

# School inspection report

10 to 12 March 2026

## **St Edmund's School, Canterbury**

St Thomas Hill

Canterbury

CT2 8HU

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 place a firm emphasis on pupils' wellbeing, ensuring that all decisions are guided by this priority. Leaders promote a nurturing ethos, where pupils are known, valued and well supported. Leaders in the early years establish a culture of care which enables children to settle quickly and establish secure foundations for learning. Leaders across the school have the skills, knowledge and understanding required for their roles, fulfilling their responsibilities effectively and undertaking regular training to inform ongoing evaluation and improvement. The school development plan is shaped by feedback from stakeholders, ensuring that pupils' experiences continue to improve.
2. Leaders provide pupils with a broad and well-sequenced curriculum that is carefully tailored to their needs and supports progression across all phases. Senior and junior subject leaders work collaboratively to ensure that pupils build effectively on prior learning and improve as they progress through the school. Teaching is appropriately designed for pupils' ages and stages, and assessment is used well to monitor progress, with effective marking and feedback. Pupils make good progress, supported by varied tasks and responsive marking. Pupils who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) benefit from personalised plans and thoughtful adaptations that ensure full access to learning. In the early years, children experience a well-planned and balanced curriculum that develops early literacy and numeracy skills, fosters curiosity and creativity, and supports communication and language development through purposeful interaction and shared reading.
3. Typically, teaching is effective and results in progress for pupils. However, pupils with higher prior attainment are not consistently challenged, which means that their learning is not extended fully in some lessons. Teachers plan well-structured lessons with clear objectives and use effective techniques, such as questioning, in some areas to promote deeper thinking, though this is not yet consistent across the school.
4. Leaders provide a rich and diverse co-curricular enrichment programme that broadens pupils' experiences and develops a wide range of academic, physical and creative skills. Opportunities such as the 'Friday afternoon enrichment programme' and the 'St Edmund's flying club' reflect the school's commitment to offering engaging experiences. Boarding pupils also benefit from a wide range of structured and informal activities, with staff encouraging independence and choice.
5. Leaders ensure that pupils' emotional wellbeing is well supported. Leaders listen to pupils, which enables them to form positive relationships and feel confident in seeking help. First aid arrangements are robust, with a well-resourced medical centre and clear systems in place to help pupils understand how to keep themselves healthy. The school's anti-bullying strategy is effective, with swift, well-judged action taken when concerns arise. Physical education (PE) contributes positively to pupils' wider wellbeing through programmes that develop character, self-knowledge and healthy habits, alongside extensive sporting opportunities. Health and safety procedures are rigorous, with leaders acting promptly on external advice to maintain a safe environment.
6. In the early years, teachers provide nurturing routines and clear expectations to support children's physical and emotional development, fostering independence and helping them learn how to stay safe and healthy. Boarding leaders provide a clear induction programme for pupils and high-quality care that promotes their emotional and social development and creates a warm and inclusive community. Teachers apply behavioural expectations consistently and promote an effective

sanctions policy. Together, these ensure that pupils behave responsibly and respectfully and conduct themselves around the school considerately.

7. Leaders promote British values through the curriculum and assemblies. This enables pupils to develop an informed understanding of human rights, inclusion and moral responsibility in a politically neutral way. Meaningful links with the local community, including co-ordination of the East Kent Youth Orchestra, broaden pupils' awareness of their locality. Children in the early years learn about money through both structured teaching and purposeful play. Older pupils develop financial literacy through lessons about topics such as taxation and banking.
8. Leaders provide an effective careers programme for older pupils, though careers education is not yet consistently embedded across year groups and subject areas. Leaders ensure that the boarding community is inclusive and respectful, with clear expectations for conduct and opportunities for cultural celebration and pupil leadership. Across the school, pupils learn about British institutions, democracy and the rule of law, including participation in school elections, helping them to understand their responsibilities within society.
9. Leaders ensure that safeguarding arrangements are consistently applied across the school through clear expectations and well-established systems based on statutory guidance. Staff and governors are suitably trained, records are carefully maintained, and safeguarding practice is reviewed on a regular basis. Procedures for raising concerns, including low-level concerns and online safety alerts, are clear and followed up appropriately. Leaders develop effective partnerships with external agencies and undertake rigorous pre-appointment checks.

## 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 pupils below sixth form are consistently provided with appropriate careers guidance, so they are prepared for their futures and well-informed about career pathways
- ensure that teaching consistently challenges pupils to extend their learning further.

## Section 1: Leadership and management, and governance

10. Leaders emphasise the importance of pupils' wellbeing and ensure that all decisions are taken with this firmly in mind. Leaders are successful in their aim of providing a caring ethos that results in pupils being well known, valued and supported by their teachers. In the early years, leaders embed a nurturing culture, which enables pupils to settle well into school life and establish firm foundations upon which to build their learning.
11. Leaders have the skills, knowledge and understanding relevant to their roles to be able to fulfil their responsibilities effectively. They undertake regular training to broaden their knowledge and to reflect on their practice. They gather information from different stakeholders as part of a dedicated evaluation and review process. The school's development plan incorporates this feedback, with actions taken to improve pupils' experiences further. Governors and leaders work collaboratively to review the development plan and monitor progress of the actions taken.
12. Leaders in boarding have the appropriate knowledge and skills to fulfil their roles and meet the National Minimum Standards for boarding schools (NMS). They provide an environment in which pupils thrive academically and personally. Leaders in boarding create an inclusive culture through effective induction processes for new boarders and staff. Leaders offer plentiful opportunities for pupils to develop team-building skills and enjoy shared leisure and recreational activities.
13. Leaders ensure that policies are implemented effectively. Policies are widely available on the school's website or made available to provide information for parents.
14. Leaders have an effective complaints process and ensure that this is communicated to parents. The process allows for complaints to be considered informally, formally or by a panel convened by governors. Leaders adhere to published timescales for managing complaints. Details of all complaints are logged and monitored for any emerging patterns.
15. Leaders liaise closely with external agencies such as the police, local authority and child and adolescent mental health services (CAMHS) for support and advice relating to pupils' wellbeing, SEND and safeguarding. The school has close interactions with mental health and safeguarding services. Leaders conduct annual reviews for pupils who have education, health and care plans (EHC plans), and provide information to the local authority about associated finances.
16. Leaders understand the management of risk. They seek external audits and act upon recommendations to promote pupils' welfare. Leaders across the school, including in boarding, conduct thorough risk assessments and review these regularly to take effective action where necessary. Governors are mindful of the challenges and risks faced by the school and proactively consider and implement decisions to mitigate these.
17. Governors maintain a keen oversight of the school's effectiveness, which they assess on visits to the school, during formal and informal interactions with staff and pupils, and through reports they receive and review at meetings. Governors offer effective support and challenge and work effectively with leaders to ensure that the Standards are consistently met.
18. Leaders ensure that the school is an inclusive environment, where each individual is celebrated and valued for who they are. Through the school's accessibility plan, pupils' individual needs are given careful consideration to ensure that they can access all aspects of the educational experience

offered alongside their peers. As a result, the school meets the requirements of the Equality Act 2010.

### **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 provide pupils with a broad, well-sequenced curriculum that is tailored to pupils' needs and develops a wide range of knowledge and skills. Senior and junior subject leaders work closely to ensure coherence and progression, enabling pupils to build effectively on prior learning. The curriculum for junior pupils enables them to develop key skills in literacy and numeracy, as well as acquire knowledge in a range of subject areas, such as history, art, music and outdoor learning. The curriculum for senior pupils enables pupils to engage with core subjects, such as English, mathematics and separate sciences, as well as providing increasing choice in languages and politics, and practical subjects such as art, drama, music and photography, as pupils prepare for public examinations.
21. Leaders in the early years ensure that children benefit from a well-planned and balanced curriculum. Teachers ensure that well-structured phonics sessions develop children's literacy skills and well-chosen practical activities develop their mathematical skills. Teachers foster children's curiosity and creativity within the classroom and outdoors. Communication and language skills are developed through effective interactions and conversations between teachers and children. Story times are used well to develop children's enjoyment of reading and promote their comprehension. Children make good progress in the early years, and this enables them to make a successful transition to Year 1.
22. Teachers use their good subject knowledge to plan lessons effectively. Lessons are mostly well structured, with clear learning objectives, explanations and examples and detailed regular feedback. Teachers use a range of resources and teaching methods to engage pupils in their learning. Pupils behave respectfully in lessons, listening well to teachers and each other. Teachers provide useful marking and feedback so that pupils know how to make further progress. Typically, teachers use questioning effectively to challenge pupils' thinking and ensure that pupils with higher prior attainment extend their learning in lessons. This is not consistently applied across all teaching, which means that some pupils are not extended as much as they could be.
23. Leaders have an effective assessment framework which they use to monitor pupils' progress. This enables them to ensure that pupils are making progress and that they can offer additional support to individual pupils. They track pupils' progress and analyse the performance of different groups of pupils. Pupils make good progress, as shown by their results in public examinations.
24. Leaders are proactive in assessing and supporting the needs of pupils who have SEND through personalised plans. Teachers demonstrate effective awareness of individual pupils' needs and make thoughtful adaptations, such as specialist equipment to ensure full access to learning. They provide effective marking and feedback that is responsive to individual pupils' needs. As a result, pupils who have SEND make good progress.
25. Leaders establish whether pupils speak EAL and provide appropriate support based on pupils' levels of competence and fluency. Teachers support pupils who speak EAL through the use of translation tools and by supporting acquisition of key vocabulary. This ensures that pupils who speak EAL make good progress.
26. Leaders provide a comprehensive programme of co-curricular and enrichment activities designed to appeal to a broad range of interests and aptitudes. The programme extends learning and offers a

wide range of academic, physical and creative activities. The 'Friday afternoon programme' encourages participation in enrichment events, while activities such as the 'St Edmund's flying club', which culminates in pupils flying a plane, enable pupils to develop critical thinking and practical skills. This reflects the school's endeavours to innovate and provide unique opportunities for pupils to explore new interests.

27. Leaders provide a wide range of enrichment activities for boarders, offering pupils meaningful choice and diverse opportunities, such as outdoor education and the Combined Cadet Force (CCF). Boarding staff encourage boarding pupils to make independent choices about which activities they wish to take part in, including more informal sports sessions in the evenings, such as basketball, football and use of the gym. In addition to activities, boarding staff ensure that boarders are supported with their academic work and have quiet spaces to complete their homework.

### **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. Leaders ensure that pupils' emotional wellbeing and mental health is supported effectively. The personal, social, health and economic education (PSHE) programme is taught adeptly. This enables pupils to develop an understanding of how to support their own emotional wellbeing independently. Leaders provide quiet and calm spaces for pupils to reflect and encourage pupils to seek help from adults to talk about any concerns they have. The school engages counsellors, accesses support from CAMHS and has members of staff who are trained in supporting mental health, all of whom provide valuable assistance for pupils who require additional support.
30. Leaders ensure that the relationships and sex education (RSE) programme meets the needs of pupils at their various ages effectively. Teachers follow statutory guidance to ensure that important topics, such as consent, puberty and managing conflicts, are covered at appropriate stages of development. The school responds to feedback from pupils and staff to make sure the content is as relevant as it can be. As a result, pupils are confident in their relationships and personal development.
31. In the early years, staff are considerate and nurture children's physical and emotional wellbeing. Embedded routines and behaviour expectations help children to feel safe. Staff build warm relationships so that children are confident to ask for help. Staff prioritise kindness and respect, and these are referenced and encouraged regularly in learning and play. Children learn how to keep themselves healthy by discussing healthy foods, learning about oral hygiene and taking part in regular exercise to develop their motor skills.
32. Leaders in boarding provide an effective induction programme which integrates new boarders and contributes positively to their settling and integration into the boarding community. Leaders ensure that boarding pupils benefit from clean and well-maintained accommodation and facilities. Duty staff provide close supervision which ensures that boarders are looked after and supported well. Boarding staff provide individualised care and establish positive relationships with boarders, creating a sense of community. Boarders have access to an independent listener should they wish to raise any concerns to someone outside of the school.
33. Leaders have clear expectations about behaviour, reflecting the school's aims. The school has a rewards and sanctions policy which is effective and well understood by staff and pupils. Pupils know the consequences of their actions, and this helps them to take responsibility for their behaviour. As a result, pupils are well-behaved and respectful and act responsibly. Pupils move around the school thoughtfully and respectfully at all times and are considerate of the needs of others.
34. Leaders promote an appropriate anti-bullying strategy, which is consistently implemented by staff. Leaders compile behaviour and bullying records, which they review so that they can intervene if they identify patterns. Leaders act quickly to address bullying effectively, considering the needs of all pupils involved.
35. Leaders responsible for physical education (PE) offer a wide curriculum to support the broader physical and emotional needs of the pupils. Younger pupils learn about nutrition and sleep as part of a healthy lifestyle. Older pupils follow the 'heart, head, hand' programme to develop understanding of tactics, sportsmanship and athletic development. Opportunities to participate in teams, represent the school and take on sports leadership roles enable pupils to develop self-esteem and teamwork.

The school offers a wide range of sporting opportunities which pupils readily engage in. The PE curriculum is adapted for a variety of aptitudes so that pupils experience physical exercise and the associated positive mental health benefits.

36. Leaders provide effective first aid procedures. Pupils readily access nurses in the medical centre when unwell, and gain confidence in talking to them based on the trusted relationships they develop. A suitable number of first aid kits around the school site ensure that pupils can receive emergency first aid if necessary. Pupils understand how to keep themselves healthy and know that the health centre will support them if they are unwell or injured. Older pupils are supported in managing their own health and medication, and gain self-confidence as a result.
37. Leaders ensure that regular health and safety checks take place to promote pupils' welfare. They monitor the premises thoroughly and are responsive to any emerging issues. They seek external advice and audits, when necessary. When reviews do occur, the school acts quickly to address action points, for example, by clearing evacuation routes following a recent fire safety audit and adding barriers to the main school car park. Leaders conduct regular fire drills and ensure that fire equipment is systematically tested.
38. Leaders ensure that pupils' attendance is appropriately registered. Attendance is monitored closely and absences are routinely followed up. Parents and the local authority are duly informed when absence thresholds are met and when pupils leave or join the school at non-standard transition points. Leaders implement appropriate measures in support of any pupils who find attending school challenging.
39. Leaders ensure that supervision across the school is well managed to support pupils' welfare. They carefully consider times when supervision might need closer attention, such as at collection times or when pupils go on trips. There are appropriate adult-to-child ratios for children in the early years.

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

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

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

41. Leaders promote British values, such as democracy and inclusion, through the PSHE curriculum and assembly programme so that pupils are prepared for life beyond school. The 'Head's line' assembly and chapel services are dedicated to developing pupils' understanding of human rights, political engagement and protest. As a result, pupils consider how respect and individual liberty are important components of British society. They reflect on societal issues, such as sustainability and how some resources are being depleted. Assemblies and lessons are delivered in a politically neutral way. Teachers encourage pupils to form their own moral judgements on actions that individuals have taken through history to fight for their rights. This ensures that pupils are able to develop an understanding of key values such as inclusion and respect for other cultures, and to recognise what is right and wrong in society.
42. The school cultivates links with the local community, for example by acting as the co-ordinator of the East Kent Youth Orchestra. This allows pupils to work with other young people from different settings and backgrounds within the area, building their appreciation of the school's locality. Pupils volunteer locally as part of The Duke of Edinburgh's Award scheme (DofE) so that they can engage in community service. In the early years, children contribute to the school community by undertaking a sponsored charity pedal project and purchase cakes at charity cake sales for local institutions. This enables pupils to develop their empathy and sense of responsibility towards others.
43. Leaders provide opportunities for pupils to develop their understanding of money and finances. Children in the early years learn about money through role-play opportunities such as playing with friends and teachers in shopping activities. Teachers help older pupils to develop their economic literacy so that they are prepared for adult life. Within PSHE lessons, pupils learn about topics such as taxation and budgeting to build their understanding.
44. Leaders ensure that pupils in the sixth form are well prepared for life after school. Weekly 'careers and progression' lessons help pupils to understand different post-school pathways and highlight a range of career options. However, not all pupils below the sixth form consistently receive effective careers guidance and the careers programme is not always linked effectively with the rest of the curriculum. As a result, pupils in the years below the sixth form do not always know the range of career pathways and options available to them.
45. Leaders responsible for boarding promote an inclusive and tolerant environment. They ensure that clear expectations are communicated so that boarders benefit from a positive and respectful community. Boarders demonstrate a clear sense of right and wrong and understand how their actions can affect others. Leaders ensure that boarders have opportunities to develop cultural awareness with fellow boarders through celebrations such as Lunar New Year.
46. Leaders ensure that pupils learn about British institutions such as parliament and the church. Pupils learn about democracy at their level through voting in school elections for school council. Pupils develop an understanding of the rule of law and that laws are a means of keeping order within society. For example, they reflect on the differences between peaceful and violent protests and the outcomes they achieve.

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

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

## Safeguarding

48. Leaders ensure that safeguarding procedures are robust and underpin all activities across the school community, including in boarding and the early years. Leaders carefully consider statutory guidance and different risks when compiling safeguarding policies and procedures. Policies are clearly communicated, outlining the proactive measures staff must follow to promote pupils' welfare.
49. Safeguarding leaders have the appropriate knowledge and expertise and fulfil their responsibilities effectively. They ensure that all staff and governors receive regular, up-to-date training so that knowledge is current and well developed. This ensures that staff know how to report any concerns about pupils. Leaders respond effectively when concerns are noticed and raised. Leaders responsible for safeguarding keep detailed records and have an appropriate overview of what support individual pupils need at any given time.
50. Safeguarding is systematically reviewed through fortnightly meetings with senior leaders. New systems are discussed and implemented. This includes yellow lanyards for members of the safeguarding team, making them easily identifiable to pupils, and digital systems that enable staff to share low-level concerns more easily. All low-level concerns are reviewed, and appropriate action is taken. Low-level concerns are recorded and monitored for any emerging patterns.
51. Leaders have constructive relationships with external agencies in relation to attendance and safeguarding. They regularly call upon their services to support pupils and for advice relating to the management of specific incidents and emerging information within the school.
52. Leaders ensure that all appropriate checks relating to staff recruitment and supply staff are accurately recorded on the single central record of appointments (SCR). Leaders involved in recruitment have relevant safer recruitment training and they discharge their duties effectively.
53. Governors maintain effective oversight of the school's safeguarding procedures. They actively monitor safeguarding records and pupils' wellbeing when visiting the school.
54. The school implements an effective internet filtering and monitoring system, which is regularly tested. Leaders receive notifications of inappropriate online activity and routinely follow up to investigate. Pupils learn about the importance of online safety and how to keep themselves safe when using the internet.

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

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

## School details

<b>School</b>	St Edmund's School, Canterbury
<b>Department for Education number</b>	886/6050
<b>Registered charity number</b>	1056382
<b>Address</b>	St Edmund's School, Canterbury St Thomas Hill Canterbury Kent CT2 8HU
<b>Phone number</b>	01227 475600
<b>Email address</b>	info@stedmunds.org.uk
<b>Website</b>	www.stedmunds.org.uk
<b>Proprietor</b>	St Edmund's School, Canterbury
<b>Chair</b>	Air Marshal Christopher Nickols CB CBE MA
<b>Headteacher</b>	Mr Edward O'Connor
<b>Age range</b>	2 to 18
<b>Number of pupils</b>	525
<b>Number of boarding pupils</b>	83
<b>Date of previous inspection</b>	14 to 16 March 2023

## Information about the school

56. St Edmund's School is a co-educational day and boarding school overlooking the city of Canterbury in Kent. The school was founded in 1749 and moved to its current site in 1855. The school is a charitable trust administered by a board of governors.
57. Boarders are accommodated in separate senior and junior houses on site. As well as full-time boarders, the school often welcomes short-term international boarders.
58. The early years is made up of two Nursery classes and a Reception class, each taught in their own classroom setting. In total, there are 22 children in the early years.
59. The school has identified 98 pupils as having special educational needs and/or disabilities. Nine pupils in the school have an education, health and care plan and a small number receive funding from the local authority.
60. The school has identified English as an additional language for 69 pupils.
61. The School states that it aims to place pupils' wellbeing at the heart of everything they do. They aspire for every child to feel safe, valued and supported so they can flourish as individuals and as members of the community. The school aims to inspire ambition, nurture individuality and encourage compassion, shaped by Christian values, so that pupils leave as confident, caring young people, proud of who they are and ready to make a difference.

## Inspection details

### Inspection dates

10 to 12 March 2026

62. A team of six 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 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 boarding houses accompanied by pupils and staff
- 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)**.

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