

School inspection report

12 to 14 May 2026

Chafyn Grove School

33 Bourne Avenue

Salisbury

SP1 1LR

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 are successful in promoting the school's aims and values. They are supported effectively by experienced governors who provide challenge and support to leaders and ensure that the Standards and the National Minimum Standards for boarding schools (NMS) are met. Governors undertake consistent and rigorous oversight of leaders' work. They monitor the implementation of policies and provision, including arrangements for boarding, through regular meetings and visits to the school.
2. The school's ethos and values are embedded in the daily life and culture of the school. Leaders prioritise initiatives to promote pupils' physical and mental health and emotional wellbeing. Staff ensure that every opportunity is taken to challenge and support pupils so that they develop well academically, personally and socially.
3. Leaders and staff provide pupils with an inclusive, supportive and stimulating education which prepares them well for the next stages of their education and life in British society. The well-planned curriculum provides pupils with appropriate learning opportunities tailored to their ages and prior attainment. As a result, pupils are typically motivated, enthusiastic learners who make good progress. However, although a suitable assessment framework is in place, leaders' school-wide oversight of data is not sufficiently rigorous to support teachers' understanding of each pupil's overall progress over time.
4. The provision for pupils who have special educational needs and/or disabilities (SEND) is well managed and effectively integrated into the life of the school. Individual requirements are identified swiftly, and needs are met by a trained, qualified team of teaching and support staff.
5. The personal, social, health and economic education (PSHE) programme is well planned and delivered effectively. As a result, pupils demonstrate a secure understanding of emotional wellbeing, positive relationships and social responsibility, appropriate to their age. Staff have high expectations for behaviour which are clearly understood by pupils. Consequently, behaviour in lessons and around the school is consistently good. Pupils display empathy and respect towards others and take responsibility for their actions.
6. The school premises are maintained to a high standard. Health and safety procedures, including fire prevention measures, first aid and medical provision, are well organised and fulfil statutory requirements. Pupils' attendance is monitored rigorously.
7. Leaders ensure that pupils access a broad social and economic education and understand the contribution they can make to society. Leaders foster a culture of respect for diverse cultures and backgrounds. They offer a range of opportunities to encourage pupils' service to the school and wider community through various leadership roles and charitable initiatives. This develops positive relationships between pupils and supports their understanding of the importance of mutual respect and tolerance successfully.
8. Leaders in the early years have a deep understanding of child development and how young children learn. They ensure that children are supported well to meet age-related expectations. Children learn to recognise and regulate their emotions, become articulate, confident communicators and develop mathematical understanding. They are well prepared for their transition to Year 1.

9. Boarding provision contributes positively to pupils' school experience. Boarders are proud of their boarding house and benefit from safe accommodation, supportive adults, structured study periods, and social activities which allow for relaxation and the development of friendships. Experienced boarding house staff are effective in supporting pupils to co-operate with each other, manage shared responsibilities and develop independence and self-confidence.
10. Safeguarding is given a high priority across the school and boarding provision. Staff prioritise keeping pupils safe and take appropriate and timely action when concerns arise. Leaders maintain clear procedures for responding to and reporting safeguarding concerns and work effectively with external agencies as 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:

- strengthen school-wide oversight of pupil progress tracking so that staff make use of assessment data consistently to inform their teaching and ensure that pupils make sustained progress over time.

Section 1: Leadership and management, and governance

11. Governors understand their responsibilities to ensure that the Standards and the NMS are met consistently. They bring a range of knowledge and expertise to their roles, which enables thorough monitoring and oversight of the school. Governors ensure that school leaders have the necessary knowledge and skills to carry out their responsibilities well. They review the effectiveness of policies and procedures through regular meetings with staff. Effective oversight of boarding includes visits to boarding accommodation, discussions with pupils and reviews of records. Governors maintain a positive relationship with school leaders, offering professional, supportive dialogue and providing robust challenge when required.
12. Leaders at all levels demonstrate a shared commitment to ongoing improvement and the active promotion of pupils' wellbeing and success. This is informed by regular self-evaluation which takes account of the views of pupils, staff and parents, including through surveys. Leaders use information from learning walks, meetings with heads of department and assessment results to develop a thorough understanding of the school's strengths and areas for improvement. This helps to shape priorities for development planning.
13. Leaders promote and communicate the school's aims and values well. They ensure that the school's ethos is central to their decision-making and well understood by all members of the school community. The school's values of courage, curiosity and compassion are widely displayed and made accessible to pupils, and form part of the everyday language used by staff and pupils.
14. Information for parents of current and prospective pupils is provided mainly through the school's website, including inspection reports and statutory documentation. Parents are given regular written reports about their child's progress and achievement. Leaders provide the local authority with necessary information relating to any pupil who has an education, health and care plan (EHC plan). They notify the local authority about any pupils who join or leave the school at non-standard times.
15. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. A clear and detailed accessibility plan sets out the actions taken to allow all pupils to access the curriculum and school site fully. Individual learning plans (ILPs) highlight how pupils who have SEND are supported according to their needs. Leaders with responsibility for safeguarding work closely with external agencies such as children's services and mental health and wellbeing teams to ensure that support is available for pupils when required.
16. Leaders understand the context of the school and are alert to any related risks posed to pupils. An appropriate risk assessment policy is in place and implemented effectively. Suitably detailed risk assessments are updated and reviewed regularly, including those related to premises, trips and vulnerable pupils. The nominated health and safety governor provides support for pupils' wellbeing through scrutiny of the school's approach to risk management.
17. A suitable complaints policy is available to parents on the school website and implemented effectively by leaders. Leaders respond promptly to concerns, including any about boarding, and consequently these are resolved informally in most cases. Governors and leaders review the complaints log and, if necessary, act on any lessons learned.

18. The leadership of boarding is effective. Boarders are well cared for. Boarding leaders publish and implement clear boarding principles aligned with whole-school values. Staff maintain all required policies and records, including behaviour logs and medical documentation. Effective communication between boarding and academic staff ensures that pupils' wellbeing is monitored rigorously and that boarders' learning needs are met.
19. Early years leaders maintain regular oversight of the provision and reflect on practice frequently to ensure that the curriculum, teaching and pastoral care continue to be effective. Staff are appropriately qualified and provide high levels of support for children. Leaders provide staff with regular and effective supervision. Routines for managing the health and safety of children are well established and understood by staff.

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

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

Section 2: Quality of education, training and recreation

21. Leaders plan the curriculum so that all pupils participate in a broad and richly varied timetable of lessons and activities appropriate to their ages and aptitudes. Schemes of work clearly identify the expected progress in pupils' knowledge and skills in academic and creative subjects as they move between age groups. Specialist teaching and suitable resourcing in subjects such as science, music, art and modern foreign languages foster interest and self-motivation in pupils. The curriculum is underpinned by the promotion of the school's values of curiosity, courage, resilience and independence. It supports pupils to reflect on how to be more effective learners and prepares them well for successful transition to their next stage of education.
22. Leaders ensure that many opportunities are provided for pupils to develop important foundational skills and knowledge in reading, writing and mathematics. For example, the school library is central to the curriculum provision. Reading is promoted through daily reading activities, reading passports, which guide pupils to read books from a variety of world cultures, and visits from authors. Lessons focus on developing pupils' spoken and written vocabulary, for example, through studying the use of imagery and comparing the endings of dystopian novels. This supports pupils to achieve ambitious learning outcomes, reflecting the school's ethos of enjoyable challenge.
23. Teachers are knowledgeable and skilled in the areas that they teach. They respond to pupils' different needs. Teachers use resources well so that pupils' learning is supported effectively. They use a range of strategies to identify what pupils know and can do, so that lesson content is relevant and includes pupils' next steps. Teaching across all age groups encourages pupils to be motivated, responsible and respectful learners and provides pupils with many opportunities to take part in discussions, share their views and consider the views of others.
24. Well-planned lessons and a carefully considered range of teaching methods and resources ensure that pupils make good progress. In mathematics, the youngest children complete tally charts during team games and explore volume and capacity as they scoop and pour water in the mud kitchen. Older pupils identify the properties of different angles, recognise parallel and perpendicular lines in the outdoor environment, and progress to solving complex algebraic equations. Scientific skills develop well in practical activities which excite and enthuse pupils, such as observing liquids changing colour and calculating different speeds. Creative subjects such as art and music develop pupils' skills and self-confidence as they explore techniques, such as drawing, printing and pottery, and take part in drama and musical performances in the school and the wider community.
25. The school uses standardised assessments to establish pupils' starting points and measure progress and attainment over time. Termly assessment data is gathered to monitor individual pupils' attainment and progress, with subject leaders overseeing performance within their areas. However, evidence of strategic oversight, whole-school evaluation and consistent use of data to inform teaching is less robust.
26. Leaders ensure that the provision for pupils who have SEND is well organised, closely monitored and inclusive. They swiftly and accurately identify the needs of individual pupils and track their progress regularly. Leaders provide detailed training and guidance for staff so that pupils' needs are addressed consistently during lessons. Staff make suitable adjustments using carefully written plans with recommendations for the teaching strategies to be used. This ensures that adaptations such as visual timetables, seating plans and sensory resources enable pupils who have SEND to access

learning fully alongside their peers. The school's learning support area, known as 'the Link', provides additional resources to support pupils with emotional and sensory regulation, as well as teaching space for small groups or individuals if necessary. Pupils who have SEND learn effectively in lessons and make good progress from their starting points.

27. Children in the early years benefit from a well-planned and well-organised curriculum that supports their early learning and developmental needs. The curriculum is taught through a balance of adult-led and child-initiated activities which follow children's interests and build on their knowledge, understanding and skills. Classrooms are well organised and suitably resourced to deliver the curriculum as leaders intend. Staff select resources thoughtfully to promote children's curiosity, independence and exploration. They match activities to children's needs and stages. Children access spaces for physical challenge, quiet play, early mark-making and sensory engagement. They practise and develop their speaking and listening skills through exploratory and imaginative play, storytelling and music lessons.
28. Leaders ensure that pupils benefit from a wide range of enrichment opportunities which extend their learning beyond the classroom, including two dedicated afternoons in the prep school covering a broad range of activities such as musical theatre, cooking and wilderness learning, as well as learning Russian or sign language. Educational visits, residential trips and themed events, such as language days and 'wellbeing week', enable pupils to apply their knowledge and skills in new contexts and deepen their curiosity about the world around them.

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

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

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

30. Leaders and staff promote pupils' emotional wellbeing through supportive, mutually respectful relationships and carefully managed pastoral systems. Staff know pupils well and respond swiftly when concerns arise. Leaders review pastoral information so that these concerns are followed up and pupils are given appropriate support. Boarding pupils can contact an independent person to discuss any concerns they may have.
31. Leaders provide a well-planned curriculum for PSHE, including relationships and sex education (RSE), which is age-appropriate and supports the emotional needs of pupils successfully. For example, younger pupils learn about caring friendships, families and recognising privacy, while older pupils explore consent, discrimination and peer pressure in greater depth. Staff plan lessons which help pupils to discuss potentially sensitive issues, such as appropriate physical contact, in a supportive environment. The PSHE curriculum supports pupils to develop strategies to recognise and manage their emotions, helping them to make a positive start to their day.
32. Pupils gain knowledge and appreciation of different faiths through religious studies (RS) lessons. They visit the local church to take part in school community events such as the Christmas carol service. Pupils write thoughtful reflections as part of their observation of Remembrance Day. Staff use moral stories to support pupils to act in a kind and inclusive manner. They provide opportunities for pupils to reflect through assemblies, music, art and moments of quiet thought and wonder at the natural world. These experiences support pupils' spiritual development and moral understanding in age-appropriate ways.
33. Pupils learn the importance of a healthy lifestyle and keep fit and active as a result of the extensive opportunities planned by leaders in the physical education (PE) and games curriculum. Pupils take part in a range of sports, such as rugby, swimming, athletics, hockey and cricket, gaining a range of skills, which supports their physical and mental health well. Pupils work together as team players, which develops their understanding of sportsmanship, collaboration and leadership.
34. Leaders implement a clear behaviour policy, which staff apply consistently. This supports pupils to understand the expectation that they should treat others with compassion, in line with the school's values. Pupils respond positively to rewards and recognise that sanctions help them take responsibility for their behaviour. Consequently, pupils are well-behaved, polite and caring towards each other. Instances of bullying are rare and dealt with promptly when they occur. Leaders review behaviour and bullying records to ensure that any emerging concerns about patterns are identified and reported to governors.
35. Appropriate supervision at break and mealtimes ensures that pupils are looked after, with correct adult-to-child ratios in the early years. The supervision of boarders is equally robust.
36. Leaders follow current statutory guidance relating to admission and attendance. They maintain suitable admission and attendance registers. Leaders create a positive culture of attendance and work closely with families to ensure that they understand the importance of supporting their child's high attendance. Leaders monitor pupils' attendance regularly and act effectively to address concerns.

37. Leaders and governors adopt a rigorous and systematic approach to health and safety procedures. Fire safety equipment is serviced regularly. Day and boarding pupils practise termly fire drills, including at night in the boarding house. Health and safety leaders respond promptly when any concerns are raised and keep clear records of actions taken. The health and safety governor provides regular oversight of the school's management of risk and health and safety. This ensures that premises, accommodation and facilities remain safe and suitable for pupils.
38. The school provides suitable medical and first aid arrangements to support day and boarding pupils who are injured or unwell. Accidents are recorded, reported appropriately and monitored to check for any trends. Suitably qualified staff provide pupils with physical, medical and emotional support to meet their individual needs. In the early years, staff who are trained in paediatric first aid accompany children during off-site trips.
39. Boarding staff are suitably trained to support the wellbeing of boarders and fulfil their responsibilities effectively. Boarding requirements are well managed and set out clearly in policies and documents. Boarding premises and accommodation provide a safe, secure and comfortable living environment. Boarders receive guidance on how to act as role models and care for younger pupils and are given an appropriate amount of recreation and free time.
40. In the early years, children develop their gross and fine motor skills through carefully planned activities which boost their self-esteem and physical confidence. They use climbing apparatus and ride bikes to build their physical skills. They use small tools and utensils as part of their play to increase their finger and hand control in preparation for writing. For instance, children use scissors and manipulate dough to represent the life cycle of a frog.

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

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

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

42. Leaders promote pupils' social development effectively through an emphasis on respect, inclusion and positive relationships. Pupils demonstrate courtesy, care and consideration towards adults and each other. This begins in the early years, where staff ensure that children are taught the importance of kindness and co-operation. Staff support children's social interactions by modelling language and behaviour during activities such as circle time and role play. Children learn to share resources and take turns. Explicit teaching helps children to follow rules and routines and understand right from wrong. Children are taught to take responsibility by working as a team to tidy up after activities. They show good social skills for their age and behave respectfully towards each other.
43. Boarding provision supports pupils' social development through structured routines that contribute to mutual co-operation and community life. Boarders enjoy and take part in evening activities and participate in democratic decision-making opportunities within the boarding house.
44. Leaders promote respect for protected characteristics throughout the curriculum. They ensure that pupils develop appreciation and respect for diversity through their studies of different people, beliefs, lifestyles and cultures. Pupils learn about different people's experiences through lessons about world religions. This is enhanced by visits to local places of worship. Leaders and staff use teaching opportunities and special events to develop pupils' awareness of difference, for example through celebrating 'neurodiversity week' and days focusing on different countries and languages. Teaching explores literature, music and art from around the world. Class discussions include themes such as additional needs and disabilities, which help pupils to develop their understanding of the importance of mutual respect.
45. Well-planned lessons ensure that economic education is delivered effectively across year groups. The youngest children use money in role-play activities. Pupils' understanding progresses in an age-appropriate way. Older pupils learn about financial planning and budgeting and take part in an enterprise challenge event to raise money for a chosen charity. Senior pupils explore topics such as investments, interest and salaries, which helps them to recognise economic opportunities and risks in the outside world.
46. Leaders provide a programme of careers guidance through the PSHE curriculum. In the early years, children explore different occupations as they take on roles in imaginary play scenarios. Older pupils, including those in Years 7 and 8, gain insight into a range of careers through community links and visiting speakers, including an artist, barrister, author and professional athlete. Staff teach pupils how subject choices in senior school may relate to career aspirations.
47. Leaders ensure that pupils develop an understanding of democracy and the rule of law. Pupils take part in elections for roles of responsibility and vote for charitable initiatives in their houses, known as 'eights'. In PSHE lessons, pupils discuss the difference between rules and laws, learning that laws exist to keep people safe and ensure they are treated fairly. This enables pupils to make links between school rules and wider society. Visits from a barrister and the police support pupils' awareness of British institutions and services. Leaders ensure that information and teaching remain balanced and non-partisan.

48. The culture of the school promotes pupils' understanding of the needs of others alongside the development of leadership skills through various roles such as house and sports captains and school council members. Leaders ensure that the vertical integration of pupils through the house system and smaller groups of mixed-age pupils, known as 'mini eights', are effective in developing consideration, tolerance and a sense of mutual responsibility. Older pupils support younger children in 'wellbeing week' activities such as reading together and organising a minibeast hunt. Pupils are involved in local citizenship projects such as working with a charity to grow and harvest fresh produce for those affected by homelessness. They take part in a whole-school running event that lasts for 24 hours to raise funds for a nearby children's hospice, chosen by the school council. As a result, pupils develop empathy and an awareness of needs in the wider community.
49. The school prepares pupils well for moving on to the next year group within the school. Staff provide opportunities for pupils to meet their new teacher and become familiar with new environments and routines. Pupils in Year 8 receive thorough preparation for their transition to a new senior school.

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

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

Safeguarding

51. Governors oversee safeguarding through their appropriate training, visits, reviews of documentation and regular audits, including a formal annual review of the school's safeguarding policy. Governors provide effective support and challenge to leaders with responsibility for safeguarding to help ensure that pupils are kept safe.
52. Leaders have developed a robust and thorough safeguarding culture which places the safety and welfare of pupils at the heart of school life. Policies and procedures take full account of relevant guidance and are implemented effectively so that the wellbeing of day pupils and boarders is promoted. In the early years, children build strong, trusting relationships with the adults who support them, fostering a warm, nurturing and secure learning environment.
53. Leaders with responsibility for safeguarding are appropriately trained and ensure that all staff receive regular and suitable training, including at induction. They provide staff with regular updates and reminders about safeguarding issues. As a result, staff know how to respond without delay to concerns about pupils, disclosures from pupils and allegations against adults who work at the school.
54. Leaders with designated safeguarding responsibilities maintain effective working relationships with external agencies, including the local authority, police and children's services. They seek advice and make necessary referrals promptly when safeguarding issues arise. Detailed safeguarding records are kept in line with statutory requirements.
55. Leaders implement systematic procedures for safer recruitment which are reviewed by governors. Leaders use their knowledge and understanding of safer recruitment requirements to undertake all necessary pre-employment checks of staff suitability before they begin working at the school. Checks are recorded accurately on the single central record of appointments (SCR).
56. Pupils understand how to share concerns through class worry boxes and by speaking to trusted adults. The availability of staff trained in mental health first aid, emotional literacy support assistants and an independent person for boarders, provides pupils with a range of people in whom they can confide. Pupils report that they are reassured that their voices are heard.
57. Pupils learn how to stay safe, including online. They know how to report concerns and develop their awareness of online risks. Leaders and staff promote online safety through effective implementation of internet filtering and monitoring systems, clear expectations regarding the use of mobile phones, and curriculum teaching. Leaders review alerts and, when issues arise, act swiftly to keep pupils safe from harmful social media or inappropriate content.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Chafyn Grove School
Department for Education number	865/6014
Address	Chafyn Grove School 33 Bourne Avenue Salisbury Wiltshire SP1 1LR
Phone number	01722 333423
Email address	office@chafyngrove.co.uk
Website	www.chafyngrove.co.uk
Proprietor	United Learning
Chair	Dr Rosalind Given-Wilson
Headteacher	Mr Simon Head
Age range	3 to 13
Number of pupils	156
Number of boarding pupils	9
Date of previous inspection	16 to 18 May 2023

Information about the school

59. Chafyn Grove School is a co-educational day and boarding school located in Salisbury, Wiltshire, which caters for children aged three to thirteen. In 2025 the school became part of United Learning, which oversees the school. The school consists of three sections: the early years, for children aged three to five years; pre-prep, for pupils aged five to seven years; and prep, for pupils aged seven to thirteen years.
60. Full, weekly and flexi-boarding is offered for pupils from the age of seven in one boarding house situated on the school site.
61. There are 30 children in the early years, comprising one Nursery and one Reception class.
62. The school has identified 45 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
63. The school has identified no pupils as speaking English as an additional language. A small number of pupils are bilingual.
64. The school states that it aims to provide an environment of enjoyable challenge and support so that all children develop habits and attitudes which will serve them throughout their education and through life. The school believes that it is vital for children to experience a wide range of opportunity, to discover their strengths and learn from their weaknesses. To fulfil this, the school aims to ensure breadth, depth and balance in its provision, which is crafted from high-quality, meaningful relationships between each pupil and their teachers. The school's provision sets out to exercise curiosity, courage and compassion, enabling its children to explore all of their potential and develop it.

Inspection details

Inspection dates

12 to 14 May 2026

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

66. Inspection activities included:

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

67. 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**.

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