

British Schools Overseas (BSO) inspection report

3 to 5 March 2026

Harrow International School Shenzhen

No. 39 KeChuang Road 6

Nanshan District

Shenzhen City

Guangdong Province

China

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders have a clear vision for school development based on effective monitoring and a structured approach to self-evaluation. Governors maintain efficient oversight of the school, through regular and rigorous systems of quality assurance. This enables them to ensure that leaders fulfil their responsibilities effectively.
2. At the beginning of the inspection, the school's complaints policy did not reflect the correct procedure for the handling and recording of complaints. However, the school's practice is in line with the requirements of the BSO Standards. The school's policy was updated during the inspection to reflect the school's practice.
3. Leaders effectively promote the school's values. As a result, pupils have a clear understanding of the concepts of honour, fellowship, courage and humility and display these attributes in their engagement and interactions in the school.
4. Leaders have designed a curriculum that covers a broad spread of subjects and meets the needs and aptitudes of pupils. Teachers know their pupils well, have good subject knowledge and use a range of activities, resources and feedback to help pupils learn effectively. There is a culture of inclusion which means that pupils who have special educational needs and/or disabilities (SEND) are well supported.
5. Pupils who speak English as an additional language (EAL) make good progress because of the school's focus on the development of pupils' communication skills. However, in the early years, opportunities are occasionally missed to develop the sophistication of children's spoken responses, and they make slower progress as a result.
6. The curriculum is complemented by a well-resourced co-curricular programme, which benefits pupils of different ages and abilities. The programme is wide-ranging and well co-ordinated. The programme effectively supports pupils' developing skills, interests and personal development.
7. Pupils show high levels of respect and tolerance. Behaviour is good and bullying is rare.
8. Boarding provision is carefully led and managed by knowledgeable and experienced staff. Conscientious supervision and robust site security promote boarders' wellbeing.
9. Pupils develop a thorough understanding of the importance of tolerance and respect for others. The school enables them to have a firm understanding of a range of positive values which prepares them for life, whether in Britain, China or globally. Pupils have many opportunities to be of service to others. They benefit from a well-structured careers education programme that supports them to make well-informed decisions about their future. However, opportunities for pupils to develop an effective understanding of personal finance are more limited.
10. Pupils have many opportunities to develop leadership skills. This provides them with skills to prepare for responsibilities in their future lives.

11. Governors maintain a rigorous oversight of safeguarding practices at the school. Staff are vigilant and understand and implement the school's procedures for reporting any safeguarding concerns that might arise. Leaders carry out the required recruitment checks, and these are recorded appropriately. Pupils learn how to keep safe, including when online.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards except those which it is precluded from meeting because of the host country's legislation.

- BSO Standards relating to leadership and management, and governance are met
- BSO Standards relating to the quality of education, training and recreation are met apart from those which it is precluded from meeting because of the host country's legislation
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met apart from those which it is precluded from meeting because of the host country's legislation
- BSO Standards relating to pupils' social and economic education and contribution to society are met apart from those which it is precluded from meeting because of the host country's legislation.
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the school's complaints policy is reflective of the school's practice in line with the requirements of the BSO Standards
- ensure that teachers in the early years consistently take opportunities to develop the sophistication of the spoken language responses of children
- strengthen pupils' understanding of economic education and personal finance so that they are better prepared for life as young adults.

Section 1: Leadership and management, and governance

12. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively and they actively promote the wellbeing of pupils. Governors assure themselves that the BSO Standards are met by effective scrutiny and monitoring of the school's practice and procedures. They receive detailed reports, regularly visit the school and review documentation. They provide appropriate challenge and support to leaders.
13. Leaders have an accurate view of the effectiveness of the school and areas for further development. Regular and rigorous processes of quality assurance inform methodical and detailed self-evaluation and school development planning. Leaders carefully consider the impact of their actions on pupils' wellbeing and success.
14. Leaders successfully promote the school's values. As a result, pupils have a clear understanding of the concepts of honour, fellowship, courage and humility and display these attributes in their engagement and interactions in the school.
15. Leaders manage any parental complaints appropriately through a three-stage process. They deal with them within the timeframes stated in the school's policy. However, the procedure for the third stage panel hearing and the recording of complaints was not correctly described in the school's policy at the beginning of the inspection, nor was it reflective of the school's practice, which is in line with the requirements of the BSO Standards. The policy was updated during the inspection. There is an appropriate procedure in place for the handling of boarders' complaints.
16. Parents receive reports which provide them with information about their child's attainment, progress and attitudes to learning. These reports consistently provide parents with helpful information about what their child needs to do to improve their performance. Required information about the school, including its aims and ethos, is made available to parents, largely through the school's informative website.
17. Leaders in boarding ensure that new members of the school undergo an appropriate induction process, helping them to settle in quickly and understand the school's expectations and procedures. Leaders promote a supportive environment in each of the boarding houses. They keep careful records which allow them to identify and monitor patterns and trends to support boarders. Boarding routines and practices are well established and well communicated. This enables new pupils to benefit readily from staff who are knowledgeable about boarding provision. Boarding contributes to the personal development of boarders. They take full part in the life of the school.
18. Leaders have a comprehensive approach to the management of risk. They have an effective understanding of physical, emotional and safeguarding risks and respond with urgency and diligence to mitigate areas of potential risk when these are identified. Risk assessments evaluate potential risks thoroughly and detail appropriate steps to reduce or remove them.
19. Leaders foster close links with external agencies in China to promote the wellbeing of pupils. They maintain an effective working relationship with the police, social services, hospitals and mental health professionals.

20. Leaders are committed to the provision for children in the early years and resource it appropriately. The leader of the early years provision ensures that regular checks are carried out in the setting to provide a secure and welcoming environment for the children.
21. Pupils are treated fairly, in line with the principles of the UK Equality Act 2010. Leaders ensure there is no discrimination and that suitable adjustments are made to ensure that pupils can access the school site and the curriculum.

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

- 22. All the relevant BSO Standards are met.**

Section 2: Quality of education, training and recreation

23. The broad and balanced curriculum enables pupils' learning across linguistic, mathematical, scientific, technological and creative disciplines. The curriculum is underpinned by whole-school planning documents which provide clear progression in knowledge, vocabulary and skills across subjects. In the lower school, the curriculum also emphasises the development of wider skills, including communication, reasoning, collaboration and problem-solving. Structured programmes such as STEM (science, technology, engineering and mathematics) and computing support the development of technological understanding and digital literacy. A demanding curriculum for mathematics is in place, reflecting pupils' prior attainment in this area. The school's approach to teaching reading and writing strengthens pupils' comprehension and language development. In the lower part of the senior school, teaching groups are organised to reflect pupils' skills in English. This enables appropriate support and challenge so that pupils can access the curriculum according to their needs and prior attainment and make good progress.
24. There is a consistent approach to teaching. Clear policies and guidance enable staff to approach their work with confidence. Teaching is effective because of teachers' secure subject knowledge and ready access to high-quality resources that are appropriate to pupil's ages and prior attainment. This helps to ensure engagement and the development of a range of practical, creative and technological skills. Teaching appropriately places a focus on pupils' communication skills. Teachers use effective questioning and collaborative learning to develop pupils' understanding. Lessons commonly include retrieval activities to recall prior learning and structured opportunities for discussion. Clear explanations and modelling support pupils in understanding new concepts before applying their learning independently. As a result, pupils make good progress within lessons and over time and develop a range of skills across the curriculum.
25. Systems, structures and policies ensure rigorous and consistent assessment procedures across departments and the school. This is reinforced by a culture of high expectations. Regular assessments occur across the school in all subjects. Teachers use a variety of assessment methods including self and peer assessment. Assessment data is used systematically to inform teaching and learning and in making curriculum decisions. Consequently, pupils are well informed about the quality of their work and what they need to do to improve. Pupils are confident in carrying out self-assessments and reflecting on their work. They make good progress in lessons and from their starting points to GCSE and A level.
26. Suitable systems are in place to identify and support pupils who have SEND effectively. The learning support department works closely with teachers, senior leaders and parents to ensure that pupils receive appropriate assessment and targeted support where needed. External agencies, including speech and language therapists and educational psychologists, supplement the school's support. Teachers are provided with clear guidance on supporting pupils, for example advice on strategies to manage emotional dysregulation. Leaders closely monitor the performance of pupils who have SEND to ensure that interventions support them effectively.
27. Appropriate systems are in place to identify pupils who speak EAL and to monitor their progress across the curriculum. Provision for these pupils is integrated into whole-school planning, with clear expectations that spoken language development is promoted within lessons along with targeted support where required. Lesson planning includes consistent application of sentence starters and a structured approach to developing pupils' writing. Teachers plan carefully to ensure that core

vocabulary is consolidated in lessons. Teaching challenges pupils to provide more detailed responses and emotional expression. As a result, pupils grow in confidence to express themselves.

28. The curriculum in the early years is suitably broad with a focus on communication and number. In collaboration with the teaching teams, leaders in the early years have developed communication and language teaching. The early years environment is language rich. Children's views are reflected in learning walls and floor books. These positively contribute to children's language development. Many staff are skilled in extending children's language by repeating and rephrasing and using questions to help children deepen their thinking. Most children become confident communicators in English. They can share and express their ideas and explore resources and experiences. However, on occasion, staff too readily accept short or incomplete spoken responses from children with little attempt to extend their language development. Similarly, adults' interactions sometimes require one-word answers. As a result of these missed opportunities to develop the sophistication of their communication skills, children make slower progress.
29. Suitable academic support is provided within the boarding programme, including structured study opportunities and targeted literacy interventions. These sessions also provide opportunities for collaborative learning, which supports boarders' academic progress.
30. Pupils engage enthusiastically with the activities programme and develop creativity, collaboration and confidence through participation in a variety of enrichment opportunities. Leaders ensure that the co-curricular programme complements the academic curriculum and provides opportunities for pupils to develop wider interests and skills. They encourage a culture where older pupils set up and run recreational activities to develop their leadership skills. A range of clubs is available, including creative, academic and leadership-focused activities. Groups such as STEM club, nature printing club and a bead crafting club provide opportunities for pupils to explore new learning experiences while reinforcing skills developed in the classroom.

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

- 31. All the relevant BSO Standards are met.**
- 32. BSO Standard Part 1 paragraph 3(j) relating to discrimination against pupils because of their protected characteristics cannot be met because they are precluded by the host country's legislation.**

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

33. Expectations for respectful behaviour and positive relationships are established through the school's behaviour systems and pastoral structures. Teaching approaches include structured discussion, questioning and collaborative tasks, which encourage pupils to listen carefully to others and respond appropriately. Activities such as paired discussions and group problem-solving tasks provide opportunities for pupils to share ideas and consider different viewpoints. Pupils interact positively with one another and demonstrate respectful behaviour. They develop increasing confidence when explaining their thinking and engaging in collaborative activities with their peers.
34. Leaders actively support pupils' spiritual and moral understanding through a focus on the non-material values of honour, fellowship, courage and humility, both in the curriculum and in wider school life. Teachers promote reflection and curiosity through classroom discussion, collaborative learning and the wider activities programme. Consequently, pupils show an appreciation for creative work and collaborative problem-solving, which supports their personal development and understanding of the wider world.
35. Physical education forms an integral part of both the school curriculum and the wider co-curricular programme. Opportunities for physical activity are incorporated into the school day and through sporting activities and competitions. The programme is broad and varied and includes gymnastics, volleyball, football, martial arts and table tennis. The school also provides opportunities for pupils to participate in external competitions and sporting events. Pupils engage positively in physical activities and demonstrate co-operation and teamwork. Participation in sport supports the development of confidence, physical skills and positive attitudes towards healthy activity.
36. A structured programme of personal, social, health and economic education (PSHE) supports pupils' wellbeing and personal development. This programme complements the school's pastoral systems and behaviour expectations. There are daily PSHE lessons that focus on areas such as a balanced diet, school-life balance, mental health and the importance of sleep. As a result, pupils have a good understanding of how to keep healthy and are effectively supported.
37. The PSHE curriculum teaches pupils about healthy relationships, respect and inclusivity. Pupils are equipped with an age-appropriate and culturally sensitive knowledge of the law in different countries and an understanding of how to resolve relationship or friendship issues. The school teaches much of the content of relationships and sex education (RSE) in line with UK guidance, such as the development of healthy relationships and the concept of consent. As a result, pupils form close co-operative friendships and supportive bonds which enhance their learning. The school cannot teach some aspects of RSE as this is precluded by the host country's legislation.
38. There are consistently high expectations for behaviour based on the school's values. Leaders have established clear expectations and systems, which are communicated to pupils and staff. Behaviour management is supported through a well-understood system of rewards, consistent routines and expectations across the school. Pupils behave respectfully and contribute to a calm and purposeful learning environment.
39. There is a school culture whereby pupils treat each other with respect, resulting in minimal levels of bullying, but leaders take appropriate action when it occurs. There are high levels of support for

pupils who might experience bullying in school. Staff respond to and record incidents when they arise and pupils are encouraged to report any concerns. Tutors provide effective support for both victim and bully where issues occur.

40. Leaders provide proactive oversight of health and safety arrangements. They regularly review procedures, training and documentation. There is a comprehensive plan for maintenance, consisting of daily facilities walks and checks to ensure that high standards are upheld. Leaders ensure that classrooms are well lit, clean and organised, which helps to promote a positive learning environment. Leaders ensure that fire safety is promoted through appropriate risk assessments, clear policies, internal monitoring and external review. Staff are trained to respond effectively to emergency situations.
41. Comprehensive medical provision prioritises the safety and wellbeing of pupils. The clinics are run by suitably qualified staff. Medical records and medication are securely stored within each of the clinic bases. Boarders can access assistance 24 hours a day and have access to local medical services. First aid boxes are consistently well stocked. Many staff are trained in first aid. Staff who are involved with the youngest children are trained in paediatric first aid. Pupils receive prompt and efficient care.
42. Pupils are supervised appropriately throughout the school day. Children in the early years benefit from high staffing ratios. Pupils are confident that low-level behavioural incidents are dealt with promptly, ensuring that they rarely escalate into more serious issues.
43. There is an appropriate register of admission. There are appropriate established systems in place for monitoring pupils' attendance. Attendance is recorded daily, and leaders review attendance information to ensure that pupils are accessing the full range of learning opportunities. When necessary, the school liaises with families and social services to support pupils' attendance.
44. Boarding provision is integrated within the wider pastoral and safeguarding systems of the school. Accommodation is comfortable and well resourced. Oversight of the boarding provision ensures that pupils' welfare and personal development are monitored effectively. Boarding pupils are well supported and included into the life of the school. They participate fully in school activities and benefit from the additional support available within the boarding environment. The boarding provision contributes positively to pupils' wellbeing, learning and wider engagement with school life. The prefect system in boarding provides appropriate opportunities for leadership, such as putting forward the views of boarders. The role is suitably managed by leaders.
45. Children in the early years are provided with a broad selection of carefully planned activities in classrooms, outdoors and in shared spaces. These often reflect children's interests and support their age and stage of development. Staff encourage children's decision-making about their learning, which effectively supports their physical and emotional development. Effective guidance for staff ensures consistency and breadth of provision so that children develop their fine and gross motor skills appropriately as they learn about themselves, others and the world around them.

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

46. All the relevant BSO Standards are met.

47. BSO Standards Part 1 paragraphs 2A(1)(b) and 2(A)(2) relating to relationships and sex education cannot be met because they are precluded by the host country's legislation.

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

48. The content of the PSHE programme develops pupils' understanding of economic matters. It includes a pupil-led enterprise activity for pupils in Year 7 and Year 8, and older pupils are taught about budgeting in preparation for living independently. However, the programme content does not systematically provide pupils with sufficient information to inform their financial decision-making in preparation for life beyond school.
49. Teaching and the curriculum are constantly adapted to ensure that pupils learn about British society in ways which both accommodate cultural sensitivity and are appropriate for a British school. Consequently, pupils show tolerance and respect for people in their interactions. The school actively develops pupils' leadership skills at all ages, from the role of plant monitors in the early years to older pupils who assist as mental health champions and carry out responsibilities in boarding. Pupils' views are frequently sought, valued and acted upon. As a result, they have a working understanding of democratic principles. Pupils are equipped with appropriate skills and understanding of British society by the time they leave school.
50. A rich social and cultural programme exposes pupils to a wide range of experiences in and beyond their local community. Pupils demonstrate a genuine curiosity about different cultures and show an increasing level of social awareness, allowing them to interact harmoniously within their own community as well as respecting the varied cultural identities of the wider world. This includes an appreciation of the arts, literature and traditions of different societies. The programme is delivered through a calendar of events and through a curriculum that provides opportunities to learn about different cultures and societies in subjects like geography, history, English and art. Pupils also learn about the culture of their host country in Mandarin lessons. Pupils navigate various social situations with poise and confidence.
51. Pupils manage a charity week focused on internationalism and organise activities for other schools locally. They raise funds for local and national charities and work with a range of local environmental organisations, contributing to pupils' understanding of sustainability and how they can contribute positively to the lives of others.
52. Leaders have adapted and improved careers education and the university guidance programme to cater for its first cohort of pupils applying to university. Careers education lessons start in Year 7, which helps pupils to identify skills and how they relate to different careers. This is supported by regular visits to local businesses to explore a broad variety of career options. Personalised university guidance is provided through a programme that includes university fairs, workshops, individual guidance sessions and interview preparation. The university guidance team also works closely with parents to help support pupils with their decisions. Consequently, pupils are well prepared for making university applications and well informed about the academic requirements of post-university career paths.
53. The school's high expectations for good conduct, promote pupils' understanding of the principles of right and wrong. Pupils reflect on their actions in light of the school's values. Pupils take responsibility for their own actions and demonstrate a mature understanding of moral boundaries. Pupils stand up for what is right and display the empathy needed to reflect on mistakes, resulting in a respectful environment.

54. Leaders monitor teaching closely. This ensures that pupils are presented with a balance of views when teachers bring political issues to their attention.
55. Teaching in the early years enables children's social development through the promotion of the school's values and high expectations in the classroom. Classrooms and shared areas are carefully designed to maximise social interaction and the development of social skills such as turn-taking, sharing, negotiating and solving problems with others. The spaces are carefully curated with resources which stimulate talk, promote paired activity and encourage practical exploration with other children.

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

56. All the relevant BSO Standards are met.
57. BSO Standards Part 1 paragraph 2(2)(d)(ii) and Part 2 paragraph 5(b)(vi) relating to protected characteristics cannot be met because they are precluded by the host country's legislation.

Safeguarding

58. There is a vigilant culture of safeguarding in the school. Safeguarding arrangements are effective and reflect the requirements of UK statutory guidance. Leaders with designated safeguarding responsibilities respond promptly and appropriately to safeguarding concerns that arise. They consult with external Chinese safeguarding agencies and refer safeguarding concerns to them when appropriate. Suitable arrangements for the handling of allegations against staff or senior leaders, including low-level concerns, are in place. These are well understood by staff and followed when required. Leaders keep suitable records of safeguarding concerns and the decisions made and actions taken in response to these.
59. Governors maintain an effective overview of the safeguarding policy and procedures. The governor with responsibility for safeguarding conducts thorough reviews of safeguarding practice at the school. Governors undertake suitable training in safeguarding.
60. Safeguarding induction and training for staff, including for the safeguarding team, is thorough, regular and in line with UK and Chinese requirements. Leaders provide safeguarding updates and scenario-based training for all staff, followed by quizzes to review understanding. Staff understand their safeguarding responsibilities and know how to escalate concerns when required.
61. Leaders are aware of the contextual risks and challenges facing pupils beyond the school. They teach pupils about how to keep safe, including online, and specifically about the risks relating to unsafe influences and the use of social media. Suitable internet filtering and monitoring procedures are in place. Any alerts are immediately reviewed by members of the safeguarding team who act as required. These systems are tested regularly by the school.
62. The PSHE curriculum is adapted and informed by any safeguarding incidents, for example in helping pupils to understand how to resolve conflicts.
63. Leaders provide several ways for pupils to raise any concerns that they might have. The availability and the role of the school's independent person are known to boarders.
64. Leaders ensure that all appropriate safer recruitment checks on adults who work with pupils or reside in boarding houses are made in a timely manner and accurately recorded in a suitable single central record of appointments. Staff files are well organised.

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

- 65. All the relevant BSO Standards are met.**

School details

School	Harrow International School Shenzhen
Address	Harrow International School Shenzhen No. 39 KeChuang Road 6 Nanshan District Shenzhen City Guangdong Province China
Phone number	00 86 755 8898 7618
Email address	enquiries@harrowshenzhen.cn
Website	www.harrowshenzhen.cn
Proprietor	Asia International Schools Limited
Chair	Dr Rosanna Wong DBE JP
Headteacher	Mr Daniel Berry
Age range	2 to 18
Number of pupils	639
Number of boarding pupils	69

Information about the school

66. Harrow International School Shenzhen is a co-educational day and boarding school which was founded in 2020. It is housed on a purpose-built site in the city of Shenzhen, China. The school proprietor, Asia International Schools Limited, is supported by a local board of governors.
67. There are two single sex boarding houses on the school site. Boarding is available from the age of 11.
68. The school has identified 37 pupils as having special educational needs and/or disabilities.
69. English is an additional language for 553 pupils.
70. The school states its aims are to develop well-rounded individuals who demonstrate excellence not only in achievement, but also in character, responsibility and contribution to the wider world.

Inspection details

Inspection dates

3 to 5 March 2026

71. A team of five inspectors visited the school for three days.

72. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with a member of the governing body
- 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
- 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.

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

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net