

School inspection report

10 to 12 June 2025

Prospect House School

75 Putney Hill

London

SW15 3NT

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. Senior leaders are ambitious in their aspirations for pupils when evaluating the success of the school in fulfilling its aims and planning for the future. Staff throughout the school identify ways in which provision may be improved, using their skills, knowledge and training to implement and lead new initiatives which benefit pupils' wellbeing. The governing body maintains effective oversight through frequent communication with leaders and review of current practice.
2. Leaders provide information about the school's policies and procedures on the school's website. However, information about provision for pupils who have an education, health and care (EHC) plan and a previous inspection report were not available to parents prior to the inspection. Leaders added this information to the school's website during the inspection.
3. Pupils of all ages make good progress. They achieve well across the curriculum, sometimes attaining very highly, particularly in their writing and musical performance. Pupils' attainment benefits from leaders' strategic introduction of new subjects and teaching initiatives, which are based on their analysis of pupils' progress and needs. Teachers make effective use of timetabled additional 'intervention sessions', as they are termed by the school, to provide individually planned activities for each pupil, according to their needs and prior attainment. This helps pupils to consolidate and extend their learning and to undertake activities designed to provide very high levels of challenge.
4. Leaders maintain pastoral systems and strategies which support pupils' needs both in and outside lessons. Staff provide sensitive support and take care to ensure that pupils feel included throughout the day's activities. As a result, pupils demonstrate high levels of confidence and self-esteem. They are confident to share their thoughts and ideas with others, knowing that they will be treated with respect and kindness, in line with the school's values.
5. Admission and attendance registers are kept as required. However, prior to the start of the inspection, the attendance policy did not reflect current statutory guidance or the school's current procedures. Leaders rectified this before the end of the inspection.
6. Suitable procedures are in place to promote pupils' physical wellbeing. However, leaders do not consistently act in a timely manner to address minor issues identified during routine health and safety checks.
7. The personal, social, health and economic (PSHE) education programme and wider curriculum prepare pupils well for their adult lives. A range of activities for older pupils helps them to prepare for life in their senior schools and for adulthood. Pupils are supportive and collaborative both in and outside the classroom from the earliest age. They learn to understand and respect the different ways in which people live their lives in Britain. Pupils contribute meaningfully to the lives of others in their school and in the local and wider community. The curriculum helps pupils to acquire a thorough understanding for their age of the services and institutions of modern Britain and an awareness of the concerns, cultures and events of the national and global community.
8. Leaders draw up and implement suitable policies and procedures to safeguard pupils. Staff have a clear understanding of their safeguarding responsibilities. They report and record concerns about pupils and adults in the school promptly and accurately. Leaders act on concerns appropriately and in consultation with external agencies when needed. Pupils are taught how to stay safe when they are online. They are protected when working in school by effective internet filtering and monitoring

systems. Leaders provide pupils with the means to share their concerns anonymously and in person. Leaders implement robust processes when checking the suitability of adults working in the school. The proprietor maintains effective oversight of safeguarding in the school through regular visits and an annual review of policy and procedures.

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 all inspection reports and details of provision for pupils who have EHC plans are consistently made available to parents so that they are provided with a full picture of the school
- ensure that the attendance policy is updated promptly when required to reflect current statutory guidance and the school's own procedures
- ensure all required actions identified during routine health and safety checks are implemented in a timely manner so that the premises are consistently maintained.

Section 1: Leadership and management, and governance

9. Senior leaders foster a positive and collaborative culture across both sections of the school, promoting a shared commitment to pupils' academic success and personal wellbeing. They use their skills and knowledge to draw up policies and procedures to promote pupils' wellbeing which meet the Standards and are in line with statutory guidance. Leaders communicate these to staff throughout the school, alongside high expectations of professional development and conduct.
10. Leaders undertake systematic and frequent review of procedures and identify actions needed to improve provision. The plan for future developments includes ambitious long-term targets and shorter-term actions which are reflected in subject-specific action plans. Leaders maintain close oversight of the plan and its implementation throughout the year, monitoring the success of completed actions and making adjustments when required.
11. Staff understand and fulfil their responsibilities effectively, so that the wellbeing of pupils is actively promoted. The school's aims and values are communicated clearly through its policies and procedures. This effective communication leads to pupils' understanding of the school's expectations and their efforts to demonstrate its values.
12. The governing body provides support and challenge in monitoring leaders' actions and checking that the Standards are consistently met. Governors maintain close contact with school leaders throughout the year, drawing on internal and external expertise to evaluate leaders' success in fulfilling their responsibilities. Staff throughout the school take advantage of the training opportunities provided by the proprietor. These provide them with a wide range of skills and knowledge which they use to improve provision in all aspects of school life. This benefits pupils' academic successes and pastoral wellbeing.
13. Leaders in the early years demonstrate a secure understanding of their responsibilities. They monitor and evaluate provision systematically, identifying and implementing teaching methods that promote children's development in all areas of learning. Leaders promote a culture of continual professional development, supported by regular meetings and supervisory sessions. Staff at all levels make effective use of training and leadership opportunities to support their practice and enhance provision. The assessment and mitigation of risk is embedded in daily practice.
14. Subject leaders take an active role in driving improvement in their subjects in response to senior leaders' high expectations of staff development and professional reflection. They identify new initiatives following systematic analysis of pupils' needs and prior attainment and research. Leaders review the impact of their actions following a trial period before implementing teaching programmes which enhance pupils' academic attainment and progress.
15. Leaders promote an expectation that every member of the school community should be included and accepted through their promotion of the school values of kindness, community and respect. Staff make adjustments to procedures and provision throughout the school to meet pupils' needs. Leaders implement a suitable accessibility plan to identify ways in which access to provision can be further improved, in fulfilment of their responsibilities under the Equality Act 2010.
16. Suitable arrangements are in place for parents to share concerns or complaints about the school's provision. Leaders respond to parents' concerns promptly and in line with the school's stated procedures.

17. Leaders maintain close links with external agencies to promote pupils' wellbeing. Information is shared with the local authority as required, including in relation to the attainment of children in the early years and the use of funding to support pupils who have an EHC plan.
18. Parents are provided with a detailed annual report of their child's progress and attainment, complemented by formal and informal opportunities to meet with teachers and written communications throughout the year. Leaders make information about school policies and procedures available to parents and prospective parents. However, the school's website did not make all previous inspection reports or information about provision for pupils who have an EHC plan available prior to the inspection. Leaders rectified this during the visit.
19. Leaders understand the risks to pupils in the school and put in place suitable measures to mitigate these. They identify and address any potential risks associated with the school's locality and pupils' frequent use of facilities away from the school site. Staff are diligent in identifying and reducing risks to pupils in and outside the classroom and when on school trips, including those relating to pupils' individual needs.

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. The curriculum provides pupils with a rich breadth of opportunities to develop their skills and knowledge. Lessons in subjects such as spatial reasoning, wellbeing and Latin enhance pupils' skills and learning attributes. Pupils' learning in English and mathematics is accelerated in timetabled additional 'intervention sessions' during which they undertake supportive or challenging activities based on their attainment in lessons.
22. Leaders gain insight into the achievements and areas for development of groups of pupils and individuals through a programme of formal tests and classroom assessments. Subject leaders identify areas in which pupils' attainment may be improved. Schemes of work and shorter-term plans take pupils' needs into account and are adapted on a regular basis to include new strategies and resources. These changes to the curriculum have a demonstrable impact on pupils' attainment and progress. This is exemplified in pupils' progress in spatial reasoning in response to a focus on problem-solving in mathematics lessons and across the curriculum.
23. Leaders use assessments to provide pupils who have special educational needs and/or disabilities (SEND) with targeted support so that they make good progress and attain well. Specialist teachers work in close collaboration with class teachers to ensure a consistent approach across lessons and individual or small group sessions. When appropriate, staff provide pupils with a range of resources in lessons to help them learn, such as electronic devices and fidget toys.
24. Pupils with high prior attainment are provided with challenge in lessons and tailored activities during additional sessions in subjects such as art and sport, as well as English and mathematics. Accomplished musicians develop their skills within a wide range of instrumental and vocal groups. Subject leaders run events and seek out external opportunities for pupils to extend their learning substantially in subjects such as computing, spelling and drama.
25. Teachers have a thorough knowledge of their subjects and of their pupils, which they use to plan well-paced lessons that engage pupils' interest. They use assessment data in their planning, which is refined on a daily basis according to pupils' responses in class. Lessons include activities which help pupils to acquire a deep understanding of the material taught. Challenging questions and, when appropriate, open-ended investigative tasks prompt pupils' curiosity and a desire to find out more for themselves. Teachers provide focused and frequent individual feedback to pupils throughout lessons. This enables pupils to identify and correct errors immediately and to make good progress within lessons. As a result of these measures, pupils of all ages make good progress from their starting points. They gain secure skills and knowledge, often attaining at advanced levels in relation to expectations for their age. Pupils are well prepared for each new stage in their education, and older pupils are successful in gaining places and scholarships at selective senior schools.
26. Pupils who speak English as an additional language (EAL) are provided with the help they need to develop their language skills. This ranges from help with learning the sounds to a full immersion programme when required. Pupils develop their speaking, listening, reading and writing skills well as a result of this programme.
27. Early years staff evaluate children's progress and attainment throughout the day. Leaders maintain regular dialogue with parents in sharing information about their child's learning and how they can

be supported at home. Adults are alert to pupils' interests and ideas, using these to provide tasks that pupils will enjoy while developing their skills and knowledge.

28. Adults in the early years help children to develop confidence and proficiency in speaking and listening through continually engaging them in discussions about their activities. Children acquire secure reading and writing skills alongside an understanding of number, pattern and measurement. Adults introduce new ideas and knowledge about the natural world through storytelling, effective use of visual resources and activities in the varied outdoor space. Children develop a readiness to explore, develop their own ideas and solve problems alongside an understanding of topics such as animals and plants.
29. Pupils develop a mature awareness of the impact of different techniques on their written work. Teachers guide them skilfully through the process of thinking about and planning their stories, accounts and poetry, which include sophisticated vocabulary and literary devices. Pupils transfer their writing skills to other areas of the curriculum to demonstrate their deep understanding of historical topics such as the origins of World War Two, and to record their experiments in appropriate scientific language.
30. Pupils develop confidence in speaking and writing in French and Latin in lessons that challenge them to think for themselves and to make connections between different languages. They acquire often advanced levels of competence in computing and use their well-developed technology skills to undertake research and present their findings in creative and informative ways.
31. Leaders allocate sufficient time within the curriculum for pupils to develop their skills in music, art and drama to advanced levels in lessons taught by staff with high levels of expertise. Pupils' detailed and creative artwork around the school bears witness to their skills in a range of media. Their singing is of a particularly high standard, as a result of close attention to detail in lessons and an ambitious choice of repertoire.
32. Leaders provide a variety of clubs and activities which enable pupils to develop their skills in subjects such as computing and design and to identify new interests, adding new activities to the programme in response to pupils' needs and requests.

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

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

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

34. The PSHE curriculum reflects the school's ethos and directly promotes its values alongside assemblies and daily interactions between staff and pupils. Pupils learn that every member of the community has their own individual characteristics and that these may be different from their own. Pupils show respect towards others and themselves, appreciating the way they are accepted throughout the school community. They gain a broad knowledge of the different faiths that are practiced within the school and the wider community, through their religion, philosophy and ethics (RPE) lessons, visits to places of worship and presentations from pupils and parents.
35. Senior leaders promote a learning environment in which individuals receive praise and encouragement to foster their resilience and confidence. Pupils readily engage in discussions and answer questions, knowing that their misconceptions will be corrected sensitively as part of the learning process. Leaders implement pastoral procedures and routines which take account of children's individual needs, backgrounds and characteristics.
36. Staff across the school consistently model kindness and respect in their behaviour. This complements the suitable relationships education curriculum, which is delivered by appropriately trained staff and external providers. Pupils learn about topics such as consent and puberty in lessons where they are encouraged to ask questions and share any concerns. Pupils learn about the importance of maintaining healthy relationships and about the ways in which they can do this in school, including through the work of pupil wellbeing ambassadors, who are trained to support their peers.
37. Early years staff foster children's emotional development within a calm, well-managed environment. Children's behaviour is consistently positive, supported by attentive and responsive adults. Older pupils routinely demonstrate the school's values of kindness, understanding and meeting leaders' high expectations of their behaviour. Staff are consistent in their implementation of school policies, making appropriate adjustments to support pupils who have SEND.
38. Pupils learn that bullying is not tolerated and are confident that it is dealt with swiftly should it occur. Leaders take allegations of bullying seriously and undertake effective actions to prevent its occurrence and respond to the rare incidents of bullying that do arise.
39. Children in the early years learn to work with appropriate equipment and tools in construction, art and writing activities. They develop secure gross-motor skills in the outdoor environment and in physical education (PE) lessons, where they follow a carefully planned curriculum designed to meet their needs. As they move through the school, pupils develop proficiency and confidence within the PE programme. Experienced and skilful staff provide a range of activities in lessons and opportunities to participate in fixtures and events which are designed to enable all pupils to experience success. Staff encourage pupils to adopt exercise as an enjoyable habit in their lives, whether in a competitive, social or individual context.
40. Early years staff help children to develop healthy lifestyles through learning about their bodies and how they can look after them. Staff encourage children to try new foods at lunchtime, so that by the time they leave Reception they readily take advantage of the healthy options open to them. Older pupils identify the benefits of the provision of salad and fruit on a daily basis. They understand the

importance of physical exercise in staying healthy and demonstrate often advanced physical and strategic sports skills in lessons and events.

41. Children in the early years develop an understanding of their own feelings and how to manage these in response to sensitive guidance and support. Leaders provide timetabled lessons in which older pupils are taught strategies to promote positive mental and emotional wellbeing. Pupils identify the positive impact that these lessons have on their wellbeing. They develop a mature understanding of the times when they might be under stress and of the actions they could take to mitigate this. Pupils identify the benefit of the time devoted to sport, art and drama in the curriculum, which provides them with opportunities to express themselves as well as to develop their skills and knowledge.
42. Admission and attendance registers are kept as required. Leaders are aware of the risks associated with low attendance and take appropriate action when this occurs. They inform the local authority of any pupils who join or leave the school at non-standard times of transition. However, prior to the start of the inspection, the attendance policy did not reflect current statutory guidance or the school's current procedures. Leaders updated the policy during the visit.
43. The premises are well maintained, and appropriate checks are carried out in fulfilment of the school's statutory duties in relation to health and safety and fire prevention. Leaders identify actions needed to improve provision during routine health and safety checks. However, they do not always immediately address minor issues that are identified.
44. Pupils are supervised by a suitable number of adults throughout the school day and when attending activities and trips away from the school premises. Appropriately trained first aiders, including paediatric first aiders in the early years, provide medical attention in school when required.

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. Leaders promote the school values of community, kindness and respect while helping pupils to learn about what it means to live in Britain's diverse society. They provide a comprehensive programme of PSHE lessons and other activities which prepare pupils well for life in modern Britain. Pupils learn about the importance of respect and of challenging discrimination. Leaders promote pupils' understanding of human rights through lessons and assemblies, complemented by the appointment of pupil Unicef ambassadors.
47. Staff in the early years help children learn to forge positive friendships through support and discussion. They make effective use of stories and role-play activities to provide children with opportunities to express themselves and learn how to resolve conflicts. Children learn to work and play co-operatively in structured and self-led activities, recognising for themselves when they need to wait their turn.
48. Pupils develop skills of teamwork and respectful communication through collaborative learning opportunities and extra-curricular activities. Older pupils are active in seeking the means to resolve conflict amongst themselves, including with the support of pupil Unicef and wellbeing ambassadors.
49. Pupils take on a wide range of meaningful positions of responsibility in school, such as community captains in the lower school. Older pupils' responsibilities include acting as house captains and eco-councillors and taking on roles that support other pupils' wellbeing.
50. Pupils are active in contributing to the lives of others outside the school community, including through visits to a local care home and contributions to a foodbank. Pupils select local, national and international charities and decide on the ways in which they will raise funds through the school council and within the dedicated community club. Leaders provide an opportunity for pupils who excel at sport to develop coaching skills and use these to teach younger pupils at nearby schools.
51. Leaders embed respect for the different cultures that make up British society within the curriculum, assemblies and themed days. Children in the early years learn about each other's customs and beliefs through visits from parents and invitations to talk about their home lives in class. Older pupils develop an insightful understanding of and spontaneous respect for the varying ways in which people within their school and beyond live their lives.
52. Children develop an early understanding of how to use money through role-play activities in the early years. Younger pupils visit local shops to purchase books and pastries. Older pupils learn about the difference between what they need and want, and manage their spending on school trips. Pupils in Year 6 acquire a mature understanding for their age of the challenges of running a business through the enterprise programme. Through managing budgets and planning marketing strategies, they develop an appreciation of the need for accuracy and effective communication if they are to be successful in making a profit.
53. Leaders provide a targeted programme of activities for pupils in Year 6 as they prepare to move on to their senior schools. Pupils acquire confidence and skill in public speaking in their drama lessons, which is extended to help them to prepare for interviews and for communicating with new people. They develop skills of communication and resilience through leading activities and taking part in

active residential trips. Visits from the police, alongside PSHE lessons, prepare pupils for the challenges they may face in relation to drugs and online safety. Pupils learn to travel around London independently, having researched and planned their trips in advance.

54. Leaders help pupils to gain a thorough understanding of public services in England, including through visits by the police. Children in the early years begin to develop an appreciation of right and wrong, growing to understand the need to accept responsibility for their actions as they move through the school. Older pupils develop a mature understanding of the difference between rules in school and national laws and how each are decided upon. Pupils learn about the process of national elections and take an active part in the democratic process themselves through voting for council members. They learn about the benefits of a democracy and the role of Parliament and know that those in leadership roles have a responsibility to represent the interests of the wider community.
55. Teachers allocate time to discuss national and worldwide events with older pupils, who develop a broad understanding for their age of such matters. Staff take care that a balanced presentation of views is offered when political matters are discussed. Pupils have a well-developed understanding of the need to respect the views of others when they differ from their own.

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 oversee the effective implementation of policies and procedures to safeguard pupils. Policies are reviewed and adapted regularly to ensure they meet the needs of pupils and the requirements of current statutory guidance. Senior leaders promote an awareness amongst adults in the school that safeguarding is a shared responsibility.
58. Staff, governors and those with safeguarding leadership responsibilities are suitably trained. Safeguarding leaders provide training updates and guidance to staff throughout the year. They are alert to safeguarding risks which are specific to the school and its pupils, providing support and guidance to pupils and staff to mitigate these.
59. Staff throughout the school have a secure understanding of the part they have to play in safeguarding pupils. They recognise and report concerns at an early stage. Leaders record safeguarding concerns in detail and take appropriate and immediate action to support pupils, including by liaising with local safeguarding partners to support pupils and referring concerns onto them when appropriate. Leaders with designated safeguarding responsibilities use records to identify patterns and trends and take action to minimise associated risks.
60. Pupils have trusted adults in school with whom they can share their concerns. Leaders provide pupils with the means to report concerns in writing or anonymously through online systems. These provide a discreet means for pupils to communicate with staff and are checked on a daily basis to ensure a prompt response.
61. Leaders are aware of the importance of good mental health in pupils' safeguarding and of safeguarding indicators in pupils' behaviour. They respond to any such concerns sensitively and appropriately, enlisting the help of parents and external providers, and supporting pupils in school through counselling sessions and daily checks with form teachers.
62. Staff understand the school's expectations of their professional behaviour as specified in the staff code of conduct. They are diligent in reporting any concerns about the behaviour of adults in the school. Leaders manage such concerns appropriately, seeking and following advice from relevant external agencies when required.
63. Pupils are taught about how to stay safe when they are working online from the earliest age in assemblies, school events and information and communication technology (ICT) and PSHE lessons. Older pupils develop a secure understanding of the precautions they can take to protect themselves. Leaders respond swiftly and appropriately when inappropriate use of the internet in school is flagged by the school's filtering system. They monitor reports closely, providing pupils with support and advice when required.
64. Leaders carry out rigorous and systematic procedures when appointing staff. They undertake the required checks and record these accurately on a single central record of appointments (SCR).
65. Governors maintain a detailed knowledge and oversight of the school's safeguarding procedures and how they are put into practice. They undertake a thorough annual review and receive weekly updates about concerns and leaders' actions.

The extent to which the school meets Standards relating to safeguarding

66. All the relevant Standards are met.

School details

School	Prospect House School
Department for Education number	212/6384
Address	Prospect House School 75 Putney Hill London SW15 3NT
Phone number	020 8780 0456
Email address	info@prospecths.org.uk
Website	http://www.prospecths.org.uk
Proprietor	Dukes Education
Chair	Mr Aatif Hassan
Headteacher	Mrs Kelly Gray
Age range	3 to 11
Number of pupils	265
Date of previous inspection	1 to 4 February 2022

Information about the school

67. Prospect House School is an independent co-educational day school situated on two nearby sites in Putney, south-west London. It is owned and governed by Dukes Education. The school comprises the lower school, for children aged 3 to 7 years, and the upper school for pupils aged 7 to 11 years. The current headteacher took up her position in September 2024.
68. There are 51 children in the early years, in two Nursery classes and two Reception classes.
69. The school has identified 51 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
70. The school has identified English as an additional language (EAL) for 57 pupils.
71. The school states its aims are to enable pupils to reach their potential across a broad curriculum and develop a positive attitude towards themselves and others. It seeks to provide a supportive environment in which pupils can develop the personal qualities they need as active and responsible members of society.

Inspection details

Inspection dates

10 to 12 June 2025

72. A team of three inspectors visited the school for two and a half days.

73. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with a member of the governing 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

How are association independent schools in England inspected?

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

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For more information, please visit isi.net