ISI Independent Schools Inspectorate

School inspection report

2 to 4 June 2026

The New Beacon School

Brittains Lane

Sevenoaks

TN13 2PB

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. Governors and leaders promote a positive, purposeful culture that reflects the school's values of courtesy, integrity and responsibility. Governors provide effective oversight and check that leaders have the knowledge and skills to ensure that the Standards are met consistently.

2. Leaders prioritise pupils' wellbeing in their decision-making. Leaders draw up appropriate policies to mitigate risks to pupils' welfare and ensure that staff understand them. However, not all required policies were made available to parents and others at the start of the inspection. In addition, the attendance policy was not published on the school's website. Leaders made the required policies available and published the attendance policy during the inspection. Through meaningful self-review, leaders identify priorities for the school's development and take decisive action where improvement is needed.

3. The leadership of the school's boarding provision is effective. Leaders provide boarders with high levels of support and ensure that the boarding accommodation is comfortable and of good quality.

4. Leaders in the early years promote a nurturing, calm and structured environment that meets individual children's needs. As a result, children make good progress in their learning and form positive relationships with others.

5. The curriculum offers a broad, stimulating range of academic, practical and aesthetic subjects. Teachers are knowledgeable. They plan well-resourced lessons that enable pupils to develop their skills and knowledge. A suitable framework is in place to assess pupils' progress. Pupils who have special educational needs and/or disabilities (SEND) receive tailored support, which leaders review regularly.

6. Staff provide suitable guidance for pupils who speak English as an additional language (EAL). A programme of enrichment activities, including a wide range of clubs and societies, enables pupils to develop their interests and acquire new skills.

7. Leaders prioritise pupils' emotional wellbeing and mental health. They ensure that pupils can access support from adults when required, supporting the development of their self-esteem and self-confidence. The school's relationships and sex education (RSE) programme is well planned and taught by trained staff. The personal, social, health and economic education (PSHE) and physical education (PE) programmes are effective in promoting pupils' fitness and their understanding of how to maintain healthy lifestyles.

8. Pupils uphold high standards of behaviour, supported by staff who apply the behaviour policy consistently. Leaders respond robustly to any instance of bullying. Through the PSHE programme and assemblies, pupils learn about different types of bullying and how to seek help if required. The school's arrangements for promoting health and safety are effective. Pupils are supervised well, including during boarding time.

9. Leaders provide meaningful opportunities for pupils to develop their appreciation of identity, cultural diversity and different religious traditions. The curriculum enables pupils to develop their understanding of moral and ethical issues. Pupils develop a secure understanding of British institutions, citizenship, democracy, the rule of law and individual liberty. They learn to act responsibly, including by supporting and enriching the lives of others in the local community.

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Leaders provide effective guidance to help pupils consider their next steps. Pupils, including children in the early years, receive effective economic education.

10. Governors and leaders prioritise the safeguarding of pupils. Staff receive suitable training in safeguarding practice. Leaders liaise effectively with safeguarding partners where required. They act promptly on any concerns about the behaviour of adults. Suitable internet monitoring and filtering arrangements are in place. The school maintains suitable safer recruitment procedures for new staff. However, in one isolated instance, a check was completed shortly after the start date of employment. Leaders have subsequently refined their procedures to eliminate the risk of a similar delay.

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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 all required policies are made available to parents of current and prospective pupils
- ensure that the attendance policy is published on the school's website
- ensure that all required pre-employment safer recruitment checks are undertaken before staff begin work at the school.

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Section 1: Leadership and management, and governance

11. Leaders set clear expectations for pupils' academic achievement and behaviour. They provide purposeful opportunities for pupils to develop their character, in line with the school's values. In turn, pupils uphold high standards of conduct and acquire the knowledge and skills they need to ensure they are prepared for the next stage of their education and for life in British society.

12. Governors provide effective oversight of the school. They ensure that leaders promote pupils' wellbeing systematically and fulfil their responsibilities effectively so that the Standards are met consistently. Governors know the school well. They visit regularly to evaluate the impact of leaders' decisions. Through formal meetings and ongoing professional dialogue, they challenge leaders' decision-making, drawing on reports and relevant data. They gain further insight into the effectiveness of the school's provision through discussions with parents, staff and pupils.

13. Leaders evaluate the school's provision systematically and use their findings to identify clear priorities for the school's development. For example, as a result of recent self-review, they have extended the pastoral and safeguarding teams and enhanced the staffing of the Nursery. Governors scrutinise leaders' plans to check that they support the school's wider aims and promote pupils' wellbeing.

14. Leaders implement a comprehensive risk management framework. They have an in-depth understanding of contextual risks that could affect pupils' welfare and take suitable action to manage them. Leaders regularly review and update risk assessments, including when circumstances change. Staff receive regular training in evaluating and managing risk, which equips them to identify potential hazards and apply appropriate control measures consistently.

15. The leadership of boarding is effective. Boarding staff receive appropriate training and work co-operatively with pastoral, academic and healthcare teams to ensure that individual boarders' needs are met. The boarding house is well run and comfortable. Leaders operate a well-ordered boarding environment that fosters a sense of belonging and community among boarders.

16. In the early years, leaders set clear expectations and provide staff with well-informed guidance. This ensures children receive attentive care and purposeful learning experiences. Staff respond well to individual children's needs and establish calm routines that help the youngest children feel settled. As a result, the setting provides a nurturing and stimulating environment in which children make good progress across the required areas of learning.

17. Policies, procedures and documents are routinely published on the school's website or made available to parents and others as appropriate. However, at the start of the inspection, some policies were not made available, and the attendance policy was not published on the school's website. These omissions were rectified during the inspection. The school's policies reflect current statutory guidance. Leaders review them regularly to check their effectiveness. They ensure that staff understand the school's policies and procedures and alert staff promptly when requirements change.

18. Parents regularly receive detailed information about their child's attainment, effort and conduct. Leaders provide structured and informal opportunities for parents to discuss their child's progress with teaching and pastoral staff.

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19. Leaders maintain effective relationships with external agencies, including the local authority and safeguarding partners, to promote pupils' wellbeing. The school notifies the local authority when pupils leave or join the school at non-standard times of transition.

20. Leaders maintain a well-considered accessibility plan. It is updated promptly in response to any changing needs within the school community. They provide the relevant local authorities with all required information relating to funded education, health and care plans (EHC plans). Leaders ensure that the school meets its duties under the Equality Act 2010.

21. Leaders operate a suitable complaints procedure. They manage complaints in line with the published timescales and maintain an appropriate record of any complaints received. Leaders review outcomes systematically and take appropriate action if required, including when complaints are not upheld. The proprietor maintains appropriate oversight of complaints received.

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

22. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

23. Leaders maintain a broad and ambitious curriculum that aligns with pupils' ages and aptitudes. They review the curriculum regularly and adapt its content so that it remains matched to pupils' needs and aspirations.

24. In the early years, the curriculum provides purposeful opportunities for children to make links across the areas of learning and develop their proficiency in literacy and numeracy. It provides structured opportunities for children to acquire scientific knowledge, such as through cultivating herbs and vegetables and observing wildlife, including tadpoles and caterpillars.

25. Across all phases of the school, staff draft schemes of work that build pupils' knowledge and skills methodically in a wide range of subjects. The curriculum develops pupils' aesthetic, creative and musical skills and provides a broad range of academic subjects, including mathematics, English and the individual sciences. Leaders provide structured opportunities for pupils to undertake independent enquiry, including through research projects. The curriculum includes planned opportunities for pupils to learn how to use artificial intelligence in a structured and ethical manner to support their studies. A programme of educational visits and fieldwork enriches the curriculum, including visits to botanic gardens, river floodplains and historical sites overseas.

26. Teachers have high levels of subject knowledge. They plan effective lessons that build systematically on what pupils know. They explain concepts clearly, answer questions confidently and deepen pupils' understanding through accurate explanations and examples. Across the school, lessons make use of good-quality resources to support pupils' learning, including microscopes in science lessons in Year 1, video resources, online quizzes, musical instruments and textiles from around the world in art. Teachers set clear expectations for pupils' behaviour, which helps them concentrate on their work and apply themselves to tasks. Teachers use questioning and discussion effectively to check pupils' understanding and inform future planning.

27. Teachers encourage pupils to listen to others, consider evidence and express their views respectfully. They provide purposeful opportunities for pupils to work together to solve problems. For instance, in history lessons in Year 5, pupils work together to design different types of Anderson shelters and evaluate their effectiveness. Similarly, in science lessons in Year 4, pupils discuss how the different surface areas of objects affect the rate at which they fall through the air. Boarders receive effective support in their studies from academic staff during boarding time.

28. Leaders oversee an effective framework for assessment, which pupils, staff and parents understand well. Teachers systematically evaluate information about pupils' aptitude and achievement to inform provision. They track pupils' progress and provide appropriate support for pupils to improve their performance if required. Pupils receive well-considered targets that help them build on their progress. Teachers provide structured opportunities for pupils to review their own work and reflect on how it could be improved. Pupils receive targeted verbal and written feedback on the quality of their work. As a result, pupils make good progress based on their prior attainment and achieve well.

29. Children in the early years develop effective communication skills. Staff adopt a systematic approach to teaching how letters and combinations of letters link to specific sounds. This supports children in establishing secure foundations for reading and writing. Practical activities, such as counting, sorting and comparing objects, help children to develop a secure understanding of number and quantity.

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30. Leaders of provision for pupils who have SEND are knowledgeable. They identify pupils' needs promptly and devise well-considered individual learning plans (ILPs) to support their learning. Teachers use these plans effectively to support pupils who have SEND, for example by modelling processes step by step or breaking tasks into manageable stages. Leaders provide regular training for staff on how they can adapt their teaching for pupils who have SEND.

31. Leaders identify the needs of pupils who speak EAL. They provide well-structured support to pupils who need help with their linguistic competence. Teachers adapt their teaching appropriately for pupils who speak EAL by explaining technical vocabulary, using suitable translation technology, providing multi-sensory resources and seating pupils with peers who can support them. Leaders provide a conversation club, which helps pupils who speak EAL to develop informal conversational skills and build their confidence in speaking English.

32. Leaders provide a rich array of recreational activities that extend and develop pupils' interests. These include a wide range of sports, including sailing, as well as activities in music, drama and art. Pupils participate in a broad range of clubs including judo, German, Mandarin, drawing and chess. Children in the early years undertake active play in well-resourced outdoor spaces. Boarders have supervised access to the playing field and sports facilities during boarding time.

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

33. All the relevant Standards are met.

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

34. Leaders support pupils' mental health and emotional wellbeing effectively. They ensure that pupils can seek help from trusted adults when required, including form tutors, pastoral and boarding staff, counsellors, the lay chaplaincy and members of the safeguarding team. Leaders provide an independent person, external to the school, with whom boarders can discuss any concern. Pupils can raise concerns anonymously through 'private eye' worry boxes. Through PSHE lessons and assemblies, leaders teach pupils how to develop resilience, regulate their emotions and manage stress, including during scheduled examinations. Consequently, pupils develop self-esteem and self-confidence.

35. Leaders foster pupils' spiritual awareness effectively. During regular chapel services, pupils contemplate the non-material aspects of life. Pupils are encouraged to write and deliver their own prayers and to contribute their personal reflections to services. In the early years, children begin to develop spiritual awareness by considering how they respond inwardly to the world around them. They identify 'fast feelings', such as excitement, frustration or worry, and 'slow feelings', such as calmness, contentment or thoughtfulness, and consider how these feelings affect their thoughts and bodies. The curriculum teaches pupils about the spiritual practices of other religions, enabling them to understand and respect different faith traditions.

36. Leaders provide a well-structured and age-appropriate RSE programme. In the early years and prep school, pupils learn about friendships, different types of families and the physical and emotional changes that occur as they grow. The RSE programme for older pupils develops these themes through the study of physical boundaries, digital relationships, consent and personal responsibility. Teachers receive suitable training to teach these topics effectively. They systematically check pupils' understanding. Leaders gather feedback from pupils on the RSE programme and use this information to adapt its content where required.

37. Across all phases of the school, the PSHE programme teaches pupils how to maintain a healthy lifestyle. In the early years, children learn about healthy eating, personal hygiene and oral health. They take part in frequent physical activity and learn how exercise affects their bodies, including changes to breathing, heart rate and energy levels. Children develop gross motor skills through outdoor play and activities such as climbing and balancing. They develop fine motor skills through practical tasks such as drawing, cutting and handling small tools. A well-planned PE programme promotes pupils' physical development across the school. It includes a broad range of team and individual sports, including cross-country, rugby, dance, gymnastics, cycling, cricket, football and swimming. This provision helps pupils to develop physical skills, stamina and an understanding of how regular movement and exercise support their physical health.

38. Leaders set clear expectations for pupils' behaviour. They ensure that staff apply the behaviour policy fairly and consistently. The policy sets out rewards and sanctions clearly. Staff apply the school's mobile phone policy consistently, ensuring that the school is a mobile-phone-free environment during the school day. Staff provide opportunities for pupils to reflect when their behaviour falls short of expectations. As a result, pupils behave well, show respect for others and take responsibility for their conduct.

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39. Leaders implement an effective anti-bullying policy, which sets out clear procedures for reporting and responding to concerns. Through the PSHE programme and assemblies, pupils learn about different types of bullying and understand their responsibility to report unkind or harmful behaviour. Staff address any concerns promptly. Leaders record incidents systematically and regularly review the bullying log to identify and address any emerging patterns.

40. Leaders maintain effective health and safety procedures across the school. They ensure that routine safety checks and maintenance are completed regularly. Health and safety records are accurate and comprehensive. Staff receive suitable training and know how to report any concerns, which leaders address promptly. Leaders maintain an appropriate fire risk assessment and schedule regular fire evacuation drills, including during boarding time, so that pupils know how to respond in an emergency. The school premises are well maintained.

41. A suitable number of staff hold first aid qualifications, including in paediatric first aid in the early years. Leaders deploy them appropriately across the site. Leaders store medicines securely and ensure that staff are trained in administering them effectively. Records relating to first aid, injuries and pupils' medical needs are comprehensive and reviewed regularly. Boarders have access to suitable arrangements and facilities if they are unwell or injured. Staff are easily accessible throughout the night for boarders who may be unwell.

42. Leaders deploy staff effectively to ensure that pupils are supervised well throughout the school day, including before school, at breaktimes, lunchtimes, during activities and in boarding time. Leaders maintain suitable staff-to-child ratios in the early years setting.

43. Leaders maintain admission and attendance registers in accordance with current statutory guidance. Leaders identify pupils who require help in improving their attendance and implement suitable plans to support them.

44. The school's accommodation for boarders is comfortable and of good quality. It includes clean and well-maintained sanitary facilities. Boarders have appropriate storage for their possessions. They receive varied and nutritious meals, including suitable options for boarders who have specific dietary requirements. Boarders have access to healthy snacks between meals.

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

45. All the relevant Standards are met.

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

46. Leaders prepare pupils well for life in British society. They teach pupils to respect and value diverse backgrounds and identities. Through the curriculum, assemblies and visiting speakers, pupils learn about fairness, equal treatment and the importance of avoiding cultural stereotypes. The PSHE programme teaches pupils how prejudice affects individuals and communities. Across the school, including in the boarding house, pupils learn about international traditions and customs. Pupils broaden their cultural understanding through activities linked to global musical and dance traditions, such as Bollywood, ceilidh and samba. This helps pupils develop a clear understanding of fundamental British values and how these relate to respect and tolerance in a diverse society.

47. Leaders develop pupils' sense of social responsibility. They provide meaningful opportunities for pupils to serve the school community through a wide range of leadership positions, including on the school council. Pupils contribute to local foodbanks and hygiene banks, perform music and drama for residents in a local care home and clear litter from a local beach. As a result, pupils understand their wider responsibilities and make a positive contribution to society.

48. The school promotes pupils' understanding of citizenship. Through the PSHE programme, pupils learn about democracy, individual liberty, the rule of law and the structure of magistrates' and Crown courts. Pupils visit Parliament to develop their understanding of democratic institutions. They experience democratic participation by standing for positions on the school council, presenting their views and voting for representatives. In geography lessons, pupils consider the causes of regional and global conflicts. The debating society further enhances pupils' awareness of current affairs. Leaders ensure that discussions relating to political themes remain balanced and do not promote partisan views.

49. In the early years, staff promote children's social development by creating a warm and structured environment in which children learn to take turns, share and play co-operatively. Staff provide regular opportunities for children to express their views, for example by selecting stories for class reading. Teachers encourage children to listen attentively, discuss their ideas and respond respectfully to the views of others.

50. The curriculum develops pupils' moral and ethical understanding effectively. Pupils learn to distinguish between right and wrong and consider the consequences of human choices. For instance, pupils study historical conflicts, such as the Anglo-Zulu War of 1879, to explore the ethics of warfare. Similarly, pupils examine ethical questions relating to human and animal rights, enabling them to weigh competing claims and reach reasoned judgements.

51. Pupils receive age-appropriate economic education. In the early years, children develop a practical understanding of money through counting coins and using toy money in role-play activities. In mathematics and PSHE lessons, pupils explore budgeting, taxation, financial planning and consumer rights. Pupils develop practical enterprise skills by running stalls at the Christmas fair and operating a French café for younger peers.

52. Leaders provide a structured careers programme that utilises national benchmarks to help pupils consider their future choices. Pupils learn about a broad range of professions through visiting speakers, professional workshops and careers fairs. Former pupils visit the school to discuss their

career pathways, which helps pupils to understand the choices available to them. Staff provide impartial guidance to support pupils as they prepare for the next stage of their education.

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. Governors provide effective oversight of the school's safeguarding arrangements. They assure themselves that the school's safeguarding procedures are secure through regular reviews of safeguarding practice and direct discussions with leaders, staff, pupils and parents. Governors receive regular updates and training to keep their regulatory knowledge current.

55. Leaders maintain a robust culture of safeguarding. They understand the contextual risks to pupils' welfare and implement suitable measures to protect them from harm. Leaders review safeguarding policies and procedures regularly, to ensure they reflect current statutory guidance.

56. Leaders with designated safeguarding responsibilities are trained appropriately and carry out their roles effectively. They provide regular training for staff and check that staff understand key safeguarding issues. Consequently, staff remain vigilant about pupils' welfare and report concerns in line with the school's policy.

57. Leaders maintain comprehensive safeguarding records. These indicate the actions taken, the rationale for decisions and any contact with external agencies, including children's services. Leaders ensure that pastoral, boarding and healthcare teams work together to monitor concerns and address potential risks to pupils' wellbeing.

58. Staff understand how to report low-level concerns about the behaviour of adults to senior leaders. Leaders maintain appropriate systems to respond to these concerns. They keep detailed records of all referrals, which they review regularly to identify any patterns that require attention. Leaders seek advice from the local authority when necessary.

59. Leaders maintain suitable internet filtering and monitoring arrangements to protect pupils, including boarders, from accessing inappropriate, illegal or harmful content online. They test these systems regularly and make changes where needed. Through PSHE and assemblies, pupils learn how to stay safe, including online. They learn how to protect their personal information, use privacy settings effectively, block harmful contact and seek help promptly from adults when concerns arise.

60. Leaders complete the required pre-employment safer recruitment checks for staff, governors and contractors. In one isolated instance, a check was completed shortly after the start date of employment. Leaders have since reviewed and enhanced their safer recruitment procedures to reduce the risk of a similar delay. The single central record of appointments (SCR) is maintained accurately.

The extent to which the school meets Standards relating to safeguarding

61. All the relevant Standards are met.

School details

School	The New Beacon School
Department for Education number	886/6017
Registered charity number	1097977
Address	The New Beacon School Brittains Lane Sevenoaks Kent TN13 2PB
Phone number	01732 452131
Email address	admin@newbeacon.org.uk
Website	www.newbeacon.org.uk
Proprietor	Tonbridge School of High Street
Chair	Mr Tim Attenborough
Headteacher	Mrs Sarah Brownsdon
Age range	2 to 14
Number of pupils	303
Number of boarding pupils	24
Date of previous inspection	11 to 12 May 2023

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Information about the school

62. The New Beacon School is an independent day and boarding school for male pupils, situated in Sevenoaks, Kent. It includes a co-educational Nursery. The school is overseen by the trustees of Tonbridge School of High Street, a charitable company limited by guarantee. The current chair of governors assumed his responsibilities in September 2025.

63. Since the previous routine inspection, the Department for Education has approved a material change to the school's registration, which extended the school's age range to include pupils aged 2 to 14 and introduced co-education to the Nursery.

64. The school's single boarding house is situated in the main school building.

65. There are 52 children in the early years, comprising one Nursery class and two Reception classes.

66. The school has identified 94 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care plan.

67. The school has identified English as an additional language for a very small number of pupils.

68. The school states its aim is to provide a broad, balanced, stimulating and creative education that promotes exceptional academic achievement and personalised pastoral care.

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Inspection details

Inspection dates	2 to 4 June 2026

69. A team of five inspectors visited the school for two and a half days.

70. 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
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

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

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