

School inspection report

3 to 5 June 2025

Francis Holland Preparatory School

15 Manresa Road

London

SW3 6NB

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

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

Summary of inspection findings

1. The leadership team work closely together to make sensible decisions, manage risks effectively and ensure that they know pupils well. While maintaining the school's unique identity, leaders effectively implement shared policies and resources from the larger trust of schools of which they are a part. Governors provide robust oversight, enabling them to gain a comprehensive understanding of the school's successes and areas for improvement. This ensures that leaders fulfil their responsibilities and that the Standards are met.
2. Reflective leaders ensure that pupils' wellbeing sits at the heart of their decision-making. They make choices that align with the school's core aim of delivering an inspiring education. Leaders communicate clearly, ensuring that this aim remains well understood by pupils and is actively reinforced by staff following the school's relocation to its current site. This communication helps build pupils' confidence and self-esteem, which contributes to their high-quality academic and personal outcomes.
3. Teachers provide a challenging and appropriate curriculum across all subjects, ensuring that pupils are engaged and encouraged to think independently and show intellectual curiosity in their lessons. Teaching staff consistently prioritise communication and language development, facilitating effective learning and self-reflection. A wide range of extra-curricular activities and meaningful off-site visits enrich pupils' experiences, promoting their social and emotional growth while helping to develop skills such as teamwork and leadership. Pupils, including those who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL), make good progress from their starting points.
4. Leaders in the early years create a stimulating environment with a curriculum that strikes a balance between nurture and challenge. Adults demonstrate knowledge and support, engaging in meaningful interactions with children. Children develop their communication and language skills effectively, grow in confidence and establish successful social relationships.
5. An effective personal, social, health, and economic (PSHE) education programme supports pupils' personal growth and development well. It includes a bespoke 'friendship' curriculum that teaches pupils specific skills, including those relating to language and communication, such as interpreting non-verbal cues to build and maintain healthy relationships. Staff deliver this curriculum in an empathetic manner and foster pupils' appreciation of the importance of mutual respect. Overall, the relationships and sex education (RSE) programme is effective and contains appropriate content. However, this programme does not develop older pupils' understanding of puberty as substantially as possible.
6. Leaders foster an appreciation for British values, such as tolerance and individual liberty, through age-appropriate posters that serve as prompts for daily interactions and through careful curriculum planning. Pupils develop a sense of social responsibility through leadership roles, involvement in charitable initiatives and connections with the local community. Staff effectively manage transitions, helping pupils to gain confidence and independence as they progress through their educational journey and preparing them well for life in British society. These all contribute to creating a nurturing atmosphere where positive relationships make pupils feel valued, in turn fostering and promoting their emotional wellbeing.

7. Leaders ensure the protocols for health and safety, first aid and fire safety are thorough and efficient. Leaders diligently keep detailed records related to these aspects.
8. The established safeguarding protocols are effective and compliant with current statutory guidelines. The suitably trained safeguarding team responds promptly to any concerns raised. Staff members undergo relevant training in safeguarding and are well informed about the processes for documenting and reporting any issues that may arise. Leaders work closely with relevant external agencies to secure support for pupils when required, and with governors and other safeguarding leads within the school trust to share expertise and receive appropriate guidance.

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 the RSE programme's teaching about puberty, to meet older pupils' needs more effectively.

Section 1: Leadership and management, and governance

9. Leaders proactively assess the school's effectiveness and identify areas for improvement. They apply their good skills and knowledge to generate well-considered actions designed to enhance the overall experience for pupils. The detailed process of self-reflection directly informs the school's development planning and produces beneficial results for the pupils. Recently, leaders have reviewed the curriculum to promote critical and creative thinking, oracy and problem-solving abilities among pupils. These ongoing developments help leaders pursue their high aspirations for pupils' achievement.
10. Governors actively oversee and evaluate the school's provision and procedures by appropriately questioning leaders on their decisions and actions. By receiving regular reports, making frequent visits, engaging with pupils and having focused discussions with school leaders, governors stay informed about the school's effectiveness and identify areas for its improvement. They establish clear expectations for leaders and check that they fulfil their responsibilities. Additionally, they verify that leaders consistently promote the wellbeing of pupils and meet the requirements of the Standards.
11. The school fulfils its obligations under the Equality Act 2010. Leaders regularly review and monitor the school's accessibility plan to ensure it effectively meets the needs of all groups of pupils. This plan includes specific strategies for adapting both the curriculum and facilities to support accessibility, such as the recent installation of a new lift. Additionally, leaders take proactive measures to enhance pupils' performance by removing potentially distracting displays in order to reduce any possible sensory and cognitive overload. Such actions are informed through listening to the views of pupils, staff and parents and thorough research.
12. Leaders successfully promote and convey the school's aims and ensure that policies and procedures are implemented effectively. Policies and important information are easily accessible to parents through a comprehensive website. To keep parents informed about their children's progress and achievements, leaders provide informative termly reports and hold regular parents' evenings. When needed, leaders collaborate effectively with relevant external agencies to ensure that pupils are appropriately safeguarded and receive the educational support they require.
13. Leaders conduct thorough evaluations of potential risks, including those related to the school environment and its central London location. They examine recorded data to detect trends and supplement this with discussions and surveys of pupils' experiences to reveal any potential hidden risks. Suitable risk assessments detail arrangements for aspects such as residential visits and classroom safety. Additionally, leaders regularly revisit and refine risk assessments to promote ongoing effectiveness, incorporating insights gained from previous situations.
14. Leaders engage with parents promptly to address any concerns that arise. They follow the established policy for handling complaints and maintain a detailed and appropriate record of complaints and concerns. Leaders regularly review this information to identify common patterns or trends.
15. Early years leaders set an ambitious vision for the setting and maintain high expectations for children's achievements. They prioritise children's wellbeing and hold regular meetings with early years staff to discuss educational practices. This approach ensures that children receive consistent

and effective support and that teachers plan the curriculum effectively. As a result, children engage in a variety of relevant experiences that appropriately develop their all-round skills. Early years staff conduct daily risk assessments to maintain a secure and conducive learning environment.

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

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. Leaders implement a well-sequenced curriculum that effectively supports all areas of learning and includes a variety of subjects, such as classics and ballet. They tailor the curriculum to reflect the varied learning profiles of pupils, including those who have SEND and those with higher prior attainment. Teachers plan the coverage of the curriculum methodically, designing programmes of study that extend beyond the national curriculum. They create opportunities for pupils to develop essential skills, such as critical thinking, and deepen their understanding across different subjects. The curriculum is designed to promote pupils' development and application of speaking, reading and writing skills effectively, resulting in highly articulate and confident individuals who readily express their thoughts and opinions.
18. Lessons in the creative arts form an integral part of the curriculum. Pupils develop their learning in areas such as art, drama and music, where successful teaching makes highly effective use of resources, enabling pupils to achieve high standards. Pupils' creative and aesthetic development is further supported through high-quality experiences, such as 'coffee concerts' performed by pupils from each year group, and a sustainable art project for Chelsea in Bloom, where pupils repurposed old uniforms to create a community display.
19. Teachers carefully plan the early years curriculum to suit children at different developmental stages, laying a secure foundation for future learning. Children in Reception use their knowledge of letters and sounds to read words, write successfully and obtain secure arithmetic knowledge. Teachers encourage purposeful discussion during role-play and circle activities, while collaborative play encourages problem-solving and language development, supported by staff who model vocabulary and ask challenging questions. This approach results in motivated and engaged learners.
20. Teachers manage class time and behaviour effectively, planning engaging lessons that help pupils to extend their knowledge and make good and often rapid progress. Teachers set high expectations and expose pupils to sophisticated vocabulary, enriching their cultural and language awareness. Across subjects, lessons are structured to promote both independent learning and collaboration. Teaching encourages pupils' confident engagement with diverse texts, fostering enquiry-based learning and the development of analytical skills, such as debating how promises are an important part of today's society in religious education (RE), and acting as history detectives in analysing artefacts from World War 2. A large number of teaching assistants provide opportunities for extensive support. Teachers know individual pupils well, and the positive relationships between staff and pupils contribute to a purposeful learning environment.
21. Leaders actively monitor the progress that pupils make over time, both individually and across different cohorts, using a range of assessment tools. Leaders utilise this comprehensive assessment framework to inform teachers' planning. Teachers promptly address any learning gaps and provide timely additional support as needed. They give constructive feedback through efficient marking, and outline clear next steps, helping pupils understand what they need to do to improve. Pupils engage in discussions about their learning and consistently participate in peer reviews. These actions foster self-awareness, encourage self-correction and enhance motivation to improve.
22. The curriculum and teaching promote positive values that contribute towards the school's inclusive culture. The leader of the provision for those who have SEND effectively tracks and monitors pupils' progress using diagnostic tools to implement appropriate strategies and provide them with effective

support. These strategies include using specialised resources to improve concentration and, when required, support from external professionals. Staff regularly discuss and review pupils' learning plans to ensure they remain relevant and effective.

23. Most pupils who speak EAL exhibit high proficiency in English and receive tailored challenges and support based on their individual needs. Teachers check these pupils' learning and understanding and, when helpful, provide relevant language resources, including keyword lists, which contribute to their good progress.
24. Pupils actively participate in a diverse array of extra-curricular clubs, which have high attendance. These clubs help them explore their interests and abilities, enriching their educational experience. The variety of activities, including creative, cultural, sporting and academic opportunities, captures pupils' interest and enables them to develop a broader range of skills. For instance, pupils enhance their all-round communication skills in a sign language club, and boost their creativity and imagination in a mindfulness art society.

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

25. All the relevant Standards are met.

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

26. Pupils develop their spiritual and moral understanding through a carefully designed RE programme, acts of worship and regular assemblies. These activities deepen pupils' knowledge of the major world religions and provide opportunities to discuss ethical and spiritual issues thoughtfully and informatively. For instance, older pupils engage in discussions and debates about themes such as faith and war, posing questions such as 'Is it ever okay to kill?' In addition, pupil-led presentations about various faiths and special events such as 'international evenings' foster respect for different cultures and beliefs. These experiences promote social cohesion and help pupils understand that everyone is unique, emphasising the importance of inclusivity.
27. Pupils are encouraged to share their thoughts and emotions through various reflective activities, such as writing prayers for a prayer tree or holding a pebble during assemblies to contemplate forgiveness. Such activities help foster emotional expression and self-reflection. In addition, every pupil participates in various performances, including music, ballet and drama productions. These opportunities enable individuals with diverse abilities to perform before their peers and feel appreciated by them in return, fostering mutual respect and boosting self-confidence.
28. Staff motivate pupils to engage in physical activities and enhance their health through a varied physical education (PE) curriculum. The school provides regular swimming lessons and sports fixtures alongside a diverse array of sports clubs, such as fencing, karate and yoga. Pupils actively participate in PE classes, enhancing their skills in various sports and learning how exercise contributes to a healthy lifestyle. The school's sports programme encourages teamwork while also promoting individual health and overall wellbeing.
29. Leaders implement a PSHE programme that includes a bespoke 'friendship' curriculum and an appropriate RSE programme. Pupils learn about healthy relationships, different types of families, and the concept of consent. The friendship curriculum equips pupils with the knowledge and skills necessary to navigate social situations, manage conflicts and develop empathy. Members of the leadership team skilfully deliver the PSHE and friendship curriculum to all classes, adapting the programme in response to emerging issues. For instance, they introduced a series of lessons on body image. The friendship curriculum helps pupils develop an age-appropriate common language, supporting them in navigating friendship issues, often referred to as 'friendship fires'. Pupils effectively use tools like the 'friend-o-meter' to understand and enhance their relationships. The RSE programme meets statutory requirements and contains appropriate content overall. However, RSE teaching does not develop older pupils' learning and understanding about puberty as effectively as possible.
30. Leaders promote positive behaviour by emphasising trust and respect. They maintain an overview of behaviour in the school through keeping records to identify and address trends. Teachers consistently maintain high expectations for pupils' behaviour. Incidents of bullying are infrequent, and leaders effectively respond to these when they occur, using prompt strategies to address inappropriate behaviour or resolve conflicts among friends. Pupils behave well throughout the school and understand how their actions impact others. They listen to their peers' views and demonstrate kindness, respect and empathy toward the needs of others in the school community. Such behaviour fosters positive relationships, maintains a harmonious atmosphere and supports an inclusive culture.

31. In the early years, a mapped-out personal, emotional and physical development programme supports the development of children's skills and understanding in this area well. Children are taught to be inquisitive and thoughtful. They learn to collaborate confidently, follow rules and develop balance and co-ordination. Teachers support children in discussing their emotions. For example, children start each day by placing themselves on colourful emotion charts, helping them to understand and manage their feelings as they settle into the classroom. These practices ensure a nurturing environment where children feel supported to engage thoroughly in their learning and develop confident relationships with one another.
32. Leaders maintain a robust approach to health and safety, ensuring procedures are implemented effectively. They maintain the premises well, keep accurate records and regularly carry out required checks and maintenance, including related to fire safety. Leaders organise regular fire evacuation and lockdown drills to test agreed procedures.
33. Medical provision is appropriate. Suitably qualified staff, including paediatric first aiders in the early years, administer first aid and medication appropriately and effectively when required. There is an appropriately resourced medical room. Pupils know who to approach if they feel hurt or unwell.
34. Adults supervise pupils effectively, taking the time to get to know each one individually. Staff maintain an active presence around the school, remaining vigilant at all times. Leaders maintain suitable staff-to-child ratios in the early years.
35. Admission and attendance registers are kept in accordance with current statutory guidance. The school attendance champion maintains a watchful eye on attendance patterns and engages parents in consistent dialogue about the importance of attendance to ensure that it remains high. The school informs the local authority promptly whenever pupils join or leave at non-standard times of transition.

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

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

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

37. Leaders provide pupils with effective economic education through various subjects, particularly mathematics and PSHE. Staff make use of themes such as 'being me in my world' to help pupils explore their identity and aspirations and learn about financial responsibilities. The 'grow £5' project in mathematics supports pupils' learning about managing costs, pricing strategies and the basic concepts of profit and loss. Additionally, a diverse programme of external speakers helps pupils make connections between economic understanding and real-world applications. For example, talks on themes such as the global economy, the role of the United Nations and life in China gives pupils a broader understanding of global interconnectedness.
38. Leaders ensure that the curriculum is adaptable to meet the evolving needs of pupils, addressing their questions and easing their concerns as they move towards times of transition. Leaders guide older pupils to help them prepare for exams and develop interview and presentation skills. Leaders manage and oversee pupils' transitions between different year groups effectively. An effective careers programme, supported by regular speakers and visits, begins in the early years and culminates in a leadership course delivered by an external expert for Year 6 pupils. As a result, pupils are well prepared academically and socially for the next stage of their education.
39. Staff in the early years support children's social development effectively by encouraging them to listen to one another, share resources and take turns. Charitable activities, such as the 'enterprise fair' and dog shows, encourage children to reflect on the importance of charity and where funds go. Visits from the fire service and the police, along with trips to museums such as the Postal Museum, help children begin to understand the wider world and public institutions.
40. Pupils' understanding of democracy is developed through both the taught curriculum and extra-curricular experiences. For instance, in history, pupils learn about the origins of democracy and the rule of law while studying the ancient Greek and Roman Empires. The PSHE curriculum deepens pupils' understanding of the electoral system in the United Kingdom and promotes respect for public institutions and the services they provide. Early years children visit local fire and police stations, and older pupils visit the Houses of Parliament. Clubs such as debating and visits from external speakers, including Members of Parliament, enhance pupils' appreciation of democracy and encourage them to communicate directly with democratic representatives through writing.
41. Pupils support the local community, with many initiatives arising from meetings of the school council. The orchestra performs at a local hospital, and Year 6 pupils visit the local foodbank. Links with an external charity enable all pupils from Year 4 to engage in meaningful community service, such as visiting a care home. Charities selected by the pupils include a local organisation that works with disabled children as well as a charity further afield that raises funds to support education and healthcare development in Africa. Pupils' involvement with such charities helps them understand the nature and impact of charity work and instils a sense of responsibility towards others.
42. Pupils demonstrate a growing awareness of diversity and social responsibility through their leadership roles within the school. From Year 3, pupils take on responsibilities such as serving as school council representatives and sports captains. Year 6 pupils undertake a range of leadership roles and serve as effective role models to younger pupils. They proactively support Reception children in their 'buddy' roles.

43. Pupils learn to differentiate between right and wrong through a clear behaviour policy and adherence to the school's values. The curriculum deepens pupils' understanding of global citizenship. In geography, pupils study Indigenous communities, environmental issues and sustainability, connecting the themes they study to the school's value of hope. Teachers discuss current events with pupils, prompting them to engage with global challenges and learn about the implications of extremism and populism. Staff ensure that any political discussion is conducted fairly and without bias. Values of respect and understanding are explicitly taught and actively promoted through assemblies, PSHE and curriculum content. For example, the 'dreams and goals' PSHE topic fosters pupils' appreciation of different people's individuality, and Year 3 pupils draw connections between the Greek gods and modern British values.
44. Staff emphasise the importance of mutual respect through their teaching, discussions with pupils and themes explored in PSHE lessons. Regular events and cultural workshops, such as an author visit focusing on Caribbean and African folktales and regular 'international evenings', foster pupils' intercultural appreciation and promote tolerance and respect. Pupils are encouraged to reflect on cultural identity through creative writing, such as in poems titled 'I come from ...' that celebrate diversity. Leaders have recently reviewed and updated the curriculum and reading texts used throughout the school and the books in the central library to better reflect a diverse society and help foster compassion, empathy and understanding. Texts are selected to broaden pupils' exposure to different socio-economic realities and encourage critical reflection on themes such as justice, fairness and privilege.

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

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

Safeguarding

46. The school's safeguarding policies and procedures comply with current statutory guidance. Governors actively oversee the safeguarding arrangements and work closely with the safeguarding team to ensure their effective implementation. The newly appointed trust-wide safeguarding lead, along with an enhanced school safeguarding team, has led to increased confidence among staff in fulfilling their safeguarding duties. Governors consistently review trends and evaluate the effectiveness of the school's responses to emerging safeguarding issues. They have recently commissioned an external audit of safeguarding and conduct an annual review of safeguarding practices.
47. Leaders undertake regular training and fulfil their roles proficiently. The safeguarding team provides staff with thorough induction training and effective regular updates. The safeguarding team regularly assesses staff knowledge of safeguarding to ensure that they understand procedures and any changes to practice. Staff are trained to report concerns, including, when appropriate, through the school's whistleblowing or self-referral procedures.
48. Robust systems are in place to record and report safeguarding incidents within the school. Leaders with designated safeguarding responsibilities monitor ongoing incidents and track potential patterns that may raise concerns. They address any safeguarding incidents or concerns effectively.
49. Pupils know who to approach if they have a concern. Each classroom has 'thoughts and feelings' boxes that pupils can use to report concerns anonymously. Pupils utilise these arrangements confidently, understanding that staff will respond swiftly. A safe space, known as 'contemplate', offers pupils the opportunity to speak with an appropriate adult, such as a trained counsellor or mental health first aider. Pupils know how to access this resource and are taught about the importance of discussing concerns early.
50. Leaders maintain effective working arrangements with local safeguarding partners such as children's services and the police. Leaders with designated safeguarding responsibilities follow any advice received and escalate concerns onward when necessary.
51. PSHE lessons teach pupils across the school how to keep themselves safe, both generally and online. Pupils learn about the dangers of talking to strangers, and older pupils learn how to recognise and respond to issues related to social media and the internet. Leaders arrange workshops for pupils from organisations such as the NSPCC to ensure they are well informed about safety. Suitable internet filtering and monitoring systems are in place and are regularly monitored by the safeguarding team, effectively restricting pupils' access to inappropriate websites.
52. Leaders responsible for safer recruitment ensure that all necessary pre-employment checks are completed before staff and governors begin their roles. Leaders record these checks methodically in the single central record of appointments (SCR) and review them regularly.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Francis Holland Preparatory School
Department for Education number	207/6055
Registered charity number	312745
Address	Francis Holland Preparatory School 15 Manresa Road London SW3 6NB
Phone number	0207 352 7077
Email address	office@francishollandprep.org.uk
Website	www.francishollandprep.org.uk
Proprietor	Francis Holland Schools Trust
Chair	Mr Patrick Sherrington
Headteacher	Mrs Suzy Dixon
Age range	4 to 11
Number of pupils	219
Date of previous inspection	1 to 3 December 2021

Information about the school

54. Francis Holland Preparatory School is an independent day school for female pupils located in the borough of Kensington and Chelsea in London. Along with its sister schools, Francis Holland School, Sloane Square, and Francis Holland School, Regent's Park, the school is administered and governed by a charitable trust. In September 2024, Francis Holland Junior school relocated to its current location, having previously been based at Sloane Square, and became Francis Holland Preparatory School.
55. There are currently 30 children in the early years setting, in two Reception classes.
56. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
57. The school has identified seven pupils who speak English as an additional language (EAL).
58. The school states its aims are to achieve a vision of providing an inspiring education in a warm, welcoming community where pupils feel truly known, and are encouraged to be brave, unearth their natural curiosity, solve problems creatively and develop a lifelong love of learning. The school intends for pupils to value love, humility, compassion, courage, hope and thankfulness.

Inspection details

Inspection dates

3 to 5 June 2025

59. A team of three inspectors visited the school for two and a half days.

60. 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, 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.

61. 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**.

Independent Schools Inspectorate

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

For more information, please visit isi.net