

# School inspection report

6 to 8 May 2026

## **King's House School**

68 King's Road

Richmond

TW10 6ES

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

## Contents

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

## Summary of inspection findings

1. Governors maintain effective oversight of policies, procedures and pupils' wellbeing to ensure that the Standards are met consistently. They visit the school regularly and engage with staff and pupils to understand the impact of leaders' actions. Governors challenge and support leaders to be sure they have the skills and knowledge to fulfil their roles well. Leaders and governors evaluate provision carefully and drive continuous improvement, such as increasing inclusive sports opportunities for pupils. They place pupils' wellbeing and the school's ethos at the centre of decision-making.
2. Leaders and governors manage risk effectively. Appropriate risk assessments are in place, including for specialist areas in the school and off-site educational visits. Staff receive regular training so they understand how to mitigate hazards. Leaders work closely with external agencies to support pupils' welfare and attendance. The school meets the requirements of the Equality Act 2010 and supports pupils' accessibility and wellbeing needs well. Complaints are handled efficiently and reviewed to improve processes. Early years leaders create a suitable curriculum and a caring environment for young children to flourish.
3. Leaders provide a broad curriculum that enables pupils to make good progress across subjects. Teaching is underpinned by good subject knowledge, including specialist expertise in languages and sport. Effective assessment systems identify pupils' needs and inform appropriate challenge and support. English and mathematics are taught creatively, enabling pupils to develop secure literacy and mathematical skills and apply these confidently across the curriculum.
4. Early years provision is well planned to enable children's development and enjoyment of learning. Children make good progress in reading, writing and numeracy and are well prepared for Year 1. Leaders arrange effective support for pupils who speak English as an additional language (EAL) so they can access the curriculum successfully.
5. Personalised support helps pupils who have special educational needs and/or disabilities (SEND) to make good progress, including those who have an education, health and care plan (EHC plan). Extra-curricular activities and trips enrich pupils' experiences and develop their talents.
6. Assemblies, personal, social, health and economic education (PSHE) and relationships and sex education (RSE) develop pupils' understanding of diversity, inclusion and respectful relationships. Pupils learn about physical and mental health, emotions and wellbeing, increasing their self-confidence and self-esteem. Religious education (RE) and assemblies deepen pupils' spiritual awareness and appreciation of different faiths and beliefs. Staff in the early years model respectful behaviour and help children to develop positive relationships and communicate their emotions effectively.
7. Leaders promote pupils' wellbeing through effective supervision and pastoral support. Pupils understand the school's anti-bullying policy and procedures. Leaders record and address any incidents promptly. Most pupils behave well because staff typically implement the school's behaviour policy and expectations. However, some staff do not manage low-level misbehaviour as leaders intend. The physical education (PE) curriculum develops pupils' physical skills and supports their fitness and confidence. Leaders maintain appropriate health and safety procedures, attendance records and medical arrangements. Pupils receive suitable first aid by trained staff, including a school nurse.

8. The PSHE curriculum and assemblies develop pupils' understanding of the values that shape British society, including democracy. Pupils contribute actively to school life through councils and leadership roles. Teaching promotes respect for different opinions and cultures, including through lessons in modern foreign languages (MFL) and celebrations of religious festivals. Pupils develop social awareness and typically interact courteously. From the start in the early years, children learn the difference between right and wrong and how to make positive choices.
9. Leaders provide opportunities for pupils to contribute to local, national and international communities through charitable initiatives. Pupils develop social responsibility and an awareness of others' needs. Careers education, visiting speakers and enterprise activities prepare pupils for their future lives. Financial education is integrated across the curriculum, enabling pupils to develop a practical understanding of budgeting and money management.
10. Leaders maintain effective safeguarding arrangements that promote a culture of care throughout the school, including in the early years. Safeguarding leaders and governors are suitably trained and ensure policies and procedures reflect current guidance. Staff receive regular training and understand how to identify and report concerns promptly. Leaders respond swiftly to safeguarding issues and work closely with external agencies to ensure that vulnerable pupils receive the help they need. Robust recruitment procedures and internet filtering systems further support pupils' wellbeing and safety.

## 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 the behaviour policy is implemented consistently by all staff so that instances of low-level misbehaviour are managed promptly and effectively.

## Section 1: Leadership and management, and governance

11. Governors know the school well. They meet regularly with staff and pupils, which enables their understanding of the school's provision. Governors receive regular reports from leaders and provide informed and appropriate challenge and support where necessary. In this way, they assure themselves that leaders have the appropriate skills and knowledge to fulfil their responsibilities well and that the Standards continue to be met over time.
12. Governors and leaders adopt a reflective approach to evaluating the school's performance and developing plans for improvement. They take account of the views of parents and pupils through regular surveys. Governors and leaders implement a process of continuous improvement to enhance provision for pupils. Examples of this include the recent introduction of more inclusive sports, and the review of assemblies and the PSHE curriculum to deepen pupils' awareness of online safety and different cultures.
13. Governors and leaders take a strategic approach to risk management, considering factors that may affect the effective operation of the school. For example, they recently reviewed the school's transition to full co-education to ensure a positive impact on both female and male pupils' wellbeing. Leaders' detailed risk assessments support the safe use of areas such as the science laboratories and design and technology classrooms. Off-site educational and residential visits are carefully risk assessed. Staff carry out daily checks of indoor and outdoor environments, including in the early years. Staff are trained to complete risk assessments and to understand their role in mitigating hazards.
14. Leaders liaise effectively with external agencies to promote pupils' welfare. In particular, they ensure effective working relationships with local safeguarding partners. They communicate with the local authority regarding matters relating to attendance, including pupils who join or leave the school at non-standard transition points.
15. The school's website provides clear and accessible information for parents. This includes all required policies and documentation, such as those relating to safeguarding and the early years, as well as contact details for key staff. Parents receive regular written and verbal reports regarding their child's progress. Leaders communicate the required information relating to pupils with an EHC plan, including funding arrangements, to the local authority.
16. Leaders fulfil their responsibilities regarding the Equality Act 2010. The school's accessibility plan is regularly reviewed to identify ways in which the site, curriculum and written communication can be made more accessible for pupils who have additional needs. This includes the provision of portable digital devices to support access to learning at school and remotely, as well as the installation of an internal stair lift and hoist. Leaders provide access to emotional literacy support assistants (ELSA) and a counsellor to support pupils experiencing emotional or mental health difficulties.
17. Leaders of the early years have a secure understanding of their responsibilities for the youngest children. They ensure that provision consistently meets children's needs and that their wellbeing, including their social and emotional development, is prioritised. Leaders have a clear vision for early years education which is well understood and implemented by staff. This results in a supportive and engaging learning environment. Consequently, children in the early years receive a positive start to their education.

18. Leaders implement an effective complaints policy. They respond promptly to concerns, including at the informal stage, and follow published procedures and timescales should complaints progress to formal stages. Detailed records of complaints, actions taken and outcomes are maintained centrally. Leaders and governors review these regularly to identify any emerging themes and to determine whether further adjustments to policy and procedures are required.

### **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. Leaders design and implement a wide-ranging curriculum that enables pupils to make good progress in different subjects. The curriculum is well organised to meet pupils' diverse needs and provides extensive opportunities for academic, sporting, technological and creative enrichment. Pupils are taught French and Spanish throughout the school and Latin in the upper years. Pupils in the junior years also learn Italian. Most pupils attain standards above national curriculum age-related expectations in English, mathematics and science. In the early years, the curriculum covers the required areas of learning and teaching responds well to children's needs and interests.
21. Teachers demonstrate good subject knowledge, including specialist expertise in MFL, science, the creative arts and sport. They develop well-structured teaching plans that build on pupils' prior learning and use resources imaginatively. For example, pupils develop their design skills through activities such as sewing and painting. They produce increasingly detailed work as they move through the school, such as intricate felt bookmarks and artworks inspired by different artists. Teachers use open-ended questions to challenge pupils and deepen their thinking. In science, for example, pupils consider whether breathing and respiration are the same.
22. Leaders implement a comprehensive assessment framework. They analyse data to track the progress of individuals, groups and cohorts against expected outcomes. Assessment information is used effectively to inform teaching and to provide pupils with activities that are well matched to their different needs. This includes specific strategies and resources, such as sensory fidget tools and headphones. Teachers typically give clear feedback so that pupils understand how to improve their work. Older pupils receive guidance linked to examination criteria. As a result, pupils make good progress and are well equipped for the next stage of their education.
23. From the earliest years, the English curriculum develops pupils' confidence in speaking, listening and literacy skills. Discussions of a wide range of texts develop pupils' comprehension. Pupils are taught technical aspects of language, including phonics, grammar and punctuation. They learn to use techniques such as imagery, adjectives and metaphor for different purposes. Mathematics teaching is carefully planned and creative, enabling pupils to become confident and precise mathematicians. Younger pupils, for example, explore symmetry by painting butterflies, and older pupils apply pi to calculate the circumference of circles accurately. Pupils apply mathematical skills successfully across subjects, including their knowledge of grid references in geography and accurate measuring in design and technology.
24. Leaders in the early years provide pupils with a stimulating indoor and outdoor learning environment, including the outdoor space known as 'The Nest', which promotes children's development and enthusiasm for learning. Staff know children well and plan activities, such as the 'Gruffalo Café', which reflect children's interests and build their confidence in communication and self-expression. High expectations and skilled teaching secure children's development in early reading, writing and numeracy. In Reception, children read simple texts and write sentences independently. They count objects and match totals to digits. Leaders and staff make sure that children are ready for transition into Year 1.
25. Leaders identify pupils who speak EAL, including those new to English, and assess their language needs on entry. Individual and small-group support is used when necessary, and teachers adapt lessons effectively using visual prompts to develop pupils' vocabulary and understanding. Pupils'

language acquisition is closely monitored. As a result, pupils increase their English skills, participate confidently in lessons and access the full curriculum.

26. Leaders use appropriate strategies to identify pupils who have SEND. They ensure that pupils receive suitable individual or group support and communicate effectively with staff so that teaching is well matched to pupils' individual needs. Leaders maintain links with external specialists, including occupational and language therapists, to provide pupils with personalised support where required. As a result, pupils who have SEND make consistently good progress.
27. A wide range of extra-curricular activities before, during and after the school day enable pupils to develop interests and talents, including in computing, music technology and chess. Teamwork is promoted through sport, instrumental ensembles, choirs and drama clubs. Educational visits to museums, galleries, gardens and theatres broaden pupils' experiences and enrich their learning. Residential visits present new challenges and support the development of pupils' confidence and independence.

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

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

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

29. Assembly themes, such as Black Lives Matter, together with the PSHE curriculum, encourage pupils to recognise individuality and learn about ways that people can be different. Pupils develop an awareness of the impact of stereotyping and the importance of mutual respect within an inclusive community. In the early years, staff model respectful behaviour consistently and, as a result, children are considerate towards one another.
30. The PSHE curriculum provides pupils with guidance on physical and mental health, including healthy eating, exercise and sun safety. Pupils consider the effects of too much screen time and understand why they are not allowed to access personal digital devices during the school day. They are taught that balancing work and play can support their overall wellbeing.
31. The RSE curriculum promotes respectful friendships and relationships, including an understanding of different family structures and age-appropriate discussions on consent. Teaching about puberty supports older pupils' understanding of physical and emotional changes.
32. Staff encourage pupils to contribute to discussions, assemblies and school productions, which builds their confidence and self-esteem. During PSHE lessons, pupils learn to recognise and understand a range of emotions, including anger and disappointment and the effect their actions can have on those around them. Pupils are encouraged to share concerns with staff directly, through using worry boxes or via access to the school counsellor. Staff respond promptly and provide additional support where needed, including emotional literacy activities or counselling. As a result, pupils develop their self-awareness and self-esteem.
33. Lessons in RE and assemblies introduce pupils to a range of world religions and festivals. Visits to places of worship further develop pupils' understanding and respect for different faiths and beliefs. Pupils engage enthusiastically in music, art and outdoor learning. In the early years, activities such as observing caterpillars' chrysalis and minibeasts in 'The Nest' encourage children to reflect on the natural world. These experiences help pupils to develop their spiritual awareness.
34. The early years curriculum effectively supports children's personal, social and emotional development. Staff maintain a calm and orderly environment and help children to associate emotions with colours to encourage their recognition and expression of feelings. This enables children to become confident in sharing concerns and expressing their emotions appropriately.
35. Assemblies, PSHE lessons and form times reinforce pupils' understanding of the school's anti-bullying policy. The infrequent incidents reflect an effective approach. Leaders respond promptly to concerns and provide appropriate support for those involved. Incidents are recorded and analysed to identify patterns and inform action. Pupils' behaviour is generally positive. However, in some lessons and around the school, instances of low-level misbehaviour are not managed consistently or in line with the school's behaviour policy. When this occurs, pupils are distracted and lose focus. This interrupts and limits their learning.
36. The PE curriculum is planned well. From the early years, activities such as climbing and running support the development of physical skills, fitness and co-ordination. Pupils participate regularly in sports including football, netball, cricket, hockey and dance. They extend their experience through

clubs such as judo and cross-country. Pupils of all sporting abilities represent the school in competitive fixtures, developing confidence, fitness and sportsmanship.

37. Leaders ensure pupils are appropriately supervised throughout the school day, including during extra-curricular activities and educational visits off site. In the early years, suitable staff-to-child ratios are maintained.
38. The premises are suitably maintained and the required health and safety checks are completed in a timely manner by trained staff or specialist contractors. Accurate records are kept, ensuring that health and safety requirements are met. Pupils participate in regular fire evacuation drills so that they understand what to do in an emergency.
39. Admission and attendance registers are maintained in line with statutory requirements. Leaders monitor absenteeism closely and follow up absences to promote regular attendance.
40. Appropriate arrangements are in place for pupils who are injured, unwell or have specific medical needs. A school nurse is available throughout the day. Staff receive suitable first aid training, including paediatric first aid in the early years. Medicines are stored securely, and records are maintained accurately.

### **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. The PSHE curriculum develops pupils' understanding of the values that underpin British society. Pupils deepen their understanding of democracy through regular discussions in lessons and assemblies. They vote to elect school council representatives and to select charities to support, thereby gaining first-hand experience of a democratic process. The school council presents pupils' ideas to leaders, who listen and consider proposals carefully. This leads to initiatives such as food waste reduction schemes, improvements to lunchtime arrangements and enhancements to litter facilities. Pupils learn to respect differing viewpoints and to express and listen to different opinions appropriately. Staff ensure that discussions of political themes are conducted impartially.
43. Lessons in MFL, assemblies on festivals such as Chinese New Year and Ramadan and visiting speakers promote pupils' understanding and respect for a range of cultures, faiths and beliefs. Pupils greet their teachers in different languages each week, reflecting and celebrating the linguistic diversity within the school community. International-themed menus and the annual International Day celebrations provide opportunities for pupils to sample different foods and learn about global traditions. As a result, pupils develop respect for diversity and typically interact courteously with one another.
44. Leaders encourage pupils to contribute to local, national and international communities through fundraising activities, including bake sales and enterprise fairs. These experiences help pupils to understand the challenges faced by others and how they can contribute positively. Pupils learn about a range of causes, including support for young carers, clean water projects in Africa and educational initiatives in Rwanda. Consequently, pupils develop a sense of social responsibility and active community engagement.
45. Pupils learn that moral values, rules and laws underpin a safe and respectful society and that the criminal justice system gives sanctions when laws are broken. Staff support pupils to reflect on their mistakes and to make better choices in the future. Across the curriculum, pupils develop respect, teamwork, positive sportsmanship and adherence to rules, which support a positive school culture. Teaching about legal processes extends older pupils' understanding of the rule of law and public institutions.
46. In the early years, children are encouraged to work collaboratively and support one another. They are helped to negotiate roles and resolve disagreements, building their social development. Pupils contribute to school life through a range of leadership roles. In the junior department, pupils take turns as class helpers. Older pupils undertake responsibilities such as house, sport and music captains and heads of school. Pupils on the school council, food committee and eco council lead meetings, present information in assemblies and represent the views of their peers. The oldest pupils act as buddies for those entering the senior department to help them settle in. Pupil leaders understand the importance of being proactive, collaborative and attentive listeners.
47. Leaders ensure that pupils are appropriately prepared for future careers. Careers education is delivered through the PSHE curriculum and enhanced by visiting speakers, often parents, who provide insight into a range of professions. As a result, pupils develop awareness of different career pathways and begin to form aspirations for the future.

48. Pupils are taught to manage finances effectively through both the mathematics and PSHE curriculums. In the early years, children use money in role-play activities. They learn to recognise the value of different coins and add amounts together. Older pupils develop their understanding of economic wellbeing, including the value of money, budgeting, debt, fraud and financial decision-making. Enterprise projects reinforce pupils' learning, for example through running stalls at the Christmas fair and considering profit and loss. These experiences build pupils' understanding of key economic concepts and support their preparation for future financial responsibilities.

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

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

## Safeguarding

50. Leaders have established robust and effective safeguarding arrangements, including in the early years, that underpin the school's culture of care. The safeguarding policy reflects current statutory guidance and local safeguarding procedures. This is available to parents via the school's website. Leaders review the policy to ensure it is up to date and effective.
51. Those leaders and governors with designated safeguarding responsibilities are appropriately trained for their roles. They review safeguarding practice routinely, including through staff questionnaires, to ensure that policies and procedures are implemented effectively. Leaders work closely with local authority safeguarding partners to understand risks in the local community. Safeguarding records are detailed, securely stored and include clear accounts of actions taken and outcomes.
52. Leaders provide regular safeguarding training for staff, including comprehensive induction for new staff and ongoing updates. Training covers key areas such as the 'Prevent' duty, recognising risks of radicalisation and extremism, whistleblowing and low-level concerns. As a result, staff are confident in identifying, recording and reporting safeguarding concerns using the school's reporting systems, including any concerns relating to adults working with children.
53. Leaders respond promptly to all safeguarding concerns. Where necessary, they seek advice from, or make referrals to, external agencies such as local safeguarding partners and the police. Leaders ensure that appropriate support is provided to pupils and that risk assessments are completed when required. Staff are readily available for pupils to speak to, and pupils are confident that they can approach trusted adults with concerns. Worry boxes give pupils an additional confidential route for communication. Staff check and respond to these communications regularly.
54. Pupils are taught about online safety through assemblies and the information and communication technology (ICT) and PSHE curriculums. They understand the importance of not sharing personal information and know to report concerns about online contact with an unknown adult. Effective filtering and monitoring systems provide oversight of pupils' internet use and leaders respond swiftly to any alerts of inappropriate activity. Pupils are not permitted to use personal digital devices in school, ensuring that only appropriate content is accessed.
55. Leaders are trained in safer recruitment procedures and ensure that all pre-employment checks are completed before staff, volunteers and governors commence their roles. The single central record of appointments (SCR) is accurately maintained and subject to regular review by leaders and governors. This supports the ongoing suitability of adults working in the school.

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

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

## School details

<b>School</b>	King's House School
<b>Department for Education number</b>	318/6001
<b>Registered charity number</b>	312669
<b>Address</b>	King's House School 68 King's Road Richmond Surrey TW10 6ES
<b>Phone number</b>	020 8940 1878
<b>Email address</b>	info@kingshouseschool.org
<b>Website</b>	www.kingshouseschool.org
<b>Proprietor</b>	Kings House School Trust
<b>Chair</b>	Dr Richard Ward
<b>Headteacher</b>	Mr Mark Turner
<b>Age range</b>	2 to 14
<b>Number of pupils</b>	418
<b>Date of previous inspection</b>	13 to 15 June 2023

## Information about the school

57. King's House School is an independent co-educational day school for pupils aged two to thirteen years, situated in Richmond, Surrey. It was originally established as a school for male pupils. The nursery provision opened in 2009 for male and female children aged two to four years. The school became fully co-educational in September 2024. It is situated on three sites close to each other on Richmond Hill, with a sports ground in Chiswick. The school is divided into three departments. The nursery is for children aged two to four years, the junior department is for pupils aged four to eight years and the senior department is for pupils aged eight to thirteen years. The school is a charitable trust managed by a board of governors, which oversees all aspects of the school's operation. The current chair of governors took up his position in December 2023.
58. There are 97 children in the early years, comprising three Nursery and two Reception classes.
59. The school has identified 60 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
60. The school has identified English as an additional language for 108 pupils.
61. The school states that its aims are to provide an environment where pupils feel supported and safe and where their welfare and safeguarding are paramount. It seeks to offer an education in which pupils experience equality. The school further aims to provide a broad and balanced curriculum which engages and challenges pupils whilst developing their knowledge, understanding and skills across all areas of learning.

## Inspection details

### Inspection dates

6 to 8 May 2026

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

63. 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 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.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

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

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