

School inspection report

5 to 7 March 2024

École Jeannine Manuel

43-45 Bedford Square

London

WC1B 3DN

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 and governors are experienced and knowledgeable. They actively promote the school's aim to teach a bilingual curriculum which fosters both international and multicultural awareness and respect between those of different cultural backgrounds. They are conscious of the risks and potential unintended consequences arising from such a curriculum and take action accordingly. Leaders use close connections with related schools in France to share ideas and promote school development.
2. The bilingual curriculum, and particularly the support provided to those pupils who are in the process of mastering either French or English, is a significant strength of the school. Pupils enjoy and take pride in working and conversing across both languages. They appreciate the benefits this ability gives them now and in the future. Teachers meet the needs of pupils who have special educational needs and/or disabilities (SEND) through close monitoring, effective support and intervention. Leaders and teachers work closely with parents and professional experts to ensure that the support for pupils who have SEND is effectively tailored to meet the needs of each pupil.
3. Pupils learn other additional foreign languages, as well as experiencing a wider curriculum which furthers their knowledge and skills in mathematical, scientific, technological and aesthetic disciplines. Teachers develop cross-curricular projects which encourage pupils to see the links between subjects and to embed their understanding.
4. Children in the early years have a suitable curriculum which promotes their development and encourages their communication skills through a range of activities. They learn their phonic sounds in French to ensure that they do not get confused by the differences between French and English at this early stage of their development.
5. Most lessons across the school are well planned and executed. They meet the learning needs of pupils in the class because teachers carefully consider how to engage and motivate pupils so that they make good progress. In the primary school, however, some lessons are not planned or delivered to this high standard. As a result, pupils do not always make good progress and, at times, pupils do not behave in line with school expectations.
6. Pupils develop effective oracy skills because of the opportunities they have in the classroom and in extra-curricular activities. They are confident and proud of their achievements, especially when they are still in the process of mastering either French or English.
7. The school has a clear approach to behaviour and bullying. Behaviour is generally good, and the school reacts swiftly and appropriately in response to bullying incidents. However, not all adults consistently manage pupil behaviour in line with school policy.
8. Pupils have a range of opportunities to pursue and extend their interests. Leaders listen to pupils when they bring ideas and initiatives. Formal systems of representation further promote effective communication and dialogue between pupils and leaders.
9. Pupils' wellbeing is promoted because leaders employ effective measures to minimise risk and deploy sufficient staff to supervise pupils. Pupils are looked after appropriately if they fall ill or are injured. Pupils learn about how to keep themselves safe, whether in their everyday lives, in their relationships or in their online activity.

10. Leaders ensure that the curriculum encourages pupils to treat all people with respect, in line with their aims. Teachers weave together British and French values and help pupils to develop as citizens so that they actively consider how they live out their lives in line with these values. Pupils learn about social and societal issues, and develop their economic understanding, through their lessons on these topics.
11. Leaders provide several opportunities for pupils to serve one another and the wider community. They encourage pupils to take responsibility for their actions.
12. Leaders and governors attach a high priority to safeguarding in the school. They ensure that staff are suitably trained and equipped with the necessary knowledge and skills, and that appropriate procedures are devised, reviewed and followed in line with the relevant guidance.

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 lessons in the primary school are effectively planned and delivered so that pupils are consistently engaged and motivated to learn
 - ensure that the behaviour policy is consistently implemented by staff both in lessons and during recreational times.

Material change request

13. Inspectors considered the school's request for a change to the details of its registration to include in capacity to 1000 pupils and, within these numbers, to admit children between the ages of two and three to the early years. The existing early years setting provides an appropriate start to children's formal education, and leaders and teachers are prepared for the admission of younger children. The school has effective safeguarding arrangements in place and promotes the welfare of pupils through robust measures which mitigate risks relating to health and safety. Suitable practices for the appointment of staff are well embedded. The senior leadership team has grown with the size of the school; leaders know that this will need to continue to do so, including the appointment of new leaders in specific areas such as safeguarding and co-ordination of the International Baccalaureate Diploma Programme. The premises are suitable and a number of spaces are ready to be converted into classrooms to accommodate additional pupils; building work on further teaching and assembly spaces is well underway. It is therefore likely that the standards will continue to be met with the additional pupil capacity, especially as the school expects that this growth will happen gradually.

14. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

15. Leaders regularly study pedagogical research, as articulated in the school's aims, and monitor and improve the quality of teaching and learning by sharing their findings with teachers. Leaders know that this is particularly important when providing a bilingual education.
16. Leaders and governors articulate their aims and mission to parents and the wider world with clarity and relate these to their actions, for example in the diagnostic progress reports which leaders share regularly with parents. They encourage parents to better understand their children's learning, for example by inviting them to experience first-hand the way in which mathematics is taught.
17. Leaders establish a direct connection between multilingualism and global connectivity, which in turn fosters greater levels of inter-cultural understanding and mutual respect. Teachers and pupils understand and value this.
18. Leaders and governors evaluate the effectiveness of teaching and learning through learning walks, analysis of data and a regular system of staff appraisal. They encourage teachers to develop professionally in their skills and knowledge, and to observe one another's teaching in order to share effective practice. This is also shared with the school's related institutions in France through visits and collaborations.
19. As a result, most lessons are positive, engaging experiences for pupils because teachers apply their experience to provide highly focused and tailored learning experiences which enable pupils to make good progress. This is particularly apparent in the lessons for pupils who are still mastering either English or French as an additional language, for whom leaders have developed an effective programme of support. However, these effective teaching techniques are not yet consistently employed across the junior school because not all teachers put this developmental learning into practice.
20. Governors have a range of professional skills and assure themselves that leaders are effective in their roles. They do this by directly monitoring teaching and learning and by talking to teachers and pupils at the school. They meet regularly with leaders, and receive and interrogate reports from them on aspects of the school's provision.
21. Leaders listen to pupils through both formal and informal channels. The system of *delegués* (class delegates) provides feedback in both directions on a range of issues. Pupils know that they can bring both concerns and ideas to leaders with confidence. Leaders provide opportunities for parents to express their opinions and to give feedback to leaders informally. In the rare event that parents make a formal complaint, leaders respond swiftly and appropriately in line with their published procedures.
22. Leaders have a clear approach to promoting positive behaviour, as well as an anti-bullying strategy which pupils and parents understand and support. Whilst bullying incidents are rare, and managed well by leaders, there are however times when younger pupils in the secondary school, and those in the primary school, do not behave as well as they should. This is as a result of adults not being consistent in the way they administer the behaviour policy.
23. Leaders promote an effective culture of safeguarding. They ensure that all adults within the school community understand their responsibilities through regular training and monitoring. Leaders and

governors have a thorough understanding of the regulations and guidance which apply to the school and ensure that these are met through the effective deployment of staff, which they monitor carefully.

24. Leaders understand their responsibilities under the Equality Act and make reasonable adjustments for pupils with physical or learning needs. For example, teachers wear microphones to assist pupils with hearing loss and most spaces in the school are wheelchair accessible. Where they are not, leaders make adjustments so that those with mobility issues, whether temporary or permanent, can fully access their education.
25. Leaders and governors carefully consider a range of risks and take appropriate action to minimise them by, for example, outsourcing certain key administrative functions to external providers. They are aware that these risks may change over time, for example the risk of not meeting the educational or pastoral needs of pupils with the growing size of the school, and that therefore they have to undertake regular reviews to ensure that they continue to effectively counter any potential harm which might arise as a result.

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

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

Section 2: Quality of education, training and recreation

27. Leaders plan a curriculum which has linguistic fluency in both French and English at its heart. Teachers encourage in pupils a command of spoken and written communication in both languages as well as an appreciation of literature. Teachers provide additional lessons and support for those pupils who arrive at the school at a later stage having not yet mastered one of the two languages of instruction, to help them to accelerate their development. The curriculum also includes Chinese, Spanish, German and Latin at various stages of the primary and secondary school.
28. The rest of the curriculum includes subjects taught in French, including mathematics lessons in certain year groups. Some subjects are taught in English and many, such as science and the combined history and geography syllabus, are taught in both languages. Pupils also study cross-disciplinary topics in art, technology and science. For example, younger pupils study seeds and plants and then create works of art based on their observations. Pupils also study drama and music at certain stages of their schooling which enables them to develop and express their creativity. For example, Year 7 pupils devise their own scenes acting out French fable stories. Music is taught daily to children in the early years. This broad and balanced curriculum gives pupils the opportunity to develop their knowledge, skills and understanding in a wide variety of subjects.
29. Leaders implement an appropriate scheme of assessment for pupils of all ages and closely monitor the progress pupils make. Leaders analyse the data they collect and compare results with the related schools in France, as well as national results in both France and England where relevant. Pupils take the French international *Brevet* examinations at the end of Year 10, and iGCSE English as well as other optional language tests in Year 11 including iGCSE Mandarin. Pupils then choose, with guidance, whether to follow the *baccalauréat Français international* (BFI) or the International Baccalaureate Diploma Programme (IBDP). This enables pupils to access a wide range of higher education opportunities worldwide should they so choose.
30. Teachers plan and deliver most lessons effectively. When this is the case, pupils make good progress and acquire new knowledge and skill with evident engagement and enthusiasm. This is because teachers take into account the learning needs of pupils, have good subject knowledge and develop positive relationships in the classroom. Where additional adults are present to assist in lessons with younger pupils, they work well as a team and implement successful behaviour strategies to keep pupils engaged.
31. Children in the early years develop their communication skills because of the language-rich environment. Teachers use sensitive and skilful questions and model language, both in English and French, all of which helps the children to learn. The children sing, play, sign and interpret rhythmic notation in their daily music lessons which further helps them to improve their communication and concentration. From an early age, children in the early years have a well-developed understanding of number because of carefully planned teaching and through the many opportunities to practise their counting skills.
32. Leaders have considered the unintended consequences of the children in early years learning phonics in two languages, and this guided their decision making that initially children learn phonics in French only. Pupils nonetheless make progress in both languages and, by the end of Year 2, their command of English is in line with expectations of native language speakers.

33. Younger pupils in the primary school understand advanced subject-related vocabulary, for example using the words 'inference' and 'prediction' in science lessons. They are proud of their ability to work in two languages and demonstrate an advanced awareness of how learning in English and French are both similar and different, as well as making links with other languages.
34. Booster lessons and other interventions at various stages of the school provide support to those pupils who do not yet have mastery of either English or French. The additional teaching is precise and challenging which means that pupils make rapid progress. For example, Year 12 pupils who have only been learning French for a short period of time are able to make presentations and ask each other questions using complex vocabulary and grammatical constructions with fluency.
35. However, in some lessons in the junior school, teachers do not consistently plan activities which engage all pupils effectively, or do not motivate the pupils to learn. Consequently, this impacts the progress pupils make in these lessons and can lead to some pupils disrupting their own learning and that of their peers.
36. Leaders consult with parents and then assess and identify pupils who have special educational needs and/or disabilities (SEND) where these are not already known. Leaders provide appropriate tailored support for pupils by, for example, providing additional scaffolding in dictation activities, especially in cases where pupils have yet to master either French or English. Teachers and assistants provide pupils with individual help in the classroom and, as a result, pupils who have SEND make good progress.
37. Leaders provide pupils of all ages with suitable time and facilities for recreation and social interaction. Pupils in both the primary and secondary school choose from a range of activities to participate in after the end of the school day, although pupils in the primary school benefit from a wider variety of opportunities.

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

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

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

39. The curriculum reflects leaders' ambitions to encourage pupils to grow not only as motivated learners, but also as kind individuals with a strong emphasis on personal development, through a focus on sharing and caring. Pupils are taught to treat one another and all those in wider society with equal respect.
40. Pupils develop high levels of self-knowledge and self-confidence. Pupils are aware of and appreciate both the challenges and advantages of learning in two languages and the opportunities this will afford them in their future lives. In particular, those pupils who join the school having not yet mastered one of the two languages of instruction take great pride in the rapid progress they make as a result of the detailed and expert help of their teachers.
41. Pupils of all ages show that they are proud of their work. They persevere when they find a task challenging, because they are encouraged by their teachers, and enjoy their success.
42. Pupils debate and discuss a wide variety of topics in both languages. They do this in their personal, social, health and economic (PSHE) education lessons, and also develop their debating skills in extra-curricular activities. Pupils enter national debating competitions and achieve success.
43. Leaders arrange for pupils to experience a range of physical education lessons using facilities in or near the school. Pupils appreciate both these lessons and the opportunities which arise to take part in competitions and matches against other schools in a range of sports.
44. Teachers plan and deliver lessons about healthy and unhealthy friendships and other relationships, and about how the body develops and changes, in a level of detail appropriate to the ages of the pupils. Secondary pupils learn about intimate relationships and about consent. Teachers take opportunities in the wider curriculum to elaborate or illustrate points to enhance the pupils' understanding. For example, when pupils learn about fairy tales in German, the teacher invites them to consider consent in the context of princesses and frogs.
45. Leaders promote good behaviour through a system of age-appropriate rewards and sanctions which are understood by pupils. As a result, pupil behaviour is generally good. However, not all staff implement the behaviour system consistently. Consequently, this affects pupils' enjoyment of these experiences.
46. Leaders implement a clear anti-bullying strategy and pupils are encouraged to share their concerns, either directly to adults or via the care committee. This involves both adults and pupils working together to reduce the frequency of bullying and to minimise its impact. Any cases of bullying are dealt with in a timely manner with support for victims and appropriate sanctions imposed alongside learning for perpetrators to reduce the chance of reoffending. Parents and pupils appreciate that the school manages these incidents effectively.
47. Pupils have the opportunity to represent their peers and contribute to a formal process of feedback between pupils and the school. This system of *delegués* involves annual democratic elections and regular meetings between representatives and leaders. Pupils put forward ideas to improve school life and leaders respond appropriately.

48. Pupils write articles for a school magazine which is organised by older pupils and create additional content within particular areas of interest. Pupils know that they can approach leaders with ideas, and that they will be listened to. For example, pupils successfully made a case for a residential trip having conducted detailed preliminary research including financial planning. Pupils additionally instigate and run some after-school activities with appropriate adult supervision.
49. Pupils are supervised at all times by adults whether in lessons, activities or recreation. However, some incidents between pupils in the playground are not always managed in a consistent manner by those supervising them.
50. The attendance of pupils is logged each day by teachers and any unexpected absence is followed up by staff in line with school policy. Staff monitor and track any potential patterns of pupil absence, including reporting to the local authority when pupils join or leave the school at non-standard transition times. The school records and maintains the necessary information pertaining to pupils and their parents.
51. Leaders carefully consider the health and safety of the pupils and take appropriate action to minimise risk, for example during lessons in science laboratories or when pupils are leaving the school buildings. Fire safety is of paramount importance and regular drills ensure that pupils know what to do in the case of an evacuation. Fire marshals and those responsible for the management of fire risk are appropriately trained. If pupils are unwell or experience injury during the school day they receive appropriate treatment from trained staff and parents are suitably informed.

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

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

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

53. Leaders clearly articulate that the school's mission is to encourage and promote international and cross-cultural understanding. Pupils understand the link between this and their bilingual education. Pupils learn about different cultures, and learn to respect cultural differences, both through their specific lessons on human and social topics and through the wider curriculum. For example, pupils in the secondary school consider recent and current world conflicts in the combined history and geography curriculum. For older pupils who choose the BFI pathway, the *connaissance du monde* module encourages pupils to make links across the world as part of their research.
54. Pupils develop their economic awareness and understanding at age-appropriate levels. For example, children in the early years count with coins and learn their respective values. Pupils in Year 5 learn about financial planning as they devise their own theme park. Pupils in Year 7 learn to budget as they plan a charity bake sale, and the oldest pupils study complex topics on macro-economics, taxation and personal finance. Pupils in the secondary school can choose to take part in the young entrepreneurs programme which further develops their understanding of how businesses work.
55. In the secondary school, teachers provide pupils and their parents with increasingly tailored support and advice with regards to careers and appropriate academic pathways. Parents represent their professions at careers events hosted by the school to which all secondary pupils are invited and a large number attend. Year 11 pupils and their parents attend individual meetings with school leaders and governors to discuss which appropriate academic pathway is the most suitable for them. Experienced teachers provide detailed advice on further education options to the oldest pupils.
56. Pupils, and children in the early years, learn to respect those who are different from themselves. For example, younger pupils learn about how families might appear different but are still united by love. Pupils understand protected characteristics and that prejudice and discrimination are wrong.
57. Pupils of all ages including children in the early years understand right from wrong. The school's approach to behaviour teaches pupils to develop an age-appropriate understanding of how to take responsibility for their actions and consider the choices they make. Pupils learn how attitudes to what is considered right or wrong have changed over history. For example, when Year 9 pupils study poetry, they also learn how attitudes to people from different cultures have changed over time.
58. Younger pupils understand their collective responsibility to tidy up after their lesson, activities or playtime, and do so willingly and sensibly. All pupils learn about protecting the environment and a number of them take part in the eco council which encourages higher levels of sustainability in the school. Consideration of environmental issues permeate the curriculum, for example, older pupils in the secondary school learn about how understanding biotechnology can support environmental goals.
59. Pupils contribute to fundraising for a range of good causes. For example, pupils raise money and collect suitable equipment and clothing for refugees.. Many pupils choose to undertake the Duke of Edinburgh's Award Scheme (DofE), which includes an element of community service, as does the IBDP for those pupils pursuing that qualification.

60. Pupils learn about, and have an appreciation of, both fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and the French tradition of liberty, equality and fraternity. Older pupils discuss the similarities and differences between these and how they translate into practice.
61. The system of class *delegués* provides pupils with an insight into democratic elections and representation. Those elected take their responsibilities very seriously. Delegates not only contribute towards school development but also play a role in providing academic and pastoral feedback between pupils and teachers, and vice versa.
62. Children in the early years have a suitable range of activities and informal learning opportunities alongside their lessons which promote the development of their social skills. In their play they demonstrate that they readily collaborate and share with other children.
63. Pupils are taught about political issues sensitively and with a balanced perspective. For example, when Year 6 pupils study a political speech by a recent British prime minister, teachers take care not to ascribe any value judgements.

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

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

Safeguarding

65. Leaders, staff and governors have a thorough understanding of safeguarding. This is as a result of effective training which is arranged on a regular basis, as well as detailed policies and procedures which are clearly understood by all adults. Those trained as safeguarding leads or their deputies receive the appropriate training and have the support to carry out their roles effectively.
66. Leaders ensure that staff and governors are aware of the latest safeguarding guidance, for example updates to keeping children safe in education (KCSIE), and check that it is well understood.
67. Leaders encourage staff to be vigilant for any signs that a pupil's safety or wellbeing may be at risk. Systems are put in place to encourage the swift reporting of concerns, which are recorded appropriately by leaders. Leaders consult with outside agencies for advice or action as appropriate and make detailed, verbatim notes of these interactions.
68. Arrangements for safeguarding specific to children in the early years are appropriate and staff know what they need to do to keep children safe from harm.
69. Leaders carefully consider the security of the school's three sites, and the safe passage of pupils when moving between them or to and from their physical education lessons. This also includes the safe dismissal of younger pupils and children in the early years into the care of trusted adults at the end of the school day. Supervision by suitably trained adults is appropriate and, as they get older, pupils have a growing awareness of their own personal safety. For example, Year 6 pupils are taught about pedestrian safety by going on supervised walks of the local area.
70. Pupils learn about staying safe online, for example the risks of sharing personal information or responding to unsolicited messages. The school has appropriate filtering and monitoring procedures where pupils use connected devices at school.
71. Processes for recruiting new staff to the school, from application and interview to appointment, are robust. The appropriate staff undertake all the necessary checks, including checks with overseas agencies where these are required. These are instigated in a timely manner and, where they are delayed because of external factors, suitable temporary measures and risk assessments are put in place. All the necessary information is appropriately recorded in the single central record of appointments.
72. Consequently, the wellbeing of pupils is promoted through an effective system of safeguarding and pupils feel safe at school.

The extent to which the school meets Standards relating to safeguarding

73. All the relevant Standards are met.

School details

School	École Jeannine Manuel
Department for Education number	202/6004
Registered charity number	1158643
Address	École Jeannine Manuel 43-45 Bedford Square London WC1B 3DN
Phone number	020 3829 5970
Email address	contact@jmanuel.uk.net
Website	www.ecolejeanninemanuel.org.uk
Proprietor	Ecole Jeannine Manuel UK
Chair	Mr Bernard Manuel
Headteacher	Mrs Pauline Prévot
Age range	3 to 18
Number of pupils	647
Date of previous inspection	13 to 14 November 2019

Information about the school

74. École Jeannine Manuel is an independent co-educational day school for pupils aged between 3 and 18. It is a bilingual, international French school governed by a board of trustees. Since the last inspection, a new site, providing separate accommodation for the primary school, has been added to the existing two sites.
75. There are 63 pupils in the Early Years, comprising two Nursery classes and three Reception classes.
76. The school has identified 56 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
77. English is an additional language for 86 pupils.
78. The school states its aims are to promote international understanding through the bilingual education of a multicultural community of students and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.

Inspection details

Inspection dates

5 to 7 March 2024

79. A team of six inspectors visited the school for two and a half days.

80. 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 head, 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

81. 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**.

Independent Schools Inspectorate

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For more information, please visit isi.net