

School inspection report

21 to 23 April 2026

Knightsbridge School

67 Pont Street

London

SW1X 0BD

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 articulate the school's vision and ethos with clarity. They promote the school's key values through the well-embedded Knightsbridge School (KS) code, which supports pupils in developing attributes such as creativity, kindness, resilience and respect. These principles reflect leaders' aim to foster an environment in which pupils feel happy, supported and able to thrive as individuals.
2. Governors are instrumental in both guiding and monitoring school leaders, helping to maintain effective and accountable leadership. Governors receive frequent updates, perform independent evaluations and engage with parents, pupils and staff through structured meetings and informal conversations. Leaders possess the skills and knowledge they need to meet their responsibilities and ensure the school meets the requirements of the Standards consistently.
3. Leaders demonstrate a clear commitment to risk management. They guide staff training, support the writing of risk assessments and implement effective control measures. These actions contribute to reducing risks to pupils' wellbeing. However, routine evaluations of risk assessments for both premises and educational visits are inconsistent. As a result, opportunities to learn and improve future practice are missed.
4. Leaders implement a broad curriculum that reflects their high expectations of pupils' achievements. Pupils benefit from a purposeful, well-managed learning environment and wide-ranging co-curricular opportunities that encourage independence, confidence and leadership skills. High-quality teaching, rigorous assessment and personalised support ensure pupils are engaged, challenged and well prepared for the next stage of their education. This supports the school's commitment to all-round development and academic excellence.
5. The school's inclusive ethos is evident in its comprehensive personal, social, health and economic education (PSHE) programme. Staff implement the programme effectively so that it supports pupils' spiritual, moral, social and cultural development. Pupils learn respect for different faiths and cultures, develop self-esteem and confidence and benefit from a focus on wellbeing and teamwork. Behaviour across the school is consistently respectful and positive, with high expectations that are clearly communicated and fairly enforced.
6. Leaders maintain a welcoming and supportive school environment which promotes pupils' wellbeing. Whole-school events, including themed weeks such as 'co-operation and action week', trips and enrichment programmes help pupils develop a secure sense of values, such as democracy and respect for all cultures. Pupils are encouraged to take on leadership roles, engage in charitable initiatives and build connections within the school and the broader community. Pupils show pride in their school and recognise that every individual deserves respect, regardless of differences. This approach helps pupils gain practical knowledge, empathy and readiness for future education and life in British society.
7. Leaders maintain a vigilant safeguarding culture, underpinned by clear policies, effective communication and ongoing staff training. Staff address concerns swiftly and collaboratively, documenting actions thoroughly and co-operating with external agencies when required. Governors monitor safeguarding practices effectively. The school manages safer recruitment procedures competently.

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 risk assessments are routinely reviewed and updated to inform and strengthen future practice.

Section 1: Leadership and management, and governance

8. Leaders promote a shared vision of a happy, nurturing environment for pupils alongside a broad and balanced educational experience. This approach sets high standards, supports an inclusive and positive school culture and directly develops the values and wellbeing promoted by the 'KS code', such as forgiveness and enthusiasm.
9. Governors and senior leaders work together to set and review the school's strategic direction, aligning it with the school's aims and the diverse needs of the pupils. They base strategic planning on rigorous self-review, a reflective ethos and regular consultation with pupils, parents and staff. Leaders use this feedback to respond proactively to the evolving needs of the school community and maintain a focus on delivering high-quality education. As a result, pupils benefit academically, emotionally and physically. Recent developments include enhanced wellbeing facilities, greater use of technology in learning and curricular adaptations for Years 7 to 9. These initiatives have strengthened pupils' personal growth, social skills and academic progress.
10. The governing body systematically oversees the implementation of school policies and procedures to ensure all Standards are consistently met. Designated governors conduct regular site visits to assess leadership practices and uphold robust accountability in decision-making. This thorough approach equips governors with a comprehensive understanding of the school's operations and enables them to provide decisive support and challenge to senior leaders. This ensures that leaders fulfil their responsibilities with competence and integrity.
11. The school meets the requirements of the Equality Act 2010. Leaders implement a detailed accessibility plan and make deliberate adjustments so that physical improvements and staff actions work together to create an inclusive environment. Recent examples include enhanced lighting in the art room, additional handrails on staircases and translation of documentation into a range of languages. Teachers receive consistent guidance on supporting all pupils. Targeted strategies, including one-to-one support, enable pupils to participate fully in school life.
12. Leaders build productive and prompt relationships with external agencies. They work in partnership with organisations, including a local church and those supporting pupils who have special educational needs and/or disabilities (SEND). This collaboration strengthens decision-making and ensures a co-ordinated approach to pupil wellbeing. The school notifies the local authority promptly when pupils join or leave at non-standard transition times. Leaders fulfil their responsibilities to work with the local authority if any pupils have an education, health and care plan (EHC plan).
13. Leaders keep clear, up-to-date policies that follow statutory guidance and reflect the school's current provision. They review and revise these documents as necessary. Policies and procedures, which staff and pupils understand well, are implemented effectively throughout the school. By making information transparent and policies clear, leaders promote pupils' wellbeing.
14. Leaders demonstrate a clear understanding of their influence and role in risk management. They identify risks appropriately and implement suitable control measures, thereby minimising harms that may negatively affect pupils' wellbeing. Leaders run staff training and facilitate discussions to raise awareness and support the writing of risk assessments. However, the absence of a systematic process for routinely reviewing risk assessments limits opportunities for leaders to respond to emerging issues and to improve future practice.

15. The school's website provides all the required information for parents, making it easy to access current policies and procedures. Teachers and leaders ensure parents understand their child's development across the curriculum. They hold regular conversations during parents' evenings and provide detailed written reports. These updates highlight each child's progress, attainment and approach to learning in different subjects.
16. Leaders provide a clear complaints procedure so parents can raise concerns both informally and formally. Leaders address and resolve concerns promptly. They keep detailed records of all complaints and the actions taken, in line with the complaints policy.
17. Leaders in the early years foster a nurturing environment that supports children's academic and social progress. Communication with parents is effective and consistent. Adults demonstrate a thorough understanding of each child, provide tailored support and consistently prioritise children's wellbeing and achievement.

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

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

Section 2: Quality of education, training and recreation

19. Leaders have designed a suitable and well-structured curriculum which they regularly review to ensure it meets pupils' different learning needs. Staff draw up schemes of work that show clear progression and make meaningful connections between curriculum areas. This enables pupils to understand and apply knowledge across different subjects, thereby deepening their overall learning. For example, Year 7 pupils study WW1 poems in English, which links to learning about historical battles from different time periods and Remembrance Day. Pupils make good progress and typically achieve above the national average at GCSE.
20. The curriculum covers all required areas and develops pupils' core competencies in oracy, reading, writing and numeracy. A suite of bespoke programmes, including 'perspectives', 'performing arts' and 'study skills' runs throughout the school. These support and extend pupils' learning in other subjects, encourage their creativity and extend their critical thinking. Staff use their knowledge of pupils to plan opportunities that extend and enrich learning, such as coding in HTML for computing, studying mythology and the language associated with Latin and exploring philosophical aspects of conflict and war.
21. Leaders implement a coherent curriculum for children in the early years. Adults create a well-resourced environment that encourages exploration, creativity, independence and sustained learning. Teachers collaborate to share effective strategies and to ensure provision aligns with children's needs. During child-initiated sessions, children engage in diverse activities such as imaginative role play, collaborative discussions about real-world scenarios and negotiation of shared spaces. These opportunities foster high-quality oracy, numeracy and social skills. As a result, children are confident, articulate learners who progress well and are ready to transition into Year 1.
22. Teachers plan well-structured lessons that meet individual pupil needs and use class time efficiently. They provide clear learning intentions and well-sequenced activities, supported by effective questioning which encourages intellectual effort and builds on pupils' prior knowledge. Teachers consistently demonstrate knowledge, understanding and enthusiasm for their subjects. They demonstrate key teaching points using a range of effective strategies and suitable resources, including visual aids and practical equipment. This supports active engagement, independent learning and collaboration. Teaching assistants are deployed effectively to reinforce expectations and provide support. Classrooms remain calm and well managed. High expectations, exposure to sophisticated vocabulary and positive staff-pupil relationships enable pupils to focus, participate confidently and make good progress.
23. Leaders and teachers implement a robust assessment framework. They regularly review a range of information and use this to inform next steps for each pupil and guide focused support. Teachers mark work clearly. They provide consistent feedback which helps pupils identify areas for improvement and enhance their understanding. Pupils respond positively to feedback, which helps them address misconceptions, engage with their learning and willingly challenge themselves. This approach helps pupils develop resilience and take greater responsibility for their learning.
24. Pupils who speak English as an additional language (EAL) are assessed when they join the school. Leaders with expertise in supporting pupils who speak EAL monitor progress in language development and across the curriculum. They use data and pupil-profile meetings to set clear targets, track progress and provide tailored support. Teachers use a range of effective strategies to

help pupils who speak EAL learn. These include using pictures to explain ideas, establishing clear routines, translating words when needed and encouraging pupils to practise English with a partner. Staff offer one-to-one support as needed, which helps ensure that pupils who speak EAL make good progress.

25. Leaders are highly skilled in deploying a wide range of assessment tools to identify the needs of pupils who have SEND. They engage in regular conversations and reviews to support teachers in making targeted, unobtrusive adjustments, including adapting language and providing additional thinking time. Subject leaders, counsellors and staff who teach pupils who have SEND collaborate to plan personalised strategies to support pupils. This co-ordinated approach ensures that each pupil receives tailored support. As a result, pupils who have SEND remain focused, apply their understanding and make good progress.
26. Pupils participate well in appropriate co-curricular and enrichment programmes. These are thoughtfully designed to help pupils become well-rounded learners by developing their interests, talents and leadership skills. Pupils contribute substantial input to the creation of many clubs. This process enables ongoing review and improvement. Activities such as ballet, fencing and coding help pupils to develop a range of skills and interests and enrich their overall educational experience.

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

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

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

28. Leaders promote and support pupils' spiritual development through a programme of assemblies and a well-organised RS curriculum, which is taught through 'perspectives' and includes the study of different religions. The 'KS Code', described by pupils as a code to live by, is woven into school life and supports understanding and demonstration of mutual respect. For example, one of the code's twelve strands teaches pupils to treat others as they would like to be treated. This fosters pupils' respect and celebration of different cultures and faiths. Pupils' understanding of faiths is further enhanced through trips and speakers, such as a visit to a Hindu temple and a talk on Yom Kippur.
29. Leaders help pupils build self-knowledge, self-esteem and confidence through an inclusive culture in which everyone's needs and contributions are valued. Staff build positive relationships with pupils and create an environment that celebrates achievements, both large and small. Pupils regularly take part in workshops and activities that help them express their thoughts and feelings. For example, 'know yourself, grow yourself' was the theme for mental health week, with many activities to promote pupils' self-understanding. Staff regularly check in with pupils, supporting them to reflect and feel valued. Pupils demonstrate resilience and confidently tackle new challenges. They develop self-confidence through engagement with pupils of different ages in a wide range of activities, including street dance, robotics and the London Academy of Music and Dramatic Art (LAMDA) programme. Leaders provide opportunities for pupils to extend their independence and personal skills through participation in clubs such as art therapy, umpiring and yoga.
30. Leaders' approach to physical education (PE) and wellbeing is grounded in inclusive practice, varied activities and a clear 'healthy body, healthy mind' ethos. The curriculum is implemented effectively by specialised staff so that pupils develop their skills well. Pupils learn about the importance of teamwork and of coping with success and failure through both team and individual sports such as rugby, netball and dance. Pupils develop skills outside mainstream sports, such as in karting, fencing and bouldering. As a result, pupils develop healthy habits, are physically fit and enjoy exercise.
31. The PSHE curriculum is coherently planned. It includes life skills and 'perspectives' lessons which encompass the required content and age-appropriate teaching of RSE. Leaders involve parents in curriculum discussions, sharing updates and inviting feedback. Pupils benefit from a programme that enables them to understand and develop inclusive, respectful relationships. For example, older pupils learn about consent and respecting others' choices. Teachers plan activities which enable pupils to acquire a secure understanding of how to support their physical and emotional health. They equip pupils with strategies for managing stress such as mindfulness techniques, support discussion of sensitive topics such as puberty and teach them about developing a positive self-image. Teachers use regular quizzes to assess pupils' understanding and plan next steps.
32. Behaviour policies set clear expectations and are successfully implemented. This includes expectations in relation to mobile phones, which are locked away at the start of the school day. Leaders provide specific, age-appropriate behaviour systems in each section of the school, which staff apply fairly and consistently. These systems help pupils take responsibility for their actions and contribute to a respectful and welcoming atmosphere.
33. The school fosters an open, positive culture in which pupils are taught about the importance of speaking up when they witness bullying and of not being bystanders. Leaders ensure that staff are

trained to identify, address and report any possible bullying behaviours. As a result, bullying incidents are rare and are dealt with swiftly and effectively. Detailed records are kept; support is provided to all involved and patterns are monitored to prevent recurrence.

34. The school's admission and attendance policies are implemented effectively, with registers maintained appropriately. Leaders maintain systems that promote good attendance and communicate regularly with parents and pupils about its importance. The school's attendance champion liaises with the relevant authorities when necessary.
35. In the early years, leaders and staff help children manage emotions, build resilience and support each other. Staff listen attentively, promote open discussions and celebrate achievements to build confidence. A comprehensive physical activity programme, including specialist PE teaching and established daily routines, enhances gross and fine motor skills. For example, children use brushes to sweep up sand and demonstrate finger dexterity with jigsaw puzzles.
36. Well-informed staff and leaders embed a culture of secure health and safety practice. They manage health and safety procedures effectively and respond promptly to any concerns. Leaders maintain appropriate records and are vigilant about the routine checks required to ensure the school premises are well maintained. For example, they carry out regular electrical safety checks to reduce risks and comply with legal requirements. Protocols relating to fire safety and security are meticulously implemented. Fire evacuation procedures are regularly practised.
37. Appropriate arrangements are in place for the delivery of first aid in suitable accommodation. First aid is managed by well-trained staff, including those with paediatric first aid training.
38. Leaders ensure proper supervision of pupils by strategically deploying school staff and maintaining appropriate staff-to-child ratios in the early years. This includes staff being alert to the dangers of choking when children are eating. Leaders assess road crossings during school opening hours and provide vigilant supervision at pick-up and drop-off times.

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

39. All the relevant Standards are met.

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

40. Leaders play a pivotal role in promoting pupils' social and cultural understanding by embedding British values such as mutual respect and tolerance throughout the curriculum and daily school life. The curriculum integrates global perspectives, from African history to social reform and diverse artistic traditions. Staff provide pupils with explicit teaching on varied cultures and beliefs through activities such as exploring the origins of salsa dancing. Teachers invite speakers from different faith backgrounds, integrate multicultural texts into lessons and facilitate discussions on systems of governance such as democracy. These opportunities enable pupils to broaden their understanding of society and appreciate the cultural diversity present in their own communities. As a result, pupils become more socially aware, show increased respect for others and demonstrate empathy in their interactions. Staff present viewpoints fairly, ensuring lessons are free from bias.
41. Pupils develop their economic understanding and awareness through the curriculum, which covers topics such as inflation, budgeting and mortgages. In PSHE lessons, discussions within the 'dreams and goals' topic spark moral questions such as 'does money buy happiness?' as pupils learn about how finances can affect emotions. Leaders reinforce financial education through entrepreneurial activities and shopping experiences which help pupils to apply their economic knowledge meaningfully. Children in early years use coins to buy items from a role-play shop. Pupils in Years 4 to 11 join the entrepreneurs programme, where they explore real-world business and gain hands-on experience bringing products to market.
42. Leaders provide comprehensive academic and social support to enable pupils to prepare for the next phase of their education. The school offers personalised guidance which helps pupils make informed decisions about their next steps. Well-planned careers advice features a careers week and regular future skills enrichment sessions on topics such as first aid, using sign language and curriculum vitae writing. Older pupils benefit from support with work experience, guidance on GCSE choices and interview practice.
43. Staff in the early years provide a learning environment in which children's social skills are promoted in line with the school's inclusive and caring ethos. They plan carefully guided activities which bring children together as they share ideas and work towards common goals such as building a very tall tower or conducting a science experiment to decide if tissues can be flushed down a toilet. These experiences help children strengthen their abilities in turn-taking, negotiation and collaboration.
44. Leaders emphasise the importance of accepting responsibility for actions and behaviour, building respect for the law and democratic principles. Staff foster accountability, encouraging pupils to reflect on their choices and recognise their impact on others. Student councils, where peers elect members, allow pupils to experience democracy firsthand and highlight the principles of participation and representation. Teachers promote tolerance and respect for diverse backgrounds, incorporating lessons on prejudice and discrimination throughout the curriculum. For example, in life skills, pupils practise respectful debate and explore different viewpoints, such as discussing 'is it fair to treat someone differently just because they are different from you?'
45. Leaders provide opportunities for pupils to develop their sense of responsibility towards others in the school and the local and wider communities. Pupils develop their understanding of service through participation in The Duke of Edinburgh's Award scheme (DofE), working with local

organisations such as the Royal Hospital and supporting outreach activities in a local church. Pupils lead fundraising initiatives, including movie nights and bake sales, to support local and national charities.

46. Staff teach pupils to distinguish right from wrong and instil respect for civil and criminal laws, institutions and other cultures. The PSHE curriculum provides opportunities for pupils to learn about the legal system, including the separation of powers and links learning to pupils' lives by looking at school rules. Pupils visit the Houses of Parliament and law courts to see the judicial process in action, learning how laws protect rights and community safety. Teaching about public institutions and guest speakers, such as a Metropolitan Police officer and a local MP, deepens pupils' understanding of democracy, law enforcement, civic responsibility and the roles that different public institutions play in society.

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 promote a robust safeguarding culture, which is clearly articulated in the safeguarding policy. They implement clear policies and procedures that align with current statutory guidance. Leaders promote open communication and build trust among pupils, staff and parents.
49. Leaders with responsibility for safeguarding are well trained and knowledgeable. Any concerns that arise are addressed promptly and thoroughly, with a consistent approach to documenting and monitoring safeguarding issues. This includes allegations and low-level concerns related to staff. Leaders refer, seek advice and work collaboratively with external agencies, such as children's services and the police, when the need arises.
50. New staff undergo thorough induction training that provides them with a solid understanding and confidence in their safeguarding responsibilities. Leaders provide ongoing safeguarding updates and training to all staff members so that staff are well informed and vigilant about statutory guidance. This covers topics such as child-on-child abuse and issues related to radicalisation or extremism. Staff are adept at identifying and responding appropriately to concerns. They utilise the school's reporting system effectively. This clarity and accountability enable swift action, reducing risks and reinforcing a secure safeguarding culture across the school.
51. Governors use their specific knowledge and expertise to monitor and evaluate the efficiency of the leadership's safeguarding strategies through visits to the school, discussions with pupils and staff and reviews of relevant documentation. Governors work closely with leaders when reviewing provision and identifying next steps in safeguarding. This has led to support from governors in delivering safeguarding training on topics such as online reporting systems, resulting in enhanced staff understanding and improved recording of information.
52. Leaders promote a culture of vigilance in which adults prioritise pupils' welfare. Trusting relationships between pupils and staff enable concerns to be heard and addressed efficiently, thereby encouraging pupils to feel safe in school. Pupils have multiple avenues to express their worries, such as through trusted adults or a 'worry box'. Leaders provide access to a range of well-trained professionals, including a counselling service. Pupils are encouraged to request support if they feel they want to talk or receive more tailored help.
53. Pupils are taught how to stay safe through an age-appropriate curriculum and activities. This includes learning how to cross a busy road and keep their belongings safe around their central London location. Pupils learn about cyberbullying and the importance of protecting their personal information online, including keeping passwords private. Pupil cybersecurity ambassadors reinforce these lessons. Leaders implement appropriate internet filtering and monitoring systems to promote pupils' safety when working online in school. They address any concerns thoroughly and promptly.
54. Leaders are well-informed and trained in safer recruitment requirements. They conduct all necessary pre-employment checks on individuals before they begin work with pupils. Leaders accurately document these checks in the single central record (SCR) and maintain well-organised files.

The extent to which the school meets Standards relating to safeguarding

55. All the relevant Standards are met.

School details

School	Knightsbridge School
Department for Education number	207/6316
Address	Knightsbridge School 67 Pont Street London SW1X 0BD
Phone number	0207 590 9000
Email address	office@knightsbridgeschool.com
Website	www.knightsbridgeschool.com
Proprietor	Dukes Education Ltd.
Chair	Mr Aatif Hassan
Headteacher	Ms Shona Colaço
Age range	2 to 16
Number of pupils	307
Date of previous inspection	3 to 5 May 2023

Information about the school

56. Knightsbridge School is an independent co-educational day school situated in Knightsbridge, London. It is owned by Duke's Education, whose directors and other advisors provide governance to the school. The school comprises three sections: the early years, for children aged 3 to 5; the junior school, for pupils aged 5 to 11; and the senior school, for pupils aged 11 to 16.
57. There are 36 children in the early years, comprising one Nursery and two Reception classes.
58. The school has identified 51 pupils as having special educational needs and/or disabilities. There are currently no pupils in the school with an education, health and care plan.
59. The school has identified English as an additional language for 163 pupils.
60. The school states its aims are to create a stimulating, positive and caring environment based on friendly communication, close partnerships, mutual trust and respect. It seeks to foster self-motivation, independence and curiosity so that pupils strive for excellence across all areas of school life and achieve their full academic potential. The school fosters a lifelong love of learning and a sense of responsibility, so that pupils leave the school with the skills they need to be compassionate, collaborative and committed to making a difference.

Inspection details

Inspection dates

21 to 23 April 2026

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

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of co-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.

63. 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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