

# School inspection report

7 to 9 October 2025

## **All Hallows School**

Cranmore Hall  
East Cranmore  
Shepton Mallet  
Somerset  
BA4 4SF

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 a clear vision for the school. They ensure that pupils are known and valued as individuals and that provision supports their personal, academic and emotional development. Well-established relationships with pupils and families underpin the school's inclusive culture.
2. Proprietors maintain typically effective oversight of the school. However, their oversight of the school's recruitment of staff supplied by agencies is not wholly effective.
3. The curriculum is broad, well-structured and responsive to pupils' needs and interests. Pupils benefit from consistently effective teaching that supports their academic progress and personal development. The school's use of the 'All Hallows learner tree' is effective in developing pupils' understanding of themselves as learners and promotes their ability to learn for themselves.
4. Teachers demonstrate good subject knowledge and lessons are typically engaging and focused. Leaders make effective use of assessment data to identify individual pupils' learning needs and shape provision to meet these. Pupils, including those who have special educational needs and/or disabilities (SEND) or who speak English as an additional language (EAL), make good progress.
5. The school promotes pupils' emotional and physical wellbeing effectively. Pupils are supported and enabled to feel confident to seek support when needed. The school's promotion of kindness, tolerance and mutual respect leads to good behaviour and positive relationships across the school.
6. Pupils demonstrate positive attitudes to learning and behave with consideration towards others. The behaviour policy is consistently applied, and pupils feel that staff treat them fairly. Where behavioural incidents occur, they are managed proportionately. The behaviour policy is consistently and fairly applied. Leaders manage any behavioural incidents proportionately and effectively.
7. Boarding provision effectively supports pupils' academic and personal development. Boarders are well cared for. They enjoy positive relationships with staff and each other and experience a range of enriching opportunities during evenings and weekends.
8. Children in the early years thrive in a nurturing and stimulating environment where well-planned learning promotes their curiosity, independence and personal development. Staff know children well, adapt provision to meet individual needs effectively, and ensure that all children, including those who have SEND, make good progress from their starting points.
9. Pupils receive effective education about the rule of law and themes such as fairness and equality. However, opportunities for pupils to learn about public services and British institutions and to contribute to the local community are limited.
10. Safeguarding arrangements meet requirements. There is a robust culture of safeguarding, and staff understand their responsibilities. The safeguarding team responds appropriately to any safeguarding concerns and ensures that staff receive up-to-date safeguarding training so that cases are managed appropriately. However, the school has not always obtained the required assurances about the suitability of agency staff or included these in the single central record of appointments (SCR). Leaders recognised this prior to the inspection and put steps in place to rectify the situation.

## 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:

- strengthen pupils' knowledge of British institutions and public services
- strengthen pupils' opportunities to contribute positively to the local community
- ensure that the school consistently obtains the required assurances about the suitability of agency staff and includes these in the SCR.

## Section 1: Leadership and management, and governance

11. Proprietors use regular visits, committee meetings and communication with senior leaders to inform their oversight of the school. They offer appropriate challenge to leaders and ensure that they apply their skills and knowledge to fulfil their responsibilities and promote the wellbeing of all pupils. As a result, the school meets all of the Standards. However, the proprietors' oversight of the school's recruitment of agency-employed sports coaches has not always been effective.
12. Leaders maintain positive relationships with members of the school community and engage in ongoing dialogue and consultation with proprietors, families and pupils to promote a shared direction and vision that focuses on the inherent value of each pupil within the school, and the importance of knowing, understanding and recognising the 'whole child'. As a result, the school's aims are communicated effectively and are well understood by the school community.
13. Leaders carry out effective self-evaluation which is characterised by ongoing reflection, purposeful action and continuous improvement. Leaders identify where the school could develop further and take actions to ensure that it promotes pupils' intellectual, personal, creative, emotional and spiritual development as intended. A recent review of self-evaluation practices resulted in the development of a more streamlined collective strategy that informs decisions about provision and promotes action. As a result, policies have been amended, and the changes communicated to staff and implemented effectively.
14. Risk management is understood and managed through risk assessments and mitigation procedures that are communicated to and understood by all staff, who ensure appropriate action is taken.
15. Leaders of boarding maintain an environment that reflects the aims and ethos of the school. Most boarding staff have academic roles within the school, which facilitates a consistent approach to pastoral care and the management of behaviour. Regular communication about matters concerning boarders and their needs is maintained through weekly team meetings between all residential staff. As a result, the welfare and comfort of boarders is well provided for.
16. Leaders implement a clear complaints procedure which is available on the school website. Leaders respond appropriately to any complaints submitted within published timeframes. They keep a suitable record of formal complaints and also a record of parental perspectives about the school to monitor trends and guard against the escalation of these into complaints.
17. The school provides and makes available all required information. Parents are kept informed of their child's progress through regular reports and meetings with teachers. The school provides the local authority with all required information relating to the use of funding for pupils who have an education, health and care plan (EHC plan).
18. Leaders work effectively with external agencies to promote pupils' welfare, including through partnerships with safeguarding services and visiting therapists.
19. The school meets its obligations under the Equality Act 2010, and leaders clearly articulate the rationale behind their targets to improve inclusion. Leaders implement a suitable accessibility plan and review and develop the curriculum, teaching methods and approach to behaviour management to help remove potential barriers to learning and participation.

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

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

## Section 2: Quality of education, training and recreation

21. Leaders ensure that the curriculum offers a balanced range of study to meet pupils' needs. This includes linguistic, mathematical, scientific and creative subjects. A recent redesign, informed by consultation with pupils, has developed curriculum content that reflects pupils' interests more substantially. Humanities and English schemes of work promote independent learning and research, and the mathematics scheme of work is planned to develop pupils' ability to apply their subject knowledge to practical scenarios. The curriculum is designed to promote values such as kindness, thoughtfulness, mutual respect and tolerance through reference to these when relevant to the subject matter at hand.
22. Teachers use good subject knowledge to plan and deliver well-structured, engaging lessons. A variety of well-chosen teaching approaches are used to ensure that pupils acquire the knowledge and skills needed to progress. Weekly specialist teaching in music, sport and modern foreign languages (MFL) begins in the early years and increases as pupils move through the school, enriching their learning and deepening their subject knowledge. Regular trips and outdoor learning, from the early years to Year 8, foster exploration and collaboration.
23. Teachers ensure that lessons are purposeful, focused and well managed. Pupils show active engagement, participation and an eagerness to improve. Teachers creatively use a range resources, including information and communication technology (ICT) when appropriate, to facilitate learning. Effective questioning provides teachers with insight into pupils' knowledge and helps pupils develop their understanding further and make good progress. Physical classroom environments are designed and organised in a considered way to promote engagement, participation and, when appropriate, collaborative working.
24. Children in the early years are taught in a stimulating environment that meets their needs and enables them to explore their interests. Staff use their assessment of children's needs and progress to guide their planning and support individual children's learning effectively. Staff model the accurate use of language and support children's development of communication skills by providing a wide range of activities that promote social interactions. Children engage in independent activities alongside adult-facilitated tasks to apply their mathematical knowledge, such as counting or predicting patterns during their exploration and play.
25. The 'All Hallows learner tree' approach supports the explicit teaching of independent learning skills. Embedded alongside 'independent study time' during the school day, this approach helps pupils to reflect on their learning and articulate the strengths of their work and areas for its development.
26. A suitable framework for assessment systems is in place. Twice-yearly attainment benchmarks are supported by interim assessments across the school year, enabling leaders to track pupils' progress and identify pupils' learning needs. They use termly meetings about pupils' progress to inform adjustments to teaching and determine any additional support required for individual pupils.
27. Boarding staff, both academic and pastoral, provide boarders with effective academic support. While homework is completed during 'independent study time' as part of the school day, a positive attitude towards study in the boarding house is also encouraged. Staff enable boarders to use their free time purposefully to ensure they are in the best frame of mind to learn effectively.

28. Leaders identify the specific needs of pupils who have SEND quickly and, when required, provide them with extensive support that reduces any barriers to learning. Leaders of provision for pupils who have SEND provide teachers with information about strategies they could use to adapt lesson content and teaching methods to meet the needs of individual pupils. The support provided to individual pupils who have SEND ensures that they make good progress from their starting points.
29. Pupils who speak EAL, including some international boarders, are assessed on entry and supported effectively when required. Individual and small-group sessions develop pupils' vocabulary and communication skills. These pupils typically make rapid progress in their English.
30. Leaders provide a broad extra-curricular programme that develops pupils' skills in areas ranging from chess and singing in choirs to photography and outdoor learning. An open-access scholarship programme is available for older pupils. Boarders benefit from varied and purposeful recreational activities during evenings and weekends that foster independence, collaboration and motivation.

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

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

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

32. Leaders and staff promote a school ethos that recognises pupils as unique and valued. They promote the importance of kindness, tolerance and mutual respect and model such behaviours. As a result, relationships between pupils and staff are trusting and caring and support pupils' self-confidence and self-esteem. Leaders also support pupils' mental health through provision of a counselling service, therapy dog and art or play therapy where appropriate.
33. The school fosters pupils' spiritual and moral understanding through the theology, philosophy and religion (TPR) programme, complemented by other subjects. Pupils learn about a range of different religions and how their ideas and practices compare to each other. In the early years, staff utilise outdoor learning to promote children to feel awe and wonder, and older boarders help support younger ones in yoga sessions. Chapel services, assemblies and personal, social, health and economic education (PSHE) lessons help pupils explore ideas about spirituality and reflect on non-material aspects of identity.
34. Relationships and sex education (RSE), delivered as part of PSHE, follows a published, cyclical curriculum that leaders adapt to meet pupils' needs. Targeted gender-specific programmes in Years 5 and 6 support pupils to develop social interaction skills well matched to their stages of development. In Years 7 and 8, pupils further their understanding about the features of healthy and unhealthy relationships and key content around alcohol, drugs or sexual health. Leaders consult parents about the RSE programme appropriately.
35. The content of the PSHE curriculum is based on a nationally published scheme with adaptations to content that reflect pupils' interests. Visiting speakers, team teaching and 'ask-it' question boxes are utilised to ensure that the programme is responsive to pupils' queries and needs. The PSHE programme engages pupils with a range of themes such as equality and diversity and the importance of values such as mutual respect. Pupils' knowledge and understanding of the content is assessed at the start of each topic and reviewed at the end. The PSHE programme also teaches pupils about the importance of healthy eating, sleep and hygiene, as well as how to manage the link between physical and emotional health. Children in the early years learn ways to recognise and manage their emotions with consideration for others.
36. Provision for the development of pupils' physical health and wellbeing is led by leaders' decision to promote the development of the 'whole child'. The physical education (PE) programme supports pupils' physical wellbeing effectively. It develops pupils' skills and techniques in swimming and a range of other sports and physical activities effectively.
37. Behaviour management is effective. Leaders and staff make their behavioural expectations clear and credit pupils for positive behaviour. Leaders respond to any behavioural incidents promptly, fairly and proportionately. They check that staff implement the behaviour management policy consistently, including in boarding. As a result, pupils demonstrate high standards of behaviour. Leaders carry out regular surveys of pupils' views to inform their approach to behaviour management.
38. An effective anti-bullying strategy is in place. The school enables pupils to recognise bullying behaviours and the harm that they can do, and also to understand the importance of reporting any

concerns about bullying. Leaders respond appropriately to the rare incidents of bullying that do arise.

39. Leaders ensure that the boarding house is a welcoming environment and that boarders establish positive relationships with each other and with the staff that care for them. Boarders have regular contact with their families and are supported to make choices about their own needs, such as choosing to make themselves a simple snack before bed or earning 'tuck' privileges. Boarding accommodation and sleeping areas are homely, comfortable and well maintained.
40. Health and safety practices are rigorous and managed effectively by well-informed staff who ensure that maintenance logs are kept up to date and that necessary actions are taken in a timely manner. Effective fire safety measures are in place, including an up-to-date fire risk assessment and regular fire evacuation drills, including in boarding time.
41. First aid arrangements are suitable and effective. There are appropriate procedures for any administration of medication or first aid. Pupils' medical needs in school and within the boarding house are managed professionally by suitably qualified staff.
42. Careful deployment of staff ensures that supervision is consistently effective throughout lessons during less structured times. Boarding staff are always available should boarders need support, including at night.
43. Admission and attendance registers are maintained appropriately. Attendance is actively monitored by leaders and any concerns about absenteeism are followed up swiftly and sensitively. The school informs the local authority whenever pupils join or leave the school at non-standard times of transition. However, in some situations, not all day pupils arrive at school in a timely manner for morning registration, which can disrupt the start of the day for those who are punctual, settled and ready to learn. Leaders are taking steps to address this issue.
44. The school provides senior pupils, primarily those in Year 8, with opportunities to take up prefect or other leadership roles that make a positive contribution the school community and develop pupils' leadership skills well. Charity leaders, library, music, drama, boarding and international prefects and subject ambassadors are given defined and suitable responsibilities.

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

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

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

46. Pupils across all ages are taught age-appropriately about positive and ethical human interaction, behaviour and social matters in tutor sessions, through regular talks from the Chaplain, and during PSHE, history, English and other subjects. Pupils demonstrate critical thinking about moral dilemmas and contribute actively to assemblies that explore ways to show kindness and other positive ethical behaviour.
47. Leaders effectively utilise the presence of international boarders within the school community to provide opportunities for pupils to develop their understanding of cultural diversity. Pupils with varied cultural backgrounds actively share their life experiences during PSHE lessons that focus on identity, supporting a culture of respect for and understanding of diversity. Alongside studies of world religions in TPR there are whole-school assemblies to celebrate festivals such as Chinese New Year and Diwali. The school has a monthly whole-school focus on different cuisines from around the world.
48. Teaching and assemblies with a focus on events such as Black History Month or World Holocaust Day support older pupils to explore issues around racism and tolerance. Through the study of carefully chosen reading materials, they learn about prejudice and discrimination. Staff teach in a way that encourages pupils to ask their own questions about such issues.
49. Pupils learn about the rule of law and governance in Britain through the exploration of current affairs during tutor sessions. Curriculum topics in history develop pupils' learning about political ideologies and enable them to consider ethical issues that arise from scenarios and events such as world conflicts or human rights crises. Teachers ensure that any partisan views are not expressed and that any discussions of political issues are unbiased and impartial. They support pupils to access a range of reliable sources to promote information gathering in a balanced way.
50. Pupils are explicitly taught about values such as equality and acceptance, including during assemblies and PSHE lessons. Pupils in Year 3 and 4 can describe concepts such as mutual tolerance and respect and give examples from their own actions and life experiences. Older pupils develop a secure understanding of democratic practice in the United Kingdom and can relate it to the school's routine for electing the school council. They visit the Houses of Parliament and meet MPs to support their learning about the British democratic system. The school marks annual occasions such as Remembrance Day or special occasions such as Victory in Europe (VE) day. However, the curriculum does not develop pupils' learning about British institutions and public services as effectively as possible.
51. Leaders develop pupils' sense of responsibility towards others through opportunities for pupils to support national and international charities through whole-school events and activities such as bake sales. Monies raised have supported projects in Africa. The school selects two charities each year through a democratic vote by the school community.
52. Leaders work with the Monkton Schools group to build positive professional relationships within the wider geographical area. Children in the early years visit the local library and farm, and the recent Harvest donations fundraiser collected food for a local foodbank. However, beyond these examples,

there are few opportunities for pupils to actively engage in contributing positively to their local environment.

53. The school prepares pupils well for their next educational steps. A detailed transition meeting is undertaken between teaching staff each year so that staff can communicate pupils' needs to their next teacher. Substantial contact is made between the school and senior school representatives in the latter part of the year to support leavers, who prepare for their life beyond school through visits and workshop sessions about applying to senior schools. Leaders also ensure that suitable opportunities to learn about future careers are available to Year 7 and 8 pupils. Alongside a dedicated careers day, pupils experience visits from parents and other individuals from a range of sectors who talk about their roles. Additionally, gap year students and staff members share their experiences with pupils so that a range of career pathway options are represented.
54. Economic education builds gradually. In the early years, children role-play with coins; in the younger years, pupils explore currency and money in mathematics; and in the older years, pupils play 'stocks and shares' games. Pupils have opportunities to take responsibility for the management of budgets and income from fundraising events such as charity cake sales. The regular '£10 Harvest festival challenge' involves pupils buying food donations up to this value and explaining how they budgeted and made their choices. Exchanges with other Monkton schools provide workshops to support pupils' economic learning. In a recent geography workshop, for example, pupils explored factors that affect countries' economies, such as negotiation about resources, and trade opportunities and agreements.
55. Staff in the early years enable children to develop a sense of right and wrong. They are sensitively supported and guided as they learn to socialise with their peers. Staff encourage children to be kind and helpful towards one another. Children work productively in pairs and groups, sharing and co-operating with each other.

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

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

## Safeguarding

57. Leaders ensure that the safeguarding policy and procedures are typically effective and reflect the requirements of current statutory guidance. They promote a culture of vigilance. Proprietors maintain oversight of safeguarding across the school through regular meetings with leaders, visits to the school, scrutiny of records and regular reviews of safeguarding arrangements.
58. Leaders and proprietors typically pay close attention to the SCR and ensure that all required pre-employment checks are carried out on adults directly employed by the school. However, prior to the inspection, the school had not always obtained the required assurances from agencies that the staff they supplied were suitable or recorded these in the SCR. Leaders identified these issues prior to the inspection, and, during the inspection, took further steps to address the situation.
59. Staff are well trained and kept informed about their safeguarding responsibilities, which are clearly understood across the school. This training begins when staff first join the school. They receive regular in-service updates, including about any safeguarding trends and updates to statutory guidance. Training includes appropriate consideration of the particular safeguarding needs of boarders and the potential vulnerabilities of pupils who have SEND.
60. The safeguarding team are appropriately trained for their role. They respond appropriately whenever safeguarding concerns arise, and referrals to external agencies are timely and appropriate. Effective links with safeguarding partners ensure that the school remains alert and responsive to the emerging needs of pupils and families.
61. The school implements appropriate procedures to manage any low-level concerns or allegations against adults working with pupils. Staff understand the procedures for reporting such concerns, including the process of making self-referrals when appropriate.
62. Safeguarding in boarding is effective. Boarding staff receive appropriate induction and ongoing training to support them in safeguarding boarders. There is regular interaction between safeguarding leaders, boarding team staff and the pastoral team to ensure that any boarders who may be affected by safeguarding issues are closely monitored and supported.
63. Online safety is a particularly closely managed aspect of safeguarding provision and leaders engage in clear dialogue with parents and pupils about how to remain safe when online. A suitable internet filtering and monitoring system is in place to monitor digital activity in the school and boarding house, and leaders log and follow up any alerts swiftly.

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

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

## School details

<b>School</b>	All Hallows School
<b>Department for Education number</b>	933/6019
<b>Registered charity number</b>	03228456
<b>Address</b>	All Hallows School Cranmore Hall East Cranmore Shepton Mallet Somerset BA4 4SF
<b>Phone number</b>	01749 881600
<b>Email address</b>	head@allhallowsschool.co.uk
<b>Website</b>	www.allhallowsschool.co.uk
<b>Proprietor</b>	Monkton Combe School
<b>Chair</b>	Professor Ewan McKendrick
<b>Headteacher</b>	Dr Trevor Richards
<b>Age range</b>	3 to 13 years
<b>Number of pupils</b>	209
<b>Number of boarding pupils</b>	30
<b>Date of previous inspection</b>	8 to 10 November 2022

## Information about the school

65. All Hallows School is a Christian independent co-educational boarding and day school located on the outskirts of Shepton Mallet. The school was founded in 1938 and established on its current site in 1946. The school is governed by the Monkton Combe School Trust, after joining the Monkton family of schools in 2022. The school is supported by a local board of governors. The current chair of took up his position in September 2025.
66. Boarders are accommodated in one house in the main school building with designated areas for male and female boarders and separate spaces for junior and senior boarders. Most pupils who board are in Years 5 to 8.
67. There are 19 children in the early years comprising one Nursery and one Reception class.
68. The school has identified 65 pupils as having special educational needs and/or disabilities (SEND). Four pupils in the school have an education, health and care plan (EHC plan).
69. The school has identified 18 pupils as speaking English as an additional language (EAL).
70. The school states its aims are to provide a secure, happy and inclusive community where pupils develop inner confidence and self-esteem. Through teaching and learning and pastoral care, the school aims to promote and nurture each pupil's intellectual, personal creative, emotional and spiritual development through a close collaborative relationship with parents while recognising pupils as unique individuals with their own interests, strengths and character.

## Inspection details

### Inspection dates

7 to 9 October 2025

71. A team of four inspectors visited the school for two and a half days.

72. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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