

School inspection report

24 to 26 June 2025

Broomwood Prep – Boys

26 Bolingbroke Grove

London

SW11 6EL

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

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Summary of inspection findings

1. Leaders have the skills and knowledge they need to fulfil their responsibilities and actively promote the wellbeing of pupils. They draw up suitable policies and procedures and oversee their effective implementation. Senior leaders are reflective when evaluating the school's success in achieving its aims and in identifying next steps designed to benefit the pupils. Middle leaders are instrumental in identifying and meeting pupils' individual pastoral and academic needs, working in close collaboration with staff throughout the school. Leaders promote the school's values on a daily basis so that they are understood and embodied by the pupils. Governors maintain close oversight through a comprehensive programme of visits, reviews and discussions with leaders throughout the year.
2. Leaders review pupils' attainment and progress frequently to inform planning. They draw up a curriculum which is designed to meet pupils' changing needs throughout their time in the school. Leaders provide a programme of extra-curricular activities for pupils to engage in, but this is currently limited in scope and does not enable older pupils to develop their interests and skills outside lessons as much as possible.
3. Effective information sharing amongst staff allows teachers to ensure that their planning pays close attention to pupils' long- and short-term progress and responses in lessons. Teachers use their detailed knowledge of pupils and ongoing assessments of their progress to provide activities that are tailored to their needs. Pupils who have special educational needs and/or disabilities (SEND) are well supported in their work. Staff provide pupils who attain at higher levels with challenge and experiences which enhance their learning. Pupils throughout the school make good progress and achieve at levels that are often in advance of national age-related expectations.
4. Leaders foster a culture of respect and responsibility throughout the school. Staff provide guidance and encouragement to enable pupils to understand how they can improve in their work and personal lives and take pride in their achievements. Robust pastoral systems and frequent communication between leaders and staff facilitate swift and effective responses to pastoral concerns. Leaders make effective use of behaviour management procedures to prevent any undesirable behaviour from escalating while enabling pupils to reflect on and modify their behaviour. The personal, social, health and economic (PSHE) education curriculum helps pupils to develop mutual respect, understanding and appreciation of diversity. They are highly aware of each others' needs and differences. The relationships and sex education (RSE) programme enables pupils to gain a mature understanding for their ages of the features of healthy relationships.
5. The curriculum, assemblies and school events prepare pupils well for life in Britain. Pupils acquire a secure understanding of some key features of British society, including democracy, respect and the rule of law. They are well prepared for transition points within the school and for the move to their senior schools and beyond. Pupils learn about and respect the different cultures and faiths in Britain and the wider world. They learn about the importance of managing their finances and how to do so. Pupils fulfil a range of responsibilities throughout the school. They contribute positively to the local community and support charities both locally and further afield. They are particularly aware of the ways in which their active involvement in the school community can benefit their own and others' wellbeing.

6. Through frequent training and discussion, leaders promote an understanding amongst adults in the school that safeguarding is a shared responsibility. Staff use their knowledge of pupils to recognise and support their needs. Pupils are safeguarded when using the internet by school systems and through their understanding of how to keep themselves safe. Governors maintain close oversight through reports, visits and an annual review.

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 opportunities for older pupils to develop their skills and interests outside lessons.

Section 1: Leadership and management, and governance

7. Leaders use their skills and knowledge to provide an education that is carefully planned and tailored to promote the wellbeing of all groups of pupils. They fulfil their responsibilities effectively through the drawing up of policies and procedures which comply with relevant legislation and pay due regard to current statutory guidance. Leaders communicate their expectations clearly to staff and pupils so that they understand how to play their part in implementing school procedures.
8. Senior leaders know the Standards well and assess the school's provision regularly to ensure they are met. Leaders seek and respond to the views of all groups within the school community and use these to inform future planning. They work closely with senior leaders at the other schools within the proprietary group to seek ways in which they can work together to further pupils' wellbeing. Leaders are careful to assess the school's specific context before identifying next steps and to assure themselves that any new initiatives are likely to be of benefit to the pupils.
9. Middle leaders have a clear understanding of their roles and carry these out effectively. They draw up plans and procedures which are adapted to meet pupils' individual pastoral and academic needs. Subject and pastoral leaders collaborate with each other and across departments as well as with staff whom they lead. The frequent and focused sharing of information and ideas about best practice between leaders and staff facilitates prompt and appropriate action in response to any concerns about pupils' progress and emotional wellbeing.
10. Governors support leaders in evaluating the school's success in meeting the Standards. They undertake detailed reviews of all aspects of provision to assure themselves that leaders fulfil their responsibilities consistently. Governors ensure that leaders have the skills and knowledge needed to carry out their roles and provide support and challenge when discussing plans for school development.
11. Leaders demonstrate the importance of adhering to the school values through their daily reiteration of these within assembly, form times, lessons and informal discussions. Pupils spontaneously refer to the school's values and understand how these values can have a positive impact on their own lives and on those around them. Pupils' deep understanding of the values is evident in their behaviour and demeanour and in their explanation of the 'values' display, which reinforces their awareness each day.
12. The school's website provides parents with up-to-date information about its policies and procedures. Parents receive information about their child's progress and attainment in annual reports and through written and verbal feedback throughout the year. Leaders communicate frequently with parents to inform them about recent and planned events, including those which are specific to their child's class.
13. Leaders maintain productive links with external agencies to support pupils' wellbeing. They inform the local authority when pupils leave or join the school at non-standard transition points and report concerns about pupil attendance. Leaders provide the local authority with the required information about the funding and progress of pupils who have an education, health and care (EHC) plan.
14. A suitable procedure is in place for the management of any parental complaints about the school. Leaders implement this in line with stated timescales. They are reflective when considering parents'

views, adapting school procedures when areas for possible improvement are brought to their attention.

15. Leaders implement systematic assessment of potential risks to pupils. They identify risks that are specific to the school's buildings and location and put in place appropriate measures to mitigate these. Staff understand their roles and responsibilities in managing risk. They draw up detailed plans to reduce risks to pupils in classroom activities and on day and residential visits. Leaders identify risks to individual pupils and work with staff in implementing strategies to promote their physical and emotional wellbeing. Governors scrutinise and discuss risk assessments with leaders to confirm that the management of risk is robust.
16. Leaders promote respect for others and ensure that staff understand their role in enabling the school to meet the requirements of the Equality Act 2010. Staff model and reward respect and tolerance so that teaching and provision do not discriminate. Leaders and staff adapt school procedures and provision in response to pupils' diverse needs. The accessibility plan identifies the means by which pupils' access to the school and its curriculum may be enhanced through adaptations to the buildings, lessons and pastoral systems.

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

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

Section 2: Quality of education, training and recreation

18. Senior leaders consider pupils' needs and prior attainment in structuring a curriculum which provides opportunities for them to learn and make progress. This is reflected in the inclusion of subjects such as reasoning and Latin, and modifications to the timetable in response to the analysis of assessment data.
19. Staff throughout the school encourage pupils to achieve highly through promotion of the school value of aspiration. Pupils make good progress from their starting points and achieve well in relation to expectations for their ages. They are well prepared for each new stage in their learning within the school and experience success in securing places and scholarships at selective senior schools. Leaders provide information for parents about these achievements on the school website.
20. Subject leaders establish connections between curriculum subject matter and the real world, thereby deepening pupils' understanding. Examples include engaging pupils in a Roman banquet in drama and considering World War II's 'war of words' in English. Pupils consolidate and extend their learning through regular trips and visitors to the school, including talks from authors, visits to museums and studies of the local area.
21. The extended school day includes an hour after lessons during which pupils undertake activities which further their learning. Younger pupils engage in optional sessions which enable them to widen their knowledge and interests, ranging from Spanish to drama and yoga. Older pupils typically attend homework sessions where they have support readily at hand within a calm environment. Staff provide support sessions for pupils who have SEND and music enrichment activities. Scholarship classes enable pupils with high prior attainment to extend their knowledge and skills beyond the standard curriculum. A programme of clubs and activities is provided before and after the school day, but this is currently limited in scope. As a result, older pupils have fewer opportunities to develop their skills and interests outside lessons.
22. Leaders implement robust systems to identify strategies to support pupils who have SEND. Staff throughout the school work together to implement measures which enable these pupils to make progress. These measures are broad and meticulously tailored to each pupil and their current needs. Pupils benefit from effective teaching strategies and, when appropriate, the provision of specialist resources in class, small group sessions and individual support. Pupils who have SEND develop the confidence to overcome challenges and bridge gaps in their learning, supported by guidance in managing anxiety and access to the calm learning environment provided within dedicated spaces.
23. Pupils who speak English as an additional language (EAL) make good progress in acquiring fluency and confidence in spoken and written English. Leaders assess pupils' needs on arrival and monitor their progress over time. They provide individual or group support as appropriate, adapting provision as pupils grow in competence.
24. Senior leaders monitor teaching through observations of classroom practice and review of pupils' work, using their findings to identify whole-school strategies to enrich teaching and learning. They implement a structured programme of assessment which they use to track pupils' attainment and progress over time. Subject leaders meet frequently with each other and with teachers to consider the ways in which they can improve the curriculum and their teaching. They collaborate in using

assessment data and observations of pupils in lessons to inform their planning and to identify the ways in which individual pupils can be supported and challenged.

25. Teachers have a thorough knowledge of and enthusiasm for their subjects which they communicate through well-paced and engaging lessons. They are alert to pupils' responses in class, adapting lessons accordingly to meet their needs. Teachers' detailed knowledge of pupils' academic and emotional requirements informs their interactions in lessons, where frequent individual and class feedback shows pupils how to improve their work. Pupils make effective use of the targeted feedback they are given in their books and in class to learn and make progress.
26. Teachers help pupils to adhere to behaviour expectations in lessons through unobtrusive reminders and praise for examples of desired behaviours. They employ a range of resources to assist pupils' learning, including judicious use of technology as well as, when appropriate, practical resources in subjects such as science and art to develop pupils' skills and understanding.
27. Pupils are attentive and focused during lessons. They tackle challenging tasks with confidence and perseverance in response to teachers' encouragement to take risks and learn from their mistakes. Pupils benefit from their teachers' sensitive correction of misconceptions, and from activities where they explain and share their knowledge and ideas with each other, which enables them to consolidate and extend their skills and knowledge. Pupils learn to think and learn for themselves through structured research tasks and presenting their findings in their own words and formats.
28. Pupils acquire skill and fluency in the spoken and written word. They use sophisticated language in their poetry and persuasive writing and learn to appreciate the language of a broad range of writers, from Shakespeare to those of the modern day. Pupils apply their well-established mathematical skills and enthusiasm for the subject to increasingly complex and challenging problems. They assess their own levels of achievement and confidence in selecting the appropriate level of challenge within lessons and use their knowledge successfully within other subjects, such as science and geography.
29. Pupils demonstrate their creativity and design abilities in projects such as clock design, portrait painting and bridge building. They develop and apply their musical and dramatic skills in regular performances in class and in public. Pupils gain a detailed understanding for their age of scientific processes and concepts in response to a carefully structured scheme of work which enables them to build on their knowledge over time. They show confidence in computing lessons, demonstrating well-developed skills in coding and programming.

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. Leaders emphasise the importance of the school values of respect, aspiration and integrity effectively so that pupils actively seek ways of exemplifying these, thereby acquiring a mature sense of responsibility for their actions.
32. Leaders create a positive learning environment in which pupils are encouraged to reflect on their mistakes and use them to improve. They use targeted surveys to identify pupils' needs, providing emotional support and counselling when appropriate to help pupils gain confidence and self-understanding. Subject and pastoral leaders liaise closely with form tutors and teachers to identify strategies to support pupils and nurture their confidence and self-esteem. This includes the identification of pupils who have the potential for higher levels of attainment but are affected by specific academic or pastoral challenges, and the provision of personalised opportunities for pupils to take on key roles in events such as drama productions.
33. The PSHE scheme of work enables pupils to develop trust and respect towards others. Teachers plan lessons which take pupils' needs into account, enabling open discussion and consideration of the views of others. Lessons focusing on topics such as inspirational leaders and artists who are neurodiverse or from the lesbian, gay and bisexual, transgender (LGBT) community enhance pupils' understanding of the diverse nature of society. Pupils share their own experiences and challenges in their roles as neurodiversity ambassadors and in assemblies, enhancing their own confidence and the understanding of other pupils.
34. The RSE programme includes lessons within the PSHE and science curriculums. Pupils of all ages learn about the importance of trust and respect in healthy relationships. Older pupils are taught about the signs that indicate a relationship may be unhealthy. Teachers help pupils to gain insight into the ways in which their bodies change over time.
35. The curriculum and wider school activities help pupils to grow in spiritual awareness. Pupils of all faiths and none engage in reflection in regular church services. They show an understanding of the value of the natural world through their actions within environmental groups and activities. Teachers plan lessons during which pupils consider the impact of faith on the work of artists and their own responses to different musical forms.
36. Pupils develop their physical and teamwork skills in timetabled lessons and through the extra-curricular programme. Subject leaders work closely with staff within the department to share teaching strategies and observations. Staff continually assess pupils' progress in lessons so that they can be provided with competitive experiences which meet their needs. Pupils learn about the importance of physical fitness and diet in staying healthy and are supported in this through the healthy choices available to them at lunchtimes.
37. Staff teach pupils about the importance of mental and emotional health and of the ways in which they can nurture this in their own lives. In PSHE lessons, pupils learn about strategies to relieve examination stress, reinforced by further activities in 'mental health awareness week'. As a result, pupils understand the importance of sharing any anxieties with others.

38. Leaders support staff in implementing the recently reviewed behaviour and rewards system fairly and consistently. Governors work closely with leaders to identify the means by which pupils can be supported in maintaining positive behaviour through changes in routines and provision at breaktimes. Consistent communication from leaders and staff means that pupils have a clear understanding of systems and expectations, engaging actively with strategies that help them to overcome any behavioural challenges. Pupils demonstrate positive behaviour in lessons and around the school, understanding the importance of this in relation to the school values of respect and community.
39. Leaders and staff encourage pupils effectively to report any instances of poor behaviour to adults in school. Pupils are taught how to recognise and prevent bullying in PSHE lessons and additional sessions in regular anti-bullying weeks. Leaders resolve behaviour concerns at an early stage, so that instances of bullying are few in number. Leaders respond to such allegations swiftly and effectively, providing support and guidance for both parties.
40. Leaders implement systematic and rigorous procedures to promote pupils' physical safety and ensure that the premises are well maintained. They undertake frequent checks on equipment and the school's premises, addressing any issues promptly to ensure that relevant legal requirements are met. Appropriate precautions are taken to reduce the risks to pupils from fire, including frequent checks of equipment and regular evacuation drills.
41. Suitable numbers of staff supervise pupils throughout the school day and during off-site activities. Pupils who are injured or unwell are cared for and treated by staff who are appropriately trained for their roles.
42. Leaders maintain attendance and admission registers in line the requirements of current regulations. They monitor attendance closely, working with parents, pupils and external agencies to support pupils when concerns arise.

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

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

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

44. Pupils are well prepared to play their part in British society through PSHE lessons and a wide-ranging programme of activities outside the classroom. Leaders promote British values such as democracy and appreciation of those with diverse faiths and beliefs throughout school activities, alongside the school values of empathy and respect. Staff model these in their daily interactions, so that pupils learn to consider the views and needs of others with maturity.
45. Leaders reinforce the school value of community through the many opportunities available for pupils to support and work alongside others in school. Pupils employ and extend their skills of teamwork and collaboration in sporting activities, music and drama performances, and mixed-age activities within their houses. Leaders arrange shared academic and social activities with pupils in the associated school for female pupils. These experiences foster pupils' mature sense of social responsibility alongside their readiness to communicate and work with others.
46. Pupils of all ages fulfil meaningful positions of responsibility, including as school councillors and subject prefects. Older pupils act as buddies to younger ones, helping them to settle into the school and in the playground. Pupils show a sense of responsibility towards the environment through the work of the 'green team', including litter picking in the local area.
47. Pupils are active in identifying and selecting charities to support and in contributing to the lives of others in the wider world. They undertake activities in the local community, such as clothes collection and carol singing at the local railway station. Pupils wash cars, run in triathlons and bake cakes to support charities further afield. They engage with pupils in other schools, raising funds to purchase playground equipment locally and helping with reading and sports activities when on overseas residential trips.
48. The theology, philosophy and religion (TPR) and wider curriculum helps pupils to understand and respect people who have faiths and cultures that are different from their own. Pupils acquire a broad knowledge of the faiths practised in British society and beyond, enhanced by visits to places of worship and presentations in assembly. They learn about customs and cultures around the world in lessons and school events, and through sharing their own experiences. These include the 'European day of languages', and an African drumming workshop. The annual residential visit to France enables pupils to experience life in another country at first hand through communicating in French and engaging in activities such as shopping.
49. The PSHE curriculum includes content which teaches pupils about the importance of responsible financial management. Teachers plan activities which develop pupils' age-appropriate awareness of matters such as budgeting, saving and the use of credit cards. Pupils put their knowledge into practice in lessons and activities. These include planning a camping trip, learning about coins used in the past, spending money in shops and setting up their own small businesses.
50. Leaders provide a range of opportunities and events which prepare pupils for the next stages in their lives. Annual transition days allow pupils throughout the school to prepare for the experience and expectations of the coming year with their new form tutors. Older pupils and their parents are supported in finding out about senior schools at annual information events and through visits from

past pupils. Lessons in PSHE are complemented by visits from parents and other speakers who share experiences of different careers and the subjects that are needed to undertake them.

51. Pupils recognise the importance of taking responsibility for their own actions with respect to rules in school and the laws of the land. In PSHE lessons, they learn about public services and institutions and the government's role in making laws. Pupils are well informed about democratic principles, including the responsibility of elected officials to represent voters' interests. Staff engage pupils in the democratic process in and outside the classroom. Pupils apply and vote for positions of responsibility in school and use voting as a means of gauging opinions in lessons.
52. Teachers foster pupils' deeper understanding of matters such as the ethics of crime and punishment and different political systems in TPR lessons. They present pupils with balanced and opposing views on political matters when these are discussed. Pupils learn to make up their own minds about their opinions after listening to the views of those on opposing sides of an argument.

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

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

Safeguarding

54. Leaders draw up and oversee the effective implementation of policies and procedures to safeguard pupils. They undertake regular review of safeguarding arrangements to ensure they meet pupils' needs and the requirements of current statutory guidance. Governors oversee safeguarding arrangements and the appropriateness of the school's responses to concerns through frequent discussions with leaders and reports to the governing body, alongside an annual review of policy and procedures.
55. Staff and governors undertake suitable safeguarding training, and the safeguarding team receive additional training to equip them for their roles. Leaders include frequent updates and discussions about safeguarding matters in staff meetings so that staff are aware of their roles and responsibilities. Staff have a secure understanding of leaders' expectations of their professional conduct. They report any related concerns to senior leaders, who manage these appropriately.
56. Staff are alert to any changes in pupils' behaviour or demeanour and are quick to offer sensitive support. They report concerns promptly and in line with school processes so that they are quickly brought to the attention of those with safeguarding leadership responsibilities.
57. Pupils are provided with the means to report any concerns confidentially as well as through discussion with trusted adults in school. They understand the options open to them, making use of written and in-person reporting systems.
58. Leaders keep detailed safeguarding records which they use to identify patterns over time, including for individual pupils. They monitor safeguarding concerns alongside pupils' behaviour, pastoral and academic records to enhance their understanding of pupils' needs. Leaders manage concerns appropriately, seeking and following advice from local safeguarding partners and the police when required, and referring concerns to the appropriate agencies when necessary.
59. Pupils learn how to stay safe when online through PSHE and computing lessons. They are taught about the importance of measures such as password protection and maintaining privacy of information. A robust filtering system protects pupils when they use the internet in school. Leaders monitor this closely and respond swiftly to reports of attempted breaches, providing support and guidance as appropriate.
60. Leaders carry out all necessary safer recruitment checks on adults before they begin work at the school. Checks are recorded systematically on a single central record of appointments (SCR), and supporting documentation is kept when required.
61. Leaders understand the potential safeguarding risks to pupils in the school. They draw up assessments for groups and individuals which identify these risks and the means by which they may be mitigated.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Broomwood Prep – Boys
Department for Education number	212/6395
Address	26 Bolingbroke Grove London SW11 6EL
Phone number	0208 682 8888
Email address	prepboys@broomwood.com
Website	www.broomwood.com
Proprietor	Dukes Education
Chair	Mr Aatif Hassan
Headteacher	Mr Michael Hodge
Age range	7 to 13
Number of pupils	207
Date of previous inspection	17 to 20 May 2022

Information about the school

63. Broomwood Prep – Boys is an independent day school for male pupils located in Wandsworth, South London. Formerly known as Northcote Lodge, the school adopted its current name in September 2023. It is owned and governed by Dukes Education alongside its sister schools, Broomwood Pre-Prep and Broomwood Prep – Girls. The current headteacher took up his position in September 2024.
64. The school has identified 85 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
65. The school has identified English as an additional language (EAL) for 36 pupils.
66. The school states its aims are to encourage pupils to set and pursue ambitious goals within a supportive and inclusive environment. It seeks to enable pupils to feel confident to try new things and become active members of their community. The school aims to nurture pupils' self-awareness and resilience and their readiness to take responsibility for their actions.

Inspection details

Inspection dates

24 to 26 June 2025

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

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assembly
- 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.

69. 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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