

# School inspection report

7 to 9 October 2025

## **Brockhurst and Marlston Schools**

Marlston Road

Hermitage

Thatcham

Berkshire

RG18 9UL

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. The proprietors and leaders work well together in prioritising pupils' wellbeing and ensuring the school's values of kindness, respect and inclusivity are well embedded. A small advisory board and external specialists provide insightful advice and support where appropriate. Leaders are effective in evaluating the school's performance, planning for its future and managing risk. Leaders ensure that all pupils receive the same high-quality education and provision across the school. Leaders regularly review their approach to the delivery of the school's provision, including planned separation for some pupils. Together, the proprietors and leaders ensure that the requirements of the Standards are met consistently.
2. The school's broad curriculum and extensive programme of extra-curricular activities support pupils' learning effectively. The flexible end to the day provides well for the different learning needs of pupils and enables them to pursue their own areas of interest. Pupils achieve well across the curriculum, so they are well prepared for their next stage of education.
3. Lessons are typically well planned and adapted to meet pupils' needs. Teachers make use of a wide range of resources to engage and motivate pupils. The youngest children and pupils make a good start to their education because the staff are skilful in providing care and encouragement, and plan suitable activities using a wide range of resources. Older pupils in Years 7 and 8 also develop well because their teachers have strong subject knowledge and plan lessons that are appropriately challenging. However, some teaching in Years 3 to 6 is less effective. Teaching is not consistently adapted to ensure that those pupils who are ready are supported to apply their learning in more complex ways.
4. Teachers provide helpful feedback to pupils so that they understand how to improve their work. Pupils' performance data is analysed well by senior leaders using an appropriate assessment framework to track their progress. Teachers assess pupils' progress in personal, social, health and economic education (PSHE) and relationships and sex education (RSE). However, teachers do not use this consistently well to identify what pupils know and can do and adapt their lessons accordingly. As a result, some pupils do not learn as effectively as they should.
5. The school's facilities and grounds are well maintained. Boarding houses are comfortable and of good quality. Boarding staff are adept at providing a stimulating environment and supporting pupils' personal development. Leaders prioritise high-quality boarding provision and care for all boarders.
6. Staff listen carefully to pupils' views. A range of methods enable pupils to share concerns and ideas for improving the school. The curriculum is effective in helping pupils to develop self-awareness and an understanding of others. Pupils develop high levels of confidence and self-esteem and collaborate well with each other and their teachers. Relationships between pupils, and between pupils and staff, are positive. Pupils develop a respect for those of different backgrounds and opinions. Standards of behaviour across the school are consistently high.
7. The school has a strong safeguarding culture with robust policies and procedures. Staff are suitably trained to identify and report any safeguarding concerns. These are acted on by safeguarding leaders to ensure pupils' safeguarding needs are met in a timely and appropriate manner. Leaders ensure all required staff recruitment checks are completed effectively.

## 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 teaching consistently sets high expectations and provides appropriate challenge, so that pupils learn effectively in lessons
- strengthen the process for assessing pupils' progress in PSHE and RSE, so that teachers fully understand what pupils have learnt, and adapt lessons to support pupils to learn as effectively as possible.

## Section 1: Leadership and management, and governance

8. Leaders create a warm, positive and supportive environment in which pupils' wellbeing is prioritised. There is a deep ethos of care for the welfare of everyone. School leaders and staff are approachable and supportive. Pupils are valued and their voice is heard. The school's aims are well embedded in daily practice and staff model the values of kindness, respect and inclusivity. Boarding arrangements create a strong sense of community and are highly effective in supporting pupils' personal development. In line with the school aims, pupils develop self-confidence and good manners.
9. Leaders ensure that they adhere to all statutory guidance when delivering single-sex provision to pupils in the school. Leaders regularly review the arrangements for single-sex teaching and ensure high-quality provision for all pupils, in line with the requirements of diamond-model school status, as registered with the Department for Education (DfE). Arrangements for activities out of lessons, such as breaktimes and clubs, are co-educational, enabling pupils to work and play together on a daily basis.
10. The proprietors and leaders are well supported by a small board of advisors. Collectively they maintain effective oversight of school policies and procedures. External specialists are also used to audit the school's provision and provide advice in such areas as safeguarding and health and safety. This ensures that school leaders are suitably knowledgeable, carry out their roles appropriately and that the requirements of the Standards are met.
11. Leaders have a precise understanding of the school's effectiveness and how it can continue to improve, as detailed in the school's development plan. The plan is regularly reviewed and amended to ensure its effective implementation in line with the school's aims. Leaders are ambitious in securing improvements. They have, for example, restructured the school day to provide greater flexibility and choice for pupils after 3pm. There is also high-quality provision for a small number of pupils who are temporarily unable to attend school in person, through a well-embedded and well-taught online programme.
12. Leaders ensure boarding staff have the appropriate skills and knowledge to fulfil their roles. Links between teaching and residential staff are well developed to ensure highly effective communication regarding all aspects of boarders' wellbeing. High-quality boarding provision and care are central to the ethos of the school.
13. The proprietors and leaders ensure that there is an appropriate approach to managing risk. Staff are supported in identifying and planning to mitigate risk. Leaders and staff understand the contextual risks and where needed, any specific risks for individual pupils. Leaders ensure that appropriate risk assessments are in place across a wide range of activities, including those on and off the school site.
14. Where necessary, leaders link with external agencies and specialists to ensure that pupils receive suitable educational support and are safeguarded effectively. For example, the local authority provides regular safeguarding training for staff. Leaders ensure that they provide relevant information to external agencies, such as informing the local authority about the provision for pupils who have an education, health and care plan (EHC plan), including information related to finance and funding.
15. Leaders regularly review school policies. They ensure that procedures are implemented effectively. The required information, including that for boarding, is provided and available to parents on the

school's website, as well as through the prospectus and starter pack for new parents. Pupils' progress is reported regularly to parents through parent-teacher meetings and written reports.

16. Complaints are handled appropriately following the school's clear complaints policy. Leaders are quick to respond to any parent concerns and keep a thorough record of complaints and actions taken in response to them.
17. Leaders implement their responsibilities under the Equality Act 2010. The accessibility plan is appropriate, regularly reviewed and identifies suitable measures to ensure effective access to the school, the curriculum and its wide-ranging provision.

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

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

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

19. Leaders provide and constantly adapt the curriculum to ensure that it provides pupils of all ages with a wide range of learning that deepens pupils' knowledge and extends their skills. For example, children from the early years learn French, swimming and music. Older pupils are introduced to Latin and Greek, and have regular lessons in theology, philosophy and religion. Leaders are highly creative in supporting those with unavoidable periods of absence from school, so that learning time is not lost and they are able to keep up with their peers, until they return back to school. Pupils over time learn and achieve well, and are well prepared to transition onto secondary school, including achieving places at highly selective secondary schools through entrance examinations.
20. The early years curriculum is particularly well thought out and adapted to children's aptitudes and needs. Adults provide a good range of planned activities to help develop children's knowledge, understanding and skills in such areas as number, drawing, writing, communication and reading. Weekly 'welly walks' enable children to enjoy the extensive grounds and learn about its natural environment. Children also explore and develop their learning through play in a well-resourced environment, where skilled adults provide great care, support and encouragement. Children apply their deep understanding of the topics learnt and apply these independently in their free play. Consequently, by the end of Reception, children are very well prepared for moving on to Year 1.
21. Typically, teachers are knowledgeable, enthusiastic and supportive. They plan and deliver lessons that are ambitious and absorbing. They use a range of teaching strategies and good-quality resources effectively to engage pupils and create a stimulating learning environment. Their appropriate use of questioning deepens pupils' learning. Pupils confidently ask questions and share their ideas. Teaching for the oldest pupils supports them to apply their learning in increasingly complex ways. However, some teaching in Years 3 to 6 does not identify when pupils are ready to apply their learning in more complex ways. When this occurs, pupils do not learn as effectively as they could.
22. Teachers provide detailed and constructive feedback to pupils, who reflect and act well on the advice provided. Typically, teachers use data to adapt their lessons, although this is less consistently effective in Years 3 to 6. Leaders use their school-wide assessment framework to track pupils' progress, and meet regularly to analyse pupils' performance and implement strategies to enhance progress. However, in PSHE and RSE teachers do not use assessment information to identify precisely what pupils know and can do, nor do they use this information to adapt lessons so that pupils learn as effectively as they should.
23. Pupils who have special educational needs and/or disabilities (SEND), including those who have an EHC plan, make good progress. Their needs are identified and appropriate support is organised by the well-qualified leader of provision for pupils who have SEND. Staff receive clear advice, information and training in how pupils can be supported in class. Targeted intervention is provided through teaching assistants in class, individual and small group support sessions, and the use of external professionals as required.
24. There are some pupils in the school who speak English as an additional language (EAL). A specialist EAL teacher effectively oversees the identification of pupils' needs and organises any additional provision that pupils require. Pupils receive suitable support in class and, where needed, receive

additional targeted lessons to support their language development. Teachers are effective in adapting lessons to ensure that pupils who speak EAL make progress in line with their peers.

25. Leaders routinely review the extra-curricular provision to see how they can make it more flexible and adapted to pupils' interests, abilities and aspirations. The extra-curricular programme is extensive and well attended. A wide selection of academic, sporting, creative and performing arts opportunities develop pupils' skills in a range of areas such as photography, chess, mountain biking, drama, cooking and computer graphics. Teachers monitor participation to ensure pupils manage their commitments effectively. Boarders have a full and varied programme of activities after school and at weekends. This includes regular tennis, hockey, golf and rugby coaching sessions, and trips to sporting events and places of interest.

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

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

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

27. Personal, social, health and economic education (PSHE), including RSE, is taught through a well-structured and age-appropriate programme. Pupils study topics such as growing up, relationships, respect, democracy, healthy diets, online safety and anti-bullying. This helps them to develop their understanding of moral issues, such as those relating to equality and rights, and develop self-awareness, physically, emotionally and mentally. The programme is adapted well to cover issues that emerge in school and wider society. 'Ask it' boxes in classrooms provide an opportunity for pupils who prefer to post questions about topics in writing rather than ask teachers directly. The quality of the PSHE and RSE programmes is monitored by leaders and refined in response to feedback from pupils, staff and parents.
28. Pupils learn about different religions in regular theology, philosophy and religious studies lessons. They also develop their spiritual and moral understanding through daily assemblies and regular chapel services. These serve to further pupils' spiritual understanding, tolerance and respect for others.
29. Staff listen carefully to pupils, encourage discussion and value their successes. Children in the early years are gently enabled to express their feelings, take turns and understand the emotions of others. Older pupils' self-confidence and self-esteem are further developed through the many opportunities to perform and speak in front of others, such as leading assemblies. Pupils express their emotions and are sensitive to the needs of others. In line with the school's aims, they develop self-esteem and self-confidence.
30. Provision for emotional and mental health is thoughtfully embedded across the school. Pupils benefit from mindfulness and yoga sessions, and well-planned pastoral interventions, including access to a qualified counsellor. Staff teach pupils additional strategies to manage their mental health during examination periods. The school's wellbeing charter is displayed in classrooms and explains clearly who pupils can go to for support. Leaders monitor pupils' wellbeing closely, including through termly wellbeing surveys, and act to address any issues.
31. Leaders provide a wide-ranging physical education (PE) curriculum, including a range of sporting opportunities through games' lessons and the extra-curricular programme. In the early years, children develop well physically through lessons such as gym, yoga, ballet and swimming. Older pupils learn a range of traditional team sports such as rugby, football and cricket, and individual sports such as judo, tennis, fencing and horse riding. Pupils achieve success in regional and national sports competitions such as football, athletics and clay pigeon shooting. Leaders are highly reflective in reviewing and adapting the curriculum to match pupils' aptitudes and interests. The inclusive and extensive sports programme is highly effective in promoting pupils' enjoyment, physical development and wellbeing.
32. A clear behaviour policy is implemented consistently so that pupils behave well. Pupils understand the sanctions and rewards system and the rationale for it. Leaders and staff respond promptly and fairly to any incidents of misbehaviour, and are effective in managing the different social and emotional needs of the pupils.

33. An appropriate anti-bullying strategy is in place. Pupils learn what constitutes bullying and strategies they can use to avoid or respond to it. Rare cases of bullying are dealt with effectively by leaders in line with school policy. Pupils show respect for each other and trust staff to resolve any incidents.
34. The school's extensive facilities and grounds are well maintained through a system of checks and maintenance. Health and safety procedures are secure and regularly monitored, including in boarding. Fire safety procedures are appropriately undertaken. Leaders seek relevant external specialist expertise, including for staff training. Any required actions are promptly undertaken.
35. Boarding houses are comfortable and welcoming. Boarders' bedrooms, common rooms and washing facilities are clean, light, of good quality and well maintained. Boarders have a safe space for their possessions, access to refreshments and adequate free time. There is an extensive and popular range of activities both in the evenings and at weekends. The food and drink provided are healthy, plentiful and meet the required standards. Boarding staff are well qualified in line with their roles. Pupils' wellbeing is prioritised. Boarding is effective in promoting a sense of community for the full range of boarders. The boarding experience caters very well for pupils' social and emotional needs.
36. Staff are effectively deployed, including in the early years, so that pupils are well supervised in lessons, at breaktimes and during off-site activities and outings. Adults provide appropriate supervision and are responsive to pupils' needs.
37. First aid is delivered in a caring and timely manner. Dedicated medical rooms with well-qualified staff, including paediatric first aiders in the early years, provide appropriate support for pupils' needs. The school identifies and caters well for the dietary needs of the pupils.
38. The admissions register and attendance records are suitably maintained. They are monitored appropriately in accordance with statutory guidance. Attendance levels are high. Leaders work effectively with staff, parents and pupils to address any absenteeism or concerns. Local authorities are informed of any pupils leaving or joining the school at non-standard transition times.

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

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

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

40. The broad and well-planned curriculum is effective in helping pupils to develop tolerance and mutual respect. In early years, children are taught to value the ideas of others through role-play activities. Older pupils in English and art study a range of texts, writers and artists to enhance their appreciation of diverse cultures. History lessons explore different types of government over time. The PSHE programme covers topics such as discrimination, individual liberty and democracy. Assemblies feature inspirational people from a range of cultures and backgrounds. Consequently, pupils across the school develop an understanding and respect for those of different backgrounds and opinions, which prepares them well for life in British society.
41. Teaching about different types of government, the democratic process, the rule of law and the role of Parliament are supplemented by educational visits and information from visiting speakers such as a local member of parliament. Pupils learn about and develop an understanding of different British institutions and services, including through visits from the fire brigade, nurses and dentists.
42. Pupils serve the wider community by making links with local institutions and charities. For example, pupils regularly donate food to the Berkshire food bank and have raised funds for national children's charities. The school choir sings at a local care home and the swing band plays at the Newbury agricultural show. Pupils have also contributed to the local authority's campaign to reduce driving speeds on country roads by designing speed safety posters, which the authority displayed on roadsides. These activities help pupils to develop a strong understanding of the value of charity work and a sense of responsibility towards local communities.
43. Pupils contribute to their own community through the school council, actively suggesting ideas to improve the school. In recent times, the school council has instigated the introduction of a dedicated reading time and improvements to the lunch menu. Older pupils act as good role models for the younger ones when taking up roles of responsibility such as house captains, prefects, boarding leaders and assisting staff with the storage and allocation of breaktime play equipment. Pupils have well-developed leadership skills for their age.
44. Staff are effective in teaching pupils how to work and play together. The youngest children learn how to share, take turns, listen and wait patiently. As they get older, pupils are taught how to co-operate with each other in the classroom and on the sports fields. The PSHE programme covers topics such as friendship and respect, enabling pupils to learn about the importance of supporting and encouraging each other. Boarding and the extra-curricular programme enable pupils of different year groups to play and work together, and learn the value of mutual support and community. Consequently, pupils' collaboration and social skills are well developed.
45. Leaders have designed a suitable curriculum programme to develop pupils' awareness of future career choices. This programme, which is taught in PSHE lessons, covers career choices, how to form a career plan, interview skills and writing a curriculum vitae. External speakers deliver presentations to older pupils about their work and careers, which are further explored in assemblies.
46. Teachers develop pupils' economic understanding effectively. Through PSHE and subjects like mathematics, pupils learn about topics related to money, finance, bank accounts, interest rates,

taxes, savings and budgeting skills. They also learn about jobs and salaries, and the importance of managing personal finances.

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

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

## Safeguarding

48. Safeguarding arrangements are robust. Leaders have a clear and effective safeguarding policy which is reviewed and updated regularly and available on the school's website. The proprietor body and advisory board provide effective oversight and support for safeguarding leaders. This includes regular and thorough reviews of safeguarding, to ensure that procedures are suitable and in line with statutory requirements.
49. Staff with designated safeguarding responsibilities have appropriate and regular training. The safeguarding culture is well embedded across both day and boarding communities. All staff receive safeguarding training from induction onwards, with regular updates and checks on their understanding. This training includes appropriate information related to duties, policy and procedures to prevent radicalisation and extremism. Staff are vigilant. They understand what they need to do if they have a concern.
50. Staff have a clear understanding of their responsibilities under the school's code of conduct. They understand the whistleblowing policy and the school's safeguarding processes, including those relating to allegations against adults working with pupils. The relevant systems are used appropriately. There is a detailed log of all concerns and the headteacher responds to issues quickly and effectively, including liaising with external agencies, when needed.
51. Safeguarding leaders respond effectively to any safeguarding concerns that are raised. They liaise well with external agencies, when required, to seek advice and refer safeguarding concerns. Records are detailed and thorough, with a clear rationale for actions taken. Leaders and staff understand the contextual safeguarding risks. They take effective action to mitigate them.
52. The school ensures that pupils, including boarders, are aware of how they can report any concerns. Pupils share concerns with adults in person or use one of the many 'worry boxes' around the school to post a concern. Boarders have a high level of trust in the house staff and are listened to by all adults. Boarders are aware of when and how to contact the independent person, should they need to.
53. Leaders ensure that the pupils are taught how to keep themselves safe. This includes online safety lessons in PSHE. These, together with an appropriate internet monitoring and filtering system, contribute to supporting pupils' safety when online. Leaders use the information from filtering and monitoring systems to ensure that all online activity in school, during the day and evenings, is appropriate. A clear and consistently applied policy on the use of devices supports safeguarding during the school day and in the boarding houses.
54. Leaders ensure that all recruitment checks are carried out and recorded in line with statutory requirements. The single central record (SCR) of appointments is well maintained. Leaders are appropriately trained in safer recruitment and take a key role in the recruitment of new staff.

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

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

## School details

<b>School</b>	Brockhurst and Marlston Schools
<b>Department for Education number</b>	869/6003
<b>Address</b>	Brockhurst and Marlston Schools Hermitage Thatcham Berkshire RG18 9UL
<b>Phone number</b>	01635 200293
<b>Email address</b>	r.harper@brockmarl.org
<b>Website</b>	<a href="http://www.brockmarl.org.uk">www.brockmarl.org.uk</a>
<b>Proprietor</b>	Brockhurst and Marlston House Schools Ltd
<b>Chair</b>	Mr David Fleming
<b>Headteacher</b>	Mr David Fleming
<b>Age range</b>	2 to 13
<b>Number of pupils</b>	323
<b>Number of boarding pupils</b>	69
<b>Date of previous inspection</b>	28 to 29 September 2022

## Information about the school

56. Brockhurst and Marlston House Schools are day and boarding schools situated near Newbury, Berkshire. The school is registered with the DfE as a diamond-model school which allows the separation of pupils by gender. The school offers co-educational provision in the Nursery and pre-prep school, Ridge House, for children in the early years and Year 1. The school offers single-sex education for Years 2 to 6 for male pupils at Brockhurst and female pupils at Marlston House. Pupils are taught co-educationally in Years 7 and 8.
57. The school is run by a limited company. The two directors of the company and the senior management team act as governors. They are supported by a small advisory board and external specialists.
58. There are two single sex boarding houses, one for female pupils and one for male pupils in Years 3 to 8. These are located on the same sites as the schools. Both boarding houses offer full, weekly and occasional boarding to pupils.
59. There are 54 children in the early years, comprising of two Nursery classes and one Reception class.
60. The school has identified 81 pupils as having special educational needs and/or disabilities (SEND). A small number of pupils in the school have an education, health and care plan (EHC plan).
61. The school has identified 24 pupils as speaking English as an additional language (EAL).
62. The school states its aims are to provide a first-class all-round education by combining the best features of single sex and co-educational systems. It endeavours to encourage pupils to become well-rounded individuals with open and enquiring minds. The school seeks to foster the personal qualities of cheerful enthusiasm, appropriate self-confidence and good manners.

## Inspection details

### Inspection dates

7 to 9 October 2025

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

64. 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 a member of the proprietor body
- 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.

65. 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)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

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