture of openness so that pupils feel confident to talk to an adult at school if they have a concern. Boarding staff ensure they are available to listen to boarders, who feel well supported by the boarding provision.
36. A comprehensive programme of religious studies broadens pupils' knowledge and understanding of different faiths and ethical issues, enabling pupils to confidently engage in philosophical discussions. Pupils develop a sense of spirituality through prayers said in assemblies and at lunchtime and through experiencing the chapel choir's singing.
37. The effective and inclusive programme for physical education enables pupils to gain confidence in their physical ability and to develop their teamwork skills. Pupils benefit from playing a range of sports to a high standard. From the earliest years, teachers support pupils' understanding of how to stay fit and healthy through discussions about the importance of a healthy diet, exercise and good hygiene. The curriculum includes outdoor education lessons both in the school grounds and on the local beach to enhance pupils' physical and mental wellbeing. The school makes learning to swim a priority for all pupils given the coastal location of the town.
38. The good relationships between pupils and their teachers and inclusive curriculum promote respect for others. The PSHE and RSE programmes help pupils to gain a good understanding and appreciation of British values.
39. Specialist teaching provides subject-specific expertise in many areas, which allows pupils to develop a high level of knowledge and understanding and positive attitudes to learning. Pupils develop high levels of creative and aesthetic skills in a well-resourced and bespoke learning environment.
40. When misbehaviour is identified, pupils are encouraged to reflect on their actions. With gentle guidance from their teachers, children in the early years socialise happily with their peers and usually share and take turns willingly. The encouragement and respectful example of leaders and teachers supports pupils to develop good manners and to be considerate of others.
41. The supportive atmosphere in the boarding house and positive relationship between staff and boarders helps boarders to feel well-known and to know that their thoughts and opinions matter. Boarders know how to contact an independent listener should they need to. Boarders enjoy spending time with each other and with boarding staff. The privacy of boarders is respected and the accommodation is secure.

42. The well-disseminated anti-bullying policy is effectively implemented and there are very few instances of bullying. Leaders maintain records of misbehaviour, bullying and sanctions effectively so that any patterns or trends may be seen.
43. Leaders and managers ensure that children in the early years are well supervised at all times. In other parts of the school pupils are effectively supervised in lessons and when playing outdoors. However, supervision of pupils in the senior changing room is not effective and leads to a negative impact on the wellbeing of some pupils.
44. Governors and leaders ensure that the premises and accommodation are well maintained. Boarding accommodation is comfortable, secure and of a good standard. Leaders ensure that relevant health and safety regulations are met and provide a safe physical environment for pupils, including boarders. First aid is administered appropriately by trained staff in appropriate facilities. Meals provided are of high quality, meet the needs of pupils and boarders, helping them to maintain good health.
45. Leaders ensure that the admission and attendance registers are maintained appropriately. Absences are followed up in a timely manner in line with school policy. This promotes good attendance and reduces the risk of children missing education.

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

46. Standards are not met consistently in regard to the supervision of pupils.
- 47. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

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

48. Leaders work with teachers to support the next steps for pupils as they progress through the school. Leaders ensure that pupils are familiar with their next classrooms and their teachers so that pupils begin each year with confidence. The effective PSHE programme and programme of careers activities, including parent-led workshops and business enterprise projects, guide pupils in setting aspirational goals for the future.
49. Leaders actively promote the school values and create a positive ethos which helps to prepare pupils for life in British society. Pupils are usually respectful of school rules and understand that laws in wider society support a safe and pleasant life for all.
50. Staff consistently promote school rules and help pupils to develop a sense of right and wrong. This helps to influence pupils' attitudes to each other which are typically kind and respectful.
51. The PSHE curriculum and assembly themes about school values help pupils to learn the importance of understanding and accepting others, regardless of differences. The school ethos promotes respect for individuals, and members of the school community interact with each other in a considerate manner.
52. From the early years, pupils are given positions of responsibility and opportunities to lead, including positions such as class monitors, anti-bullying ambassadors and head pupils. The elected school council gives pupils first-hand experience of democratic principles and enables them to contribute positively to the improvement of their school.
53. Pupils show initiative and contribute effectively to their school and local environment. For example, pupils are proud of negotiating changes to the lunch menus and of the Green School Awards achieved. Leaders encourage pupils' support of national and local charities through planned school events. For example, pupils send money raised by the tuck shop to charity. This helps pupils to appreciate how to make a positive contribution to the wider community.
54. Pupils develop an appreciation of and respect for different cultures and traditions through learning a foreign language from Reception, through trips and through celebrating various national and international festivals. Children in the early years take part in varied activities which enable them to show curiosity and to develop an early appreciation of different cultures. The inclusive boarding community effectively supports boarders in their understanding of each other and of other cultures.

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

55. All the relevant Standards are met.

## Safeguarding

56. Governors and leaders ensure that a suitable safeguarding policy which sets out arrangements to promote the welfare of pupils, including boarders, is available on the school website.
57. Training for the school's designated safeguarding leads (DSLs) and other staff is up to date and in line with the local safeguarding authority requirements. Staff, including boarding staff, are confident in how to report a safeguarding concern. They show awareness of the staff code of conduct and whistleblowing procedures and know how to report any low-level concerns. Staff record concerns on a central system and DSLs maintain appropriate records of concerns raised.
58. The school has effective arrangements in place to monitor and filter online technology and staff are aware of the need to supervise pupils' use of computers and portable devices. Leaders ensure that pupils are educated in online safety and understand how to keep themselves safe on line.
59. Leaders ensure that safer recruitment processes are adhered to and all adults working in the school are listed on a central record of appointments. Staff and volunteers are checked for their suitability to work with children before they commence employment at the school.
60. Leaders produce an informative termly report on safeguarding for governors and discuss individual concerns with them. The proprietorial group holds conferences and provides up-to-date training for leaders with designated safeguarding responsibility.
61. DSLs and governors know how to refer concerns that meet the local safeguarding threshold to external agencies, including those involving child-on-child abuse. However, the threshold for referral is not consistently recognised, nor are reporting procedures consistently followed. Leaders' risk assessments to mitigate against the recurrence of further safeguarding incidents or to support a victim's wellbeing are not effective.

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

62. The standards are not met with respect to arrangements to safeguard and promote the welfare of pupils at the school.
- 63. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
paragraph 34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
paragraph 34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
paragraph 34(1)(c)	actively promote the wellbeing of pupils.
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
paragraph 16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
paragraph 16(b)	appropriate action is taken to reduce risks that are identified
NMS 9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

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

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.

### Safeguarding

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
paragraph 7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
paragraph 7(b)	such arrangements have regard to any guidance issued by the Secretary of

	State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that –
paragraph 8(a)	arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and
Paragraph 8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
NMS 8.1	The school should ensure that: <ul style="list-style-type: none"> <li>• arrangements are made to safeguard and promote the welfare of pupils at the school; and</li> <li>• such arrangements have regard to any guidance issued by the Secretary of State.</li> </ul>
NMS 8.2	The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone’s responsibility throughout the school and the boarding facilities.
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.7	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government’s statutory guidance ‘Working Together to Safeguard Children’ and ‘Prevent duty guidance for England and Wales’. All schools are required to have regard to the government’s statutory guidance ‘Keeping Children Safe in Education’, and other childcare providers may also find it helpful to read this guidance.

## School details

<b>School</b>	Wellesley Haddon Dene
<b>Department for Education number</b>	886/6001
<b>Registered charity number</b>	307852
<b>Address</b>	Wellesley Haddon Dene School Wellesley House 114 Ramsgate Road Broadstairs Kent CT10 2DG
<b>Phone number</b>	01843 862991
<b>Email address</b>	office@wellesleyhouse.net
<b>Website</b>	www.wellesleyhaddondene.co.uk
<b>Proprietor</b>	Alpha Schools
<b>Chair</b>	Mr Ali Khan
<b>Headteacher</b>	Mrs Joanne Parpworth
<b>Age range</b>	2 to 13
<b>Number of pupils</b>	164
<b>Number of boarding pupils</b>	5
<b>Date of previous inspection</b>	20 February 2023

## Information about the school

64. Wellesley Haddon Dene school is an independent co-educational day and boarding school. The school was formed from a merger on 1 September 2022 of Haddon Dene School, which closed on 31 August 2022, and Wellesley House School. The school is based in the premises previously used by Wellesley House School. It is owned and overseen by the Alpha Schools group, which previously oversaw Haddon Dene School.
65. There is one boarding house situated on the school premises which accommodates female and male weekly or flexi boarders in separate wings.
66. There are 50 children in the early years part of the school, comprising two Nursery classes and one Reception class.
67. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND), 2 of whom have an education, health and care (EHC) plan.
68. English is an additional language for 8 pupils.
69. The school states its aims are to provide an encouraging and nurturing environment in which pupils can realise their potential and develop into well-rounded, motivated, young adults. It seeks to prepare pupils for purposeful, successful and happy lives, equipped with all-round skills, self-confidence, integrity and good manners.



## Inspection details

### Inspection dates

23 to 25 January 2024

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

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding the house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school

72. 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)**.

**Independent Schools Inspectorate**

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For more information, please visit [isi.net](http://isi.net)