

# School inspection report

10 to 12 February 2026

## **South Hampstead High School GDST**

3 Maresfield Gardens  
London  
NW3 5SS

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

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>5</b>
RECOMMENDED NEXT STEPS .....	5
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>6</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	7
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>8</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	9
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....</b>	<b>10</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	11
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>12</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	13
<b>SAFEGUARDING .....</b>	<b>14</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	15
<b>SCHOOL DETAILS .....</b>	<b>16</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>17</b>
<b>INSPECTION DETAILS .....</b>	<b>18</b>

## Summary of inspection findings

1. The Girls Day School Trust (the Trust) and the local governing body have an informed oversight of all areas of school life. They undertake their responsibilities effectively, including those related to health and safety. There is a rigorous approach to risk.
2. The Trust and governors ensure that leaders fulfil their responsibilities in meeting the regulatory requirements, including those for children in the early years.
3. Senior leaders undertake regular reviews of all areas of school life to ensure that pupils' wellbeing is consistently promoted. Leaders routinely seek pupils' views through surveys and focus groups.
4. The curriculum and co-curricular programme meet pupils' needs and interests. Children in the early years experience an appropriate range of activities, including visits to woodland areas. The junior school curriculum prioritises the development of pupils' speaking and listening skills. Pupils in Year 7 are taught critical thinking.
5. The curriculum in the senior school allows pupils to maintain a balance of subjects, while enabling specialism at GCSE and in the sixth form. Pupils who speak English as an additional language (EAL) receive effective support. Leaders enable pupils in the sixth form to explore scholarly interests beyond A-level specifications.
6. Leaders devise schemes of work and lesson plans which identify opportunities to develop pupils' oracy. Teachers require pupils to discuss, argue and explain with clarity and reason. As a result, pupils are highly skilled in these areas. Pupils who have anxiety speak in public with confidence. The oracy curriculum ensures that pupils 'find their voice' in line with the school aims. This has a considerable impact on pupils' learning and personal development and is a significant strength of the school.
7. Lessons across the school are well planned. Teachers are highly knowledgeable in their subject areas. Teachers choose resources and teaching methods that are matched precisely to pupils' needs and prior attainment. They make subtle adjustments to ensure that pupils who have special educational needs and/or disabilities (SEND) are included in the high-level discussions that are typical in lessons. Pupils are stimulated intellectually. Teachers assess pupils' work clearly and in detail. The quality of teaching is a significant strength, and results in pupils developing their subject knowledge to a high standard and making good progress across the curriculum.
8. Pupils in the junior school are taught to listen to each other's ideas and respond appropriately. As they move through the school, pupils develop high levels of respect for those who have particular needs, or different racial or religious backgrounds.
9. Leaders provide a curriculum that offers a breadth of opportunities for pupils of all ages to take part in physical education (PE). The personal, social, health and economic education (PSHE) programme and visiting speaker series ensure that pupils receive up-to-date guidance on maintaining their physical and mental health. Leaders provide relationships and sex education (RSE) appropriate for pupils' ages.
10. Leaders have clear policies about behaviour and arrangements to prevent bullying. Incidents of unacceptable behaviour or bullying are rare.

11. The school sites provide high-quality teaching and recreational accommodation and are well maintained. The Trust and leaders have a comprehensive approach to the mitigation of risk in buildings and school activities.
12. The school's ethos and curriculum help to develop pupils' social and cultural maturity. Pupils recognise the value of service to other pupils and commit to volunteering as part of local projects. They are supportive of each other across age-groups.
13. Pupils receive a thorough financial education. The careers curriculum in Years 7 to 9 is not as effective as the careers programme in other year groups and is less well matched to pupils' needs. Pupils value the advice they receive about subject choice, careers and university admission at GCSE and in the sixth form.
14. Safeguarding arrangements are effective in promoting the wellbeing of pupils. Effective pastoral care ensures that pupils who may be at risk of harm are identified quickly and that appropriate action is taken. Leaders with responsibility for safeguarding liaise effectively with external agencies when required.

## 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:

- adjust the careers programme for pupils in Years 7 to 9 so that it is more relevant to their needs and interests.

## Section 1: Leadership and management, and governance

15. The Trust takes responsibility for strategic decisions that promote pupils' wellbeing. It delegates the oversight of implementation of policies to the local governing body. The Trust and the local governing body work together to check that leaders are meeting the Standards effectively and consistently.
16. Members of the Trust have specialised knowledge and skills in key areas such as health and safety, safeguarding and education for children in the early years. They monitor the effectiveness of the school's provision through regular visits, surveys of parents and pupils, and audits of documentation. In addition, the Trust commissions a detailed annual audit of the implementation of safeguarding arrangements. The Trust, governors and leaders use the information gathered to create a coherent development plan.
17. Leaders comprehensively evaluate all areas of school life. They gather evidence through surveys, consequent discussions with pupil representatives on the school council, staff, parents and direct observation. Planning is clearly directed towards improving the educational experience for pupils in all areas. For example, leaders continue to develop the school's oracy curriculum so that pupils sustain their sophisticated communication skills. They have revised the senior school art curriculum to enable pupils to develop a greater depth of skills. They have provided padel tennis and indoor fitness programmes to encourage more pupils to exercise regularly.
18. The Trust, local governing body and leaders routinely assess risk to all aspects of pupils' physical, emotional, mental and educational wellbeing. They continually scrutinise the accessibility and quality of the taught and co-curricular programmes. Leaders have initiated a programme of training for subject leaders, which enables them to accurately monitor the effectiveness of the curriculum and teaching. They identify the needs of different groups, such as those pupils who arrive in Year 7 from the junior school and those who join from other local primary schools. Leaders mitigate risk through careful planning. Half-termly discussions between tutors and individual pupils ensure that the impact of decisions is evaluated.
19. The school's website provides clear and accessible information for pupils and parents of both current and prospective pupils. This includes all the policies and documents required, including those relating to the early years. The school publishes its aims and ethos on the website, and they are well understood by staff and pupils. 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), which they fund.
20. 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 and hence ensure that the support for individual pupils is coherent and focused on their long-term academic and personal development.
21. The school's complaints procedure is in line with requirements. It encourages parents to share concerns with leaders or members of the Trust. All concerns, including at the informal stage, are responded to rapidly. They are recorded in detail, with a summary chronology. The school follows its agreed procedures precisely if complaints move to the formal stages. Records are stored centrally,

and leaders, the local governing body and the Trust regularly review these to identify any themes or patterns.

22. 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 about any pupils who leave or join the school at non-standard transition points in the year.
23. Leaders make appropriate arrangements for those who have SEND through an accessibility plan. They implement reasonable adjustments appropriately. For example, they provide bespoke furniture for pupils who have physical needs and auditory support for pupils who have hearing loss. Detailed online notes are provided as support so that pupils can revise taught material. In all ways the school meets the requirements of the Equality Act 2010.

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

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

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

25. Leaders provide a taught and co-curricular programme that enables pupils to develop a love of learning and to fulfil their academic potential in line with the school's aims.
26. Children in the early years gain experience in all seven areas of learning. Leaders in the setting provide well-chosen resources through which children can develop their own interests alongside others. Activities are designed to encourage children to develop conversational skills and to listen actively. As a consequence, they make good progress in all areas and in particular in their communication and language.
27. The curriculum in the junior school is enhanced by lessons in debating and philosophy. Leaders plan schemes of work to develop pupils' articulation and fluency. Pupils speak confidently in front of each other and adult audiences.
28. Leaders plan activities that enable pupils to collaborate and converse. Pupils develop resilience and curiosity in a structured programme that takes place in a woodland area of Hampstead Heath. This results in pupils throughout the junior school making good progress in their personal, physical, social and emotional development.
29. Leaders have planned a curriculum that enables pupils in the senior school to study a range of subjects that allows both breadth and specialisation. For example, they can choose from four modern and two classical languages. The art curriculum offers courses in fine art and textiles. Pupils in Year 7 are taught critical analysis, which further develops their oracy skills.
30. The curriculum and schemes of work identify opportunities to develop pupils' oracy. Pupils learn how to develop responses to questions or effectively and tactfully challenge others' ideas. Pupils' speaking and listening skills are highly sophisticated as a result of the oracy initiative. Pupils who speak EAL have high levels of comprehension. If needed, teachers provide targeted support in subject-specific vocabulary and understanding of nuance.
31. Pupils in the sixth form study between three and five A levels and, in addition, an Extended Project Qualification (EPQ). Pupils can study one of three different mathematics courses, which enables a significant proportion to continue the study of this subject to A level. As a result, pupils can maintain a breadth of study across academic disciplines.
32. On 'free-thinking Fridays', pupils in the sixth form attend lectures on a variety of scholarly topics. They develop their mental and physical wellbeing and share their perspectives on current societal issues in discussion groups. Pupils opt for further sessions to develop their knowledge of their A-level subjects beyond the examination specifications.
33. Lessons across the school are well planned. Teachers use a variety of teaching methods and well-chosen resources. Teachers have an extensive knowledge of and passion for their subjects. Teachers encourage pupils to reason, discuss, argue and expand in their responses. Teachers make subtle adjustments to ensure that pupils who have SEND are able to participate fully in discussions. Pupils listen attentively. Teachers provide online background material to support pupils' subject knowledge and recommend sources for wider research. As a result, pupils develop high levels of analytical criticism and articulacy.

34. Teachers regularly assess pupils' progress. They provide clear and detailed guidelines that enable pupils to reflect on the quality of written answers. Leaders provide regular data from tests, which teachers use to plan the level of lessons, with adjustments made for individual pupils.
35. Leaders use data and lesson observations to identify pupils who have SEND. Teachers fine-tune their approaches so that individual needs are met almost exclusively in lessons. Very few pupils require long-term specialist help to maintain their high levels of achievement.
36. As a result of the quality of teaching and assessment, pupils make good progress from their already high starting points. Almost all pupils attain high grades at GCSE, A level and in the EPQ. Leaders encourage pupils to initiate activities in order to develop their organisational abilities. Pupils develop high levels of skill in the school's 'four pillars' of debating, drama, music and sport. Pupils develop their academic passions in clubs such as the French literature society and the space society. A significant number of pupils attend one of numerous debating clubs. The co-curricular programme is inclusive of those who have prior skills and often operates across age groups. In this way the co-curricular provision contributes to pupils' self-confidence and resilience.

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

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

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

38. Leaders promote pupils' trust and respect for others by encouraging them to talk to and listen to each other from a young age. Through the oracy curriculum, teachers guide younger pupils on how to hold a conversation with back-and-forth exchanges, taking turns and responding with relevant questions. Pupils develop high levels of discursive and debating skills as they move through the school. They reflect on what they hear and question others' views. As a result, they cultivate a thoughtful trust and deepening respect for others of all backgrounds.
39. Leaders successfully encourage pupils to reflect. Pupils are given time to write their own journals. All pupils have regular individual meetings to discuss their wellbeing with tutors. As a result of the high-quality teaching and effective co-curricular programme, pupils enjoy school and are confident in their choices.
40. Leaders promote opportunities for pupils to recognise and respect different needs and perspectives. For example, leaders at the junior school organise weeks to educate pupils about neurodiversity. Leaders and pupils challenge stereotypes. Pupils are well informed about the needs of pupils who have SEND.
41. Teachers develop pupils' mindfulness of the spiritual aspects of art, music and architecture. Pupils find quietness in the school's rooftop garden. Pupils extend their spiritual understanding through studies of world religions and visits from external speakers arranged to coincide with religious festivals. Pupils regularly use the school's multi-faith room for worship or private contemplation.
42. The school's clubs, debating activities and lessons in subjects such as philosophy and politics regularly address contemporary moral issues. Pupils have a clear understanding of right and wrong and are articulate in their discussions of moral dilemmas.
43. Pupils' physical health is promoted through regular PE and games lessons. Leaders provide apparatus and space for pupils in the junior school to develop their physical confidence. Pupils in the senior school regularly use an on-site fitness suite. The health education and PE curriculums promote the importance of, and provide opportunities for, regular exercise. The co-curricular programme enables pupils to undertake further activities, for example yoga and dance. The majority of pupils represent the school in one or more of a wide range of sports. Some individuals or teams achieve national success.
44. The curriculum and speaker programme together emphasise the attitudes and life choices that support good mental health. These include strategies for coping with high self-expectations and problems with sleep. The personal curriculum for pupils in the sixth form includes exploration of 'positive perspectives' in preparation for university life.
45. Leaders regularly review the school's RSE programme with pupils. As a result, leaders provide content that is up to date and directly relevant for the age, experience and needs of each year group. Teachers allow pupils considerable amounts of time to discuss their views. Leaders survey and hold focus groups with pupils to assess the effectiveness of the programme.

46. The school's written behaviour and anti-bullying policies are understood by pupils and, when needed, implemented consistently by staff. Leaders promote good behaviour through assemblies and the curriculum. Incidents of poor behaviour or bullying are rare.
47. The school's medical centre is well-appointed. Pupils receive first aid promptly if needed. Nursing staff liaise closely with safeguarding leaders. Other staff have relevant up-to-date training, including in paediatric first aid in the early years. Staff supporting sporting activities or external trips receive relevant guidance about individual pupils.
48. The school's buildings and grounds are well maintained. Regular maintenance checks are carried out across both sites. Appropriate records are kept. Health and safety protocols are meticulously implemented, including those related to fire safety. Fire evacuation procedures are regularly practised. Leaders provide a secure environment for pupils.
49. Leaders ensure that assessments of risk in all school activities are regularly evaluated. Staff are appropriately trained. Pupils are effectively supervised while taking part in school activities both on and off site.
50. The school's admission and attendance policies are in line with statutory guidance and are implemented effectively. The school's attendance champion liaises with the relevant authorities when necessary.

### **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 opportunities for pupils to recognise and respect each other's different needs and perspectives. Pupils develop sophisticated conversational skills as a result of the oracy curriculum. Consequently, they deepen their knowledge of each other's views in mature and respectful discussions. The pupils' diversity and inclusion group ensures that the views of all are represented. As a result, pupils have a highly developed social understanding.
53. Leaders implement a curriculum which ensures that pupils acquire a broad knowledge of public institutions and services. For example, pupils in the junior school visit a local fire station and correspond with their member of parliament. In politics lessons in the sixth form, pupils demonstrate a precise knowledge of constitutional affairs and their roots in the Act of Settlement and Magna Carta. The visiting speaker series supports pupils' deepening understanding of wider national and international concerns.
54. Pupils recognise the democratic process through election to committees, through which they represent their own views and those of each other. Leaders routinely seek pupils' feedback on almost all areas of school life. Teachers amend their planning as a result of pupils' comments, for example, increasing lessons in financial literacy as part of the PSHE programme.
55. Pupils' cultural insight is extended through art, music and drama events. Leaders organise a far-reaching range of visits and trips to museums and galleries, and overseas. Pupils regularly take part in subject-linked conferences. Pupils have worked with external professionals 'in residence' to further their knowledge of poetry, musical composition and coding beyond the taught curriculum.
56. Leaders have established a coherent programme that gives pupils opportunities to explore their future career choices. Pupils have access to online resources to conduct their independent research. In Years 7 to 9, pupils focus on employability skills and the development of a personal brand. The careers curriculum for pupils in these year groups is less well matched to pupils' needs and interests.
57. Older pupils undertake work experience and encounter employers through the curriculum and the speaker programme. Leaders involve alumnae to provide pupils with a considerable breadth of professional advice. Leaders invite speakers into school who can provide up-to-date information on the changing labour market. Pupils receive personal guidance from trained staff.
58. Leaders provide specialist advice about higher education. They promote alternative pathways such as degree apprenticeships, but most pupils choose to move from school directly to university. Almost all pupils are successful in meeting their first choice offers. Leavers study a broad range of subjects in the United Kingdom and overseas.
59. Through the curriculum, pupils develop a comprehensive understanding of the economic implications of political and environmental issues. Teachers highlight the economic context when appropriate, for example in the study of *The Catcher in the Rye* or decisions about medical treatment. Pupils learn about personal finance, for example investing and borrowing. They take part in a variety of business and entrepreneurial competitions. Presentations from specialists prepare pupils in the sixth form to manage their finances at university.

60. Children in the early years are encouraged to support each other. Pupils in Year 6 and in the senior school undertake leadership roles in almost all areas of school life. They proactively seek opinion, for example on suggestions to further widen the visiting speaker programme or initiate different co-curricular activities. Pupils commit time to wide-ranging voluntary work in the local community. Pupils lead debating and sports clubs in local primary schools. Others provide coaching in various subject areas. Pupils regularly raise funds for projects overseas. Through their participation in these activities, pupils develop a greater understanding of how they might contribute to wider society.

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

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

## Safeguarding

62. Safeguarding arrangements are clearly described in the safeguarding and associated policies of the school and the Trust. These include the additional expectations of adults in the early years setting.
63. The safeguarding arrangements are implemented effectively so that the wellbeing of pupils is promoted. A designated member of the Trust maintains regular contact with the school's leaders with responsibility for safeguarding. The Trust commissions external experts to evaluate all aspects of the school's safeguarding policies and procedures annually. The Trust uses any findings to decide on priorities and themes for training. Governors receive training appropriate to their role and provide professional challenge.
64. Leaders with designated safeguarding responsibilities have the necessary knowledge and training to carry out their roles effectively. Leaders with responsibility for safeguarding in the junior and senior schools work closely together and share knowledge and expertise.
65. Teaching and support staff receive regular and up-to-date safeguarding training at an appropriate level. Supplementary training for self-employed or contracted staff is adapted to their specific roles. Staff have an effective understanding of arrangements. They are sharply alert to the potential risks faced by pupils. Staff report concerns quickly and reassure themselves that action has been taken. They report any low-level concerns about adult behaviour to the appropriate person.
66. Pupils feel safe. They have a range of adults to speak to if they are concerned. Pupils in the junior school nominate 'five trusted adults' for this purpose. Leaders provide methods which are appropriate for pupils of different ages to share their concerns anonymously. Pupils use this opportunity, and safeguarding or pastoral leaders follow up all communications as far as is possible. Pupils have access to a range of well-trained professionals, including nursing staff, counselling services and welfare assistants. Pupils can access a quiet room if they feel the need to be alone for a short period. Access and frequency of use is monitored by leaders with responsibility for safeguarding.
67. The safeguarding team makes effective use of electronic reporting systems to support safeguarding practice. Records are detailed, identify the risks to pupils and explain the rationale for decisions made. Leaders review the effectiveness of actions taken. Leaders with responsibility for safeguarding implement the school's appropriate procedures effectively when there are safeguarding concerns about pupils, including with regard to the risk of radicalisation. Leaders work closely with relevant external agencies.
68. The Trust's internet filtering and monitoring software protects pupils online and identifies any inappropriate use. Leaders monitor and analyse internet use throughout the school term, including weekends, and test the effectiveness of the software each month. Pupils receive guidance about keeping safe online through the curriculum.
69. Leaders work closely with relevant safeguarding partners, including children's services in several London boroughs, 'Prevent' duty teams, the police and the local authority. They act on the advice given.
70. All appropriate pre-employment checks are made on adults before they come into contact with pupils. This includes visitors engaging in regulated activity. The suitability of adults contributing to

the school's visiting speaker programme is rigorously checked. Leaders are vigilant in ensuring that contractors have carried out the appropriate checks on substitute staff. Staff maintain an accurate single central record of appointments (SCR) and files relating to safer recruitment checks.

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

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

## School details

<b>School</b>	South Hampstead High School <a href="#">GDST</a>
<b>Department for Education number</b>	202/6307
<b>Registered charity number</b>	306983
<b>Address</b>	South Hampstead High School GDST 3 Maresfield Gardens London NW3 5SS
<b>Phone number</b>	020 7435 2899
<b>Email address</b>	<a href="mailto:senior@shhs.gdst.net">senior@shhs.gdst.net</a>
<b>Website</b>	<a href="http://www.shhs.gdst.net">www.shhs.gdst.net</a>
<b>Proprietor</b>	The Girls' Day School Trust
<b>Chair</b>	Mrs Vicky Tuck
<b>Headteacher</b>	Mrs Anna Paul
<b>Age range</b>	4 to 19
<b>Number of pupils</b>	961
<b>Date of previous inspection</b>	31 January to 2 February 2023

## Information about the school

72. South Hampstead High School GDST is an independent day school for female pupils. It is part of the Girls' Day School Trust (GDST) and has its own local governing body. The GDST has responsibility for regulatory oversight.
73. The school consists of a junior school, which includes 24 children in the early years, and a senior school, situated on separate sites about a quarter of a mile apart.
74. The school has identified 146 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care plan.
75. The school has identified English as an additional language for 318 pupils.
76. The school states its aims are for its pupils to develop a love of learning and curiosity about the world and to fulfil their academic potential, to be confident in who they are, to find their voice and pursue their interests.

## Inspection details

### Inspection dates

10 to 12 February 2026

77. A team of eight inspectors visited the school for two and a half days.

78. 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, other governors, and members of the Trust
- 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.

79. 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**

CAP House, 9-12 Long Lane, London, EC1A 9HA

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