

School inspection report

9 to 11 December 2025

Warwick School

Myton Road

Warwick

CV34 6PP

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors cultivate a close working partnership with leaders. This enables them to provide appropriate support and challenge to hold leaders to account for the school's work. Governors ensure that leaders have the required skills and knowledge to carry out their responsibilities effectively, so that the Standards are met consistently.
2. Leaders create an environment in which pupils typically enjoy learning, take advantage of the many opportunities available to them and achieve well. Pupils make good progress from their starting points and achieve high outcomes, enabling them to progress to the next stage of their education.
3. The school's curriculum is broad and relevant. Overall, lessons are planned carefully and delivered by knowledgeable teachers. However, on occasion, in a few lessons, some pupils lose focus because activities are not as engaging as they might be. Pupils behave well and are courteous and respectful in their interactions with each other and with staff. They understand the importance of rules to help keep them safe and the reasons for sanctions.
4. The school site, including the boarding house, is well maintained. Risk assessment procedures are effective in promoting the welfare and safety of pupils in school and when on school trips.
5. The rich and stimulating co-curricular programme encourages and motivates pupils to participate in a wide range of academic, recreational and sporting opportunities. Leaders have designed a highly successful programme that substantially benefits pupils of all ages. Through regular participation in academic, creative and sporting pursuits, pupils excel in awards, examinations and national competitions. They benefit significantly from opportunities to take on leadership roles, mentoring, membership of committees that represent other pupils' views, and co-curricular engagement. Such experiences enable pupils to develop the confidence to take on new and challenging responsibilities, which enhance their mental and physical wellbeing and develop character, as well as leadership skills. Pupils identify clear personal gains, such as the formation of friendships, development of resilience in the face of change and the ability to achieve work-life balance. The broad, inclusive and highly beneficial opportunities for co-curricular activities and leadership roles are a significant strength of the school.
6. The physical and mental health and emotional wellbeing of pupils, including boarders, are well supported by trained specialist staff in the dedicated 'aspire and wellbeing' hub. Boarders can access a range of artistic, cultural and physical pursuits at the weekends as well as having the opportunity to spend time relaxing and socialising with their friends.
7. The personal, social, health and economic education (PSHE) and physical education (PE) programmes help to promote pupils' understanding of health, emotional literacy, resilience and economic matters. The provision for relationships and sex education (RSE) meets statutory requirements.
8. Pupils who have special educational needs and/or disabilities (SEND) make good progress because of the effective individual support they receive from support staff and their class teachers. Pupils who speak English as an additional language (EAL) receive nurturing support that helps them to quickly achieve proficiency in English so that they can confidently access the curriculum in all subject areas.

9. The appropriately trained safeguarding team ensures that staff are kept up to date with the latest statutory guidance. Safeguarding leaders work effectively with external agencies, seeking advice as needed and following the appropriate procedures to safeguard pupils. Records of recruitment and pre-employment checks are maintained appropriately.

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:

- ensure that teaching enables all pupils to remain fully engaged in their learning.

Section 1: Leadership and management, and governance

10. Leaders and governors successfully promote the school's aim to provide a nurturing and caring community. This is underpinned by the school's six core values of curiosity, creativity, courage, perseverance, responsibility and humility, which leaders clearly communicate to pupils, parents and staff. Pupils' wellbeing and physical and emotional safety are prioritised. This results in an inclusive school that enables pupils to develop self-confidence and self-esteem and to learn successfully.
11. Governors use regular visits, committee meetings and communication with senior leaders to inform their monitoring of the school's work. These activities enable them to have effective oversight of the educational provision and to provide support and challenge to ensure that leaders have the necessary knowledge and skills to undertake their roles effectively. Governors and leaders ensure that the Standards are consistently met, and that pupils' wellbeing is actively promoted. Effective systems are in place to evaluate the quality of the school's work. Through rigorous self-evaluation, leaders identify areas for improvement and take effective action to address these, such as through recent changes to the rewards policy and coaching and training for staff.
12. Subject leaders are knowledgeable about their subject areas and the quality of the outcomes that their departments produce. They visit classrooms and review pupils' work regularly, so they know what works well in their subject and what needs to improve. Subject leaders provide coaching for individual teachers and specific training designed to improve how the curriculum is planned and taught.
13. Leaders are adept at managing and mitigating risk. Suitable and comprehensive risk assessment procedures are in place to identify and minimise potential risks. Appropriate mitigation strategies are deployed across the school, especially for higher-risk activities, such as those that take place in sport, on water or during overseas trips. Leaders are alert to the contextual risks associated with the school's wider geographical location.
14. The experienced and well-trained boarding team maintains a welcoming and comfortable boarding community. Boarding leaders recognise and provide for the needs of boarders and respond swiftly and appropriately to any concerns or suggestions that boarders raise, supporting them well. At weekends, boarders participate in a range of interesting and suitable activities and visits but also have time to relax and socialise in the well-appointed boarding house.
15. All the required information is published on the school's website. Parents receive regular written reports and updates regarding their child's progress and attainment across all subjects. Leaders furnish local authorities with the required information about how public funds are spent in relation to any pupils in receipt of an education, health and care plan (EHC plan).
16. Leaders have designed an appropriate three-stage complaints policy, which is implemented effectively in accordance with published timeframes. Leaders respond to informal complaints swiftly and courteously to enable concerns to be resolved. Leaders ensure that detailed records are suitably maintained, including of any actions taken as a result of any complaints submitted.
17. The school meets the requirements of the Equality Act 2010. Leaders promote an inclusive ethos that celebrates individuality and difference, and they ensure that pupils are treated fairly. A suitable accessibility plan is in place that enables pupils to access all areas of the curriculum.

18. Leaders collaborate and liaise effectively with a wide range of external agencies to ensure that pupils' particular needs are identified and understood thoroughly. They work productively with children's services and other safeguarding partners to ensure a co-ordinated and effective approach to safeguarding.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. The school's ambitious and broad curriculum covers all the required subjects and is suitably adapted to meet pupils' needs. It includes subject content that goes beyond the age-related expectations of the national curriculum. Provision for languages at the school is comprehensive, comprising seven classical and modern foreign languages. In creative subjects, pupils perform well in music and make a positive contribution to productions involving dance and drama. The Extended Project Qualification (EPQ) provides pupils with the opportunity for additional academic challenge. The curriculum supports British values through the promotion of mutual respect and character education.
21. Pupils make good progress from their starting points and achieve GCSE and A-level results above national averages. A high proportion of pupils achieve the highest grades at GCSE, A level and in the EPQ. Most pupils are successful in gaining places at educational establishments that set ambitious entry requirements, while a few proceed to degree apprenticeships or enter employment or higher training. Standardised test information indicates that pupils in the junior school make at least good progress.
22. Teaching enables pupils to extend their knowledge and inspires them to be intellectually curious. Detailed lesson planning, based on research into the learning of male pupils, enables pupils to learn well and make good progress. Teachers use their good subject knowledge alongside pupils' interests and needs to pitch lessons appropriately. On occasion, however, in some lessons, teaching does not always provide a range of sufficiently interesting activities to enable all pupils to be fully engaged in their learning. When this occurs, pupils' concentration wanes and they become inattentive and restless.
23. Teachers utilise resources well, particularly electronic devices when applicable, to enhance pupils' learning and encourage self-directed study. In music, Year 9 pupils use technology to review each other's compositions, such as those based on the *James Bond* theme tune. Pupils sensitively suggest improvements, such as adding drum fills or modifying the instrumentation or dynamics. In creating a video log (VLOG) about the school, Year 3 pupils were adept in navigating their digital devices by adding text, images and videos to their presentation. They also considered the different types of digital graphics that would entice, entertain and be of interest to their audience.
24. Boarders take part in many of the activities on offer within the school and boarding house. At weekends they engage in age-appropriate gaming, badminton and swimming, and outings to places of interest. These opportunities develop boarders' independence and self-esteem. Boarding staff help pupils to cultivate productive organisational skills and study habits.
25. Leaders and teachers regularly check assessment data and other information about pupils' attainment and progress. Leaders carefully analyse this information to spot trends and identify any gaps in pupils' learning. They use this information to provide additional support, when required, to enable pupils to make good progress.
26. Teachers enable pupils to develop secure literacy skills. Pupils are articulate and demonstrate good standards of oracy in class. They confidently analyse texts and write complex sentences because teachers encourage them to use technical and ambitious vocabulary accurately. Younger pupils enjoy reading a range of texts aloud in class. Reading levels have improved following a recent

initiative focusing on younger pupils. Pupils in the sixth form benefit from studying a breadth of literary styles, with a focus on cultural and historical contexts, as well as linguistic techniques. In mathematics, younger pupils develop a confidence and fluency in analysing and interpreting data relating to tennis, such as serve speed, player rankings and statistics, while older pupils use precise measurements and calculations to design and construct a gingerbread house.

27. The learning support team carefully identifies the needs of pupils who have SEND through effective screening arrangements. Teachers make well-considered adaptations to good-quality classroom resources and arrange the classroom to ensure those pupils who have additional or sensory needs are positioned optimally. This enables them to participate fully in activities and make good progress from their starting points.
28. Pupils who speak English as an additional language (EAL) are provided with effective language development strategies when required. Pupils receive helpful guidance and are provided with resources such as word banks and glossaries, when needed, so that they can access all curriculum areas and make good progress in their English.
29. Leaders provide a rich and varied co-curricular and recreational programme which complements pupils' academic aspirations and commitments. The range and richness of opportunities enable pupils to develop new interests, extend their knowledge and skills and strive for excellence in academic, creative, recreational or sporting pursuits. Pupils participate in and benefit from a variety of enrichment activities that support their personal development and develop particular skills, including climbing, fencing, kayaking, Kung Fu and tabletop wargaming. Pupils also develop their skills in co-curricular activities, including 'bassoon platoon', boxercise, debating, 'funk after 8', and various medical forums such as dental, medicine and veterinary societies. Experience of taking part in school productions, such as *Dr Faustus*, *Henry V* and *Sweeney Todd*, helps pupils to develop self-discipline. Pupils enjoy considerable success in music, speech and drama examinations. Many activities are initiated and led by pupils. High levels of participation in these activities enhance pupils' confidence, resilience and self-esteem and develop their teamwork and collaboration skills extremely effectively.

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

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

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

31. The school promotes a well-developed sporting ethos, with pupils developing their sporting skills and strategies through a large range of fixtures that take place each term. Activities are taught by specialist staff and tailored to the needs of pupils, who regularly participate in inter-school matches. PE lessons develop specific skills such as agility, hand-eye coordination and muscular growth. Pupils achieve county and national success in a range of sports. These activities develop their self-knowledge, physical literacy, self-confidence and social skills. Pupils learn how physical pursuits can enhance mental and physical health and wellbeing. Through effective teamwork they develop qualities of sportsmanship.
32. The behaviour policy has been revised and now focuses on encouraging and rewarding positive behaviour and enabling pupils to use dialogue to resolve any differences, rather than on punitive measures. Leaders and staff implement the behaviour policy effectively. Pupils display mature and respectful behaviour. Teaching and support staff cultivate positive relationships with pupils and affirm their achievements and identity, supporting their self-confidence and self-esteem.
33. Pupils understand that rewards and sanctions are designed to protect their individual interests and help to promote a calm and cohesive community. In PSHE, pupils learn about the different types of bullying and the negative impact these can have on people's mental and physical health. As a result, relationships are positive, and bullying incidents are rare.
34. The curriculum includes content about different world religions. This helps pupils to develop an appreciation of the spiritual and moral dimensions of life, as do their studies of creative subjects. For example, in art, music is used to encourage emotional expression and consideration of how the different musical elements of sound, such as volume and mood, can influence the creation of artwork. Teachers provide frequent opportunities for pupils to reflect on the thoughts, beliefs and values that help them to gain a sense of fulfilment.
35. The RSE programme reflects current statutory guidance and is delivered through PSHE lessons. The school consults parents appropriately regarding the programme's content and delivery. Clear progression and increased depth of study take place as pupils move up the school. Suitable, relevant topics such as consent, misogyny, appropriate sexual behaviour and drugs awareness provide pupils with strategies to support their own personal safety and to cultivate healthy and respectful relationships.
36. Teaching and displays around the school explicitly promote inclusivity. The PSHE curriculum teaches pupils to respect, tolerate and celebrate difference. Pupils learn not to judge people based on stereotypes, such as age, disability, gender, race, religion and sexuality. They develop an appreciation of the diversity of cultures, traditions and values other than their own, by studying art, literature and music in lessons. The lesbian, gay, bisexual and transgender (LGBT) committee provides a dedicated safe space where pupils can explore and discuss equality issues that are important to them.
37. Pupils, including boarders, are appropriately supervised throughout the school day, including at night and weekends. Staff ensure that they are always available to listen to pupils to support their wellbeing.

38. The school's premises and grounds, including the boarding accommodation, are well maintained. Appropriate health and safety checks are undertaken regularly to ensure that the school site is suitable. Suitable arrangements are implemented for the prevention of fire. Regular fire drills take place, including for boarders, in line with statutory requirements. Fire safety equipment is well maintained and exit routes are clearly signposted. Pupils who are sick or injured are cared for by suitably qualified staff who manage the medical facilities well, including those in the boarding house.
39. Attendance and admission registers are suitably maintained and meet statutory requirements. Leaders inform the local authority about any pupils who join or leave the school at non-standard times of transition.
40. The boarding house is well resourced, clean, light and airy. Comfortable common rooms and sleeping accommodation provide boarders with opportunities to enjoy social time together. Boarders have well-appointed study facilities, and they can keep their belongings safe in their own personalised living spaces. Boarders relax and participate in a range of social activities and feel at home in the welcoming environment.

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. Pupils develop a secure understanding of financial literacy through the carefully planned economic curriculum. Younger pupils begin to develop their understanding of financial matters through running the tuck shop and exploring the financial considerations of different scenarios, such as running a hotel in an Alpine resort, including budgeting, cost comparison and value for money. Older pupils develop their financial literacy skills and learn about being a consumer, the implications of cash flow, credit scores and ethical investments. Pupils in the sixth form receive financial guidance on managing student debt and living on a budget while at university. Boarders learn about the value of money and develop skills to navigate everyday situations, such as online shopping and eating out. Pupils take part in enterprise projects that enable them to develop their business acumen. Consideration of such real-life scenarios helps prepare pupils to be able to make sensible financial decisions.
43. Staff are supported well to deliver the careers curriculum, which is aligned with national benchmarks for effective careers guidance and the school's aims to nurture each pupil's potential. From Year 7, pupils receive helpful and impartial guidance about a range of careers so that they can make informed decisions about their next steps. This includes specific individual advice about subject choices, support for writing university applications, and interview preparation. Pupils make effective use of a commercial online careers platform to explore salary prospects and identify their skills and aptitudes, and match these to a range of potential career options.
44. The curriculum enables pupils to learn the principles of democracy, law, legislation and political systems, and to explore political viewpoints. They experience the democratic process through forums such as elections for the various pupil voice committees and by meeting local MPs and ministers. Pupils in the sixth form regularly discuss current political issues such as the Chancellor's recent budget and the implications of the changes to individual savings accounts (ISAs). Pupils appreciate and understand the benefits and protections that society can provide when its citizens respect democracy and contribute positively to their community.
45. The PSHE and tutorial programmes enable pupils to distinguish between right and wrong at a local level as well as in relation to legal systems and societal punishments. For example, in art, pupils discuss copyright, plagiarism and the rule of law in relation to Andy Warhol's work. In sport, pupils learn to apply the ethical principles of fairness, respect, integrity, impartiality and humility to their behaviours, decisions and actions when participating in sports or games. Participation in such activities helps to enhance pupils' understanding of ethical practice, intellectual property and respect for regulatory organisations.
46. The comprehensive visits programme enables pupils to deepen their understanding of local and national organisations and services in Britain. Pupils visit London institutions such as the British Film Institute, the Houses of Parliament and the National Portrait Gallery. Trips made outside London include a visit to an Oxford University chapel and to a popular retail hub in Birmingham. These outings help pupils to learn about the contributions that public institutions make to society.
47. Beginning in the junior school, leaders provide substantial opportunities for pupils to take on leadership roles such as, for example, as digital leaders, house captains, mentors, 'playground pals', prefects, school councillors and as members of pupil voice committees. These undertakings enable

pupils to take responsibility, to share opinions and to develop character and leadership skills, as well as engendering a spirit of mutual respect and co-operation between peers. For example, there are 12 pupil committees which, in partnership with school leaders, contribute to the oversight of key aspects of school life, such as catering, mental health, sexual equality, sixth form, teaching and learning. Each committee has a bespoke job description for its chair and specific tasks that must be completed during their term of office. Pupils develop their organisational skills by chairing committee meetings, surveying pupils' views, feeding back to school staff and being responsible for the planning and running of major events such as anti-bullying, charities and diversity weeks. Further opportunities to hone leadership skills are offered through the Combined Cadet Force (CCF), The Duke of Edinburgh's Award scheme (DofE) and 'Floreat Awards' programmes. A culture of service runs throughout the school where pupils develop a sense of social responsibility and civic duty by, for example, performing jazz in local schools and raising funds for local, national and international charities.

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

48. All the relevant Standards are met.

Safeguarding

49. Leaders promote a robust culture of safeguarding and ensure that policy and practice reflect current statutory guidance. Governors provide regular, challenging and effective oversight of safeguarding practice through regular meetings with leaders, on-site visits to the school, scrutiny of reports from leaders and regular reviews of safeguarding arrangements.
50. Safeguarding leaders respond effectively whenever safeguarding concerns arise. The safeguarding team maintains accurate, comprehensive safeguarding records that are stored securely. These records detail leaders' decisions and actions in response to safeguarding issues that arise. The safeguarding team monitors safeguarding records carefully, so that any identified trends or patterns can be used to amend and modify the school's PSHE and RSE programmes to further enhance pupils' understanding of how to maintain personal safety. Leaders maintain regular and appropriate communication between the pastoral and safeguarding teams to ensure that suitable support is provided to pupils when required.
51. Members of the safeguarding team are appropriately trained for their roles. They consult local safeguarding partners when concerns arise and make referrals to them when appropriate. Staff receive regular safeguarding training, and their understanding is monitored through regular quizzes. Leaders assess, manage and mitigate specific potential safeguarding risks to pupils, such as neglect, county lines, radicalisation and extremism, and sexual exploitation and extortion.
52. Staff maintain high levels of vigilance across the school and are alert for any signs of potential safeguarding concerns. Staff report concerns in a timely and appropriate way and understand the professional expectations relating to staff conduct, including online, both in and out of school. They are vigilant and report any low-level concerns or allegations about adults working with pupils.
53. Leaders have established a robust internet filtering and monitoring system. This system allows for immediate alerts regarding any potential harmful or inappropriate usage, triggering timely pastoral responses. This helps to mitigate risks such as exposure to online bullying and harmful or adult content.
54. In PSHE lessons, staff teach pupils how to safely navigate the online digital world. Pupils learn how to manage their online digital footprint by not sharing any personal information or images relating to their location or identity. They also learn about the dangers of online scams, how to recognise misinformation and false representations in the media, strategies that help to keep them safe and how to manage risk.
55. Pupils can raise any concern with any trusted adult, including school counsellors, life coaches and staff from the mental health hub, or report it via an anonymous online system. Pupils can share any personal worries with prefects, including those on the pupil voice mental health committee, who have been trained to refer to the safeguarding team when appropriate. Boarders can raise their concerns via a person independent of the school who is available to offer advice and support.
56. Leaders ensure that the suitability of staff and family members of boarding staff resident on the school site is rigorously checked. Regular communication between the medical, pastoral, safeguarding and boarding house teams ensures that pupils' welfare is prioritised.

57. All the required pre-employment checks are completed before adults commence work at the school. The school records these checks in a suitably maintained single central record of appointments (SCR). Anyone who wishes to work at the school undertakes a rigorous safeguarding interview, which is conducted by staff who are suitably trained in safer recruitment.

The extent to which the school meets Standards relating to safeguarding

58. All the relevant Standards are met.

School details

School	Warwick School
Department for Education number	937/6020
Registered charity number	1088057
Address	Warwick School Myton Road Warwick Warwickshire CV34 6PP
Phone number	01926 776400
Email address	wss-admissions@warwickschools.co.uk
Website	www.warwickschool.org
Proprietor	Warwick Independent Schools Foundation
Chair	Mrs Sally Austin
Headteacher	Mr James Barker
Age range	7 to 19
Number of pupils	1226
Number of boarding pupils	63
Date of previous inspection	11 to 13 May 2022

Information about the school

59. Warwick School is an independent day and boarding school for male pupils, located in Warwick, Warwickshire. It is part of the Warwick Independent Schools Foundation. The foundation's directors are also trustees and act as the school's board of governors. The school is divided into two sections: the junior school, for pupils aged 7 to 11 years; and the senior school, for pupils aged 11 to 19 years
60. Boarders aged 13 to 18 are accommodated in one boarding house which is located on the main school site.
61. The school has identified 71 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
62. The school has identified 121 pupils as speaking English as an additional language.
63. The school states its aims are to inspire and to nurture each of its pupils morally, spiritually, intellectually, physically and socially, enabling each one to thrive now and in the future. It seeks to build on individual strengths and to empower all pupils to grow into confident and informed young men, ready to embark on constructive and successful roles in society.

Inspection details

Inspection dates

9 to 11 December 2025

64. A team of nine inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- observation of a sample of co-curricular activities that occurred during the inspection
- discussions with the vice-chair and two other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding 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.

66. 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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