

# School inspection report

14 to 16 January 2025

## **Royal Hospital School**

Holbrook

Ipswich

Suffolk

IP9 2RX

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. Governors maintain effective oversight of all aspects of school life, providing appropriate support and challenge to senior leaders. Leaders and governors work together effectively to actively promote pupils' wellbeing and ensure that the school upholds its particular character and ethos. Leaders have a clear strategy for the future based on self-evaluation and consultation with pupils and staff.
2. The core curriculum is designed well so that pupils develop their knowledge and understanding across a wide range of subjects. They develop further skills through the extensive extra-curricular programme and through enrichment opportunities in which all pupils participate. Older pupils follow courses that suit their skills and aptitudes, and achieve well in their final examinations.
3. Pupils make good progress overall because planning and teaching typically support their learning. Pupils who speak English as an additional language (EAL) benefit from teaching adapted to their needs, helping them to acquire language proficiency swiftly and demonstrate their knowledge and understanding effectively.
4. Pupils who have special educational needs and/or disabilities (SEND) have well-structured support from the specialist SEND department that enables them to develop their learning effectively. In many lessons pupils with high prior attainment are stretched and challenged. However, when teaching does not provide sufficient challenge, pupils with high prior attainment do not always make as much progress as possible.
5. Leaders use a rigorous assessment framework to analyse and evaluate pupils' progress. This is used effectively to identify pupils' needs and to provide them with appropriate support, such as through subject clinics and individualised assistance. Teachers provide clear and effective feedback to pupils to help them improve their work and prepare for assessments.
6. Staff know pupils very well and look after their pastoral needs effectively. Pupils feel comfortable to share concerns and know that adults listen to them. Pupils are well cared for by suitably qualified staff in the boarding houses and medical centre. Houses provide a suitable and welcoming atmosphere and accommodation that supports pupils' wellbeing.
7. The school develops pupils' respect for traditions that express the school's historic links with the Royal Navy and bring the school community together. Pupils actively engage in chapel services, whether they have a faith or none, and staff encourage them to reflect with appreciation on the opportunities they have. Leaders promote engagement in the world beyond school through a wide variety of local and international service projects.
8. A well-planned personal, social, health and economic (PSHE) education and relationships and sex education (RSE) programme covers an appropriate range of relevant topics, such as consent, challenging discrimination and the rule of law. The curriculum is comprehensively assessed and regularly reviewed to meet the needs of pupils.
9. Pupils behave well and show mutual respect in line with the high expectations set by leaders. There is a suitable anti-bullying strategy in place which is implemented consistently by staff. Older pupils take their responsibilities seriously and are keen to be good role models to their younger peers.

10. Leaders actively promote an inclusive and welcoming community. Pupils accept each other's differences and demonstrate an appreciation of cultural diversity. Pupils explore complex moral issues relating to equality, such as how people's rights ought to be protected, what constitutes a fair and just society, and ideas about how to achieve this. Through the diversity council, pupils contribute to the development of the school's diversity statement and raise awareness through poster campaigns, 'diversity day' and chapel talks.
11. The premises and accommodation are well managed, providing a safe environment for pupils and staff. Boarding accommodation is comfortable and refurbished on a rolling programme. Health and safety arrangements are robust, with all required checks undertaken and recorded accurately. Effective risk-management measures are in place, including those that consider the local context, and are reviewed regularly.
12. The school effectively develops pupils' understanding of democratic values, social responsibility and the value of individual liberty. Pupils receive useful careers education and guidance that helps them to make informed choices about their future career or educational paths.
13. The statutory requirements for safeguarding are fully implemented. A culture of promoting safeguarding covers all aspects of school life, including boarding. The distribution of safeguarding roles means that pupils can raise any concerns easily. Leaders and governors review safeguarding practice regularly to ensure that policies and procedures meet requirements and actively promote pupils' wellbeing.

## 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 enables pupils with high prior attainment to make as much progress as possible in lessons.

## Section 1: Leadership and management, and governance

14. Leaders and governors actively promote pupils' wellbeing across the school. They foster an inclusive culture of respect, honour and service. Leaders and governors work together successfully so that the school reflects its particular heritage whilst also preparing pupils effectively for their future lives.
15. Governors monitor the school effectively to ensure that leaders utilise their good skills and knowledge to fulfil their duties effectively. Leaders report formally to governors through a committee structure, as well as through informal meetings and in-person visits. Governors review policies and their implementation regularly, ensuring that the Standards are met consistently.
16. Leaders have a clear understanding of the successes and needs of the school and there is a suitable strategic plan in place to support the promotion of pupils' academic and personal development. Leaders seek the views of pupils when considering how best to adapt provision in the future.
17. Leaders promote the school's ethos and values consistently and effectively, so that pupils reflect these in their behaviour. Assemblies, chapel and special events contribute to a sense of community and identity.
18. A wide range of information is provided on the school's website. There are regular and detailed reports to parents about their children's achievement and progress. Parents and guardians receive helpful information about boarding and school life. Leaders provide the local authority with all required information relating to pupils who have education, health and care (EHC) plans.
19. Leaders ensure that there is effective communication between boarding staff, academic staff and the pastoral team so that any potential issues can be identified early and responded to swiftly. Leaders check that pupils' health needs are met appropriately by medical centre staff. The leadership of boarding is effective. Boarding staff relate to pupils in a caring and approachable manner. They receive appropriate training for their roles and have the appropriate skills and knowledge to undertake these effectively.
20. There are appropriate procedures in place to deal with any concerns or complaints. Leaders take parental complaints seriously. They respond in a timely manner, in line with the published policy and procedures. Leaders maintain records of complaints appropriately, including any actions taken in response to these and how complaints have been resolved.
21. Leaders take a strategic and measured approach to identifying and managing risk. Staff with responsibility for risk assessment have appropriate training. They write detailed and thorough risk assessments for the premises and for school trips and activities that clearly identify potential hazards. The risk register is updated regularly.
22. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. There is a suitable accessibility plan in place that sets out how the school is increasing access to education for pupils with disabilities. The plan is reviewed annually by the education committee. Leaders make reasonable adjustments for pupils who have SEND. These are shared with staff, and are monitored and reviewed regularly to ensure they meet pupils' needs.

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

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

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

24. A broad and suitable curriculum is implemented across the school so that pupils effectively develop their knowledge and understanding in all required areas. Leaders plan and review the curriculum methodically to ensure that pupils increase their skills over time. Pupils have opportunities to select from a wide range of courses that reflect their interests, such as classics and sociology being offered in the sixth form. The additional vocational courses offered to older pupils prepare them well for their future lives. Pupils develop their digital literacy skills effectively through the integrated use of technology across the curriculum.
25. Pupils develop their literacy skills, such as applying their knowledge of literary techniques to the analysis of non-fiction texts, through teaching that builds effectively on their prior learning. Pupils demonstrate application and creativity in design projects, skilfully using a range of tools and producing accomplished final pieces. Teaching extends their skills further through specialist activities such as life drawing and welding. The music curriculum is wide ranging, and pupils develop their skills effectively whether in lessons, congregational singing and choirs, or in the marching band and musical ensembles.
26. The curriculum effectively meets the needs of pupils who speak EAL. When required, teaching is adapted using translation tools to support pupils' understanding of concepts and reinforce the meaning of English vocabulary. Teachers adapt resources, such as by using simplified English text, to ensure that pupils who require additional support for their English understand examination questions. Pupils have specialist lessons which enable them to quickly develop their English proficiency.
27. The school provides a suitable extra-curricular programme. All pupils participate and benefit from a broad choice of activities. This programme is reviewed regularly in response to requests from pupils so that the activities offered reflect their interests. There are many opportunities for pupils to develop skills including music and sports, in line with the school's aims and history. Pupils benefit from the 'electives programme', through which they develop skills for life beyond school through a variety of courses including cookery, sailing, sports leadership and the extended project qualification (EPQ). An appropriate range of activities are available for boarders outside of teaching time, as well as recreational time in their boarding houses.
28. Pupils make good progress overall because lessons are typically planned well to meet their needs. Teachers have good subject knowledge and use effective resources to enable pupils to apply their knowledge and demonstrate their understanding, such as in mathematics where pupils work at their own pace through a variety of increasingly complex questions. Pupils engage purposefully with their learning and work well independently. 'Do now' tasks at the start of lessons provide opportunities for pupils to recall previous learning, which is then built upon. Staff provide pupils with effective feedback so that they know what they can do well and what they need to do to improve their work further. Pupils act on the detailed and helpful feedback they receive from teachers.
29. Pupils who have SEND make good progress because teaching in lessons is adapted to meet their needs. Pupils benefit from individual support from SEND specialists which enables them to secure their understanding and develop confidence through the use of strategies such as breaking down a task into smaller steps and using revision techniques effectively to prepare for assessments.

30. In many lessons pupils with high prior attainment are stretched and challenged to think deeply and tackle suitably challenging concepts. However, this is not always the case. In some lessons pupils who finish the set tasks are given more similar work to do in addition, rather than having their learning stretched further. In these cases, pupils with high prior attainment do not make as much progress as possible.
31. There is a thorough assessment framework in place across the school to track pupils' progress. Pupils have ambitious targets based on assessments on entry to the school and progress is measured against these benchmarks. Leaders analyse data carefully to identify any trends and patterns across different groups. They use this analysis to inform curriculum planning and to identify pupils who would benefit from additional support, which is provided by subject clinics across the curriculum.
32. Pupils achieve well in public examinations. They follow courses that suit their aptitudes and abilities and benefit from a diverse range of pathways to follow. Pupils who have SEND and pupils who speak EAL achieve in line with their peers. Pupils progress successfully to a variety of university courses, apprenticeships or other careers.

### **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. Leaders promote pupils' physical and mental health and emotional wellbeing effectively. There are clear structures in place to enhance wellbeing, such as wellbeing walks and non-competitive physical activities. This provision is reviewed regularly. Pupils have trusted staff that they can talk to if they have a concern, and leaders and staff appropriately follow up any concerns that pupils raise.
35. Pastoral care is effective for both boarding and day pupils. Staff know pupils very well and recognise when they may need extra pastoral support. Leaders carefully identify any pupil who may need additional support and ensure that individual plans are put in place to support their emotional wellbeing. These are recorded and reviewed regularly.
36. There is a clear behaviour policy that is implemented consistently. Leaders and staff communicate high expectations of behaviour, which pupils understand and typically adhere to. Leaders and staff utilise rewards and sanctions effectively and help pupils to resolve any behavioural issues that may arise.
37. Pupils show kindness to one another, for example through being courteous in the dining hall and holding doors open for each other in the corridors, as well as by challenging any disrespectful attitudes if they arise. Staff take care to ensure that all pupils feel welcome and at home in boarding. For example, whenever possible, pupils who speak EAL are buddied with an older pupil who shares the same language.
38. There are effective anti-bullying procedures in place. Pupils learn about different types of bullying, including online, in PSHE lessons. They know how to recognise potentially bullying behaviour and how to respond to any concerns, should they arise. Pastoral staff and leaders keep detailed logs of any concerns. These are monitored regularly to identify any patterns or trends so that action can be taken. Leaders address issues promptly. Consequently, there is very little bullying reported in the school.
39. There is a well-resourced and comprehensive PSHE programme in place, which includes teaching by specialists in Years 9 to 13. The programme contains suitable and age-appropriate content. For example, pupils learn about the dangers of alcohol and substance abuse and how to look after their own mental health. The oldest pupils learn about how to best look after their own safety once they leave school for university or other destinations. Pupils readily discuss topics in lessons and reflect on their learning through self-assessment activities.
40. The RSE curriculum is planned carefully and communicated to parents as required. Topics such as consent, the dangers of pornography and the rule of law are taught in an age-appropriate way as pupils progress through the school. Lesson materials are reviewed and updated to ensure that content is relevant and meets the needs of pupils. Subject and pastoral leaders work together effectively to ensure that individual pupils are supported when topics that they might find sensitive are explored.
41. Pupils benefit from an extensive range of physical education (PE) activities, developing their skills effectively over time. They appreciate the value of exercise and how it relates to their wellbeing.

Staff ensure there is an appropriate range of opportunities for both competitive and non-competitive sport, so that all pupils participate. Extra-curricular clubs reflect pupils' interests such as badminton or pilates. Many pupils attain a high level of competitive success.

42. Pupils learn about spiritual perspectives and a range of different religions and faiths through the philosophy and religious education (PRE) curriculum and also through chapel services, in which the whole school community participates.
43. The site and premises are maintained to a high standard. Health and safety arrangements are robust. Regular checks are undertaken and meticulous logs and records are kept. Suitable fire risk assessments are undertaken. Fire practices take place regularly, including at night and in the early morning, to ensure that all pupils, including part-time boarders, are included.
44. The boarding accommodation is well maintained. It provides suitable sleeping and washing accommodation, and communal spaces where pupils can relax and socialise. Each boarding house has kitchens where boarders can prepare snacks.
45. Supervision of pupils is effective. Staff presence is visible across the site and in boarding houses. Older pupils are guided to have responsibility for supporting younger pupils under staff supervision, with heads of house contributing to the smooth running of the house and duty rota.
46. Leaders and governors ensure that the school's admission and attendance records are maintained in accordance with current statutory guidance. The school notifies the local authority of any pupils who join or leave the school at non-standard times. Leaders closely monitor any absenteeism and follow this up appropriately.
47. The health centre provides suitable facilities for pupils who are injured or unwell and includes a dental surgery. Trained medical staff ensure pupils are well cared for, including pupils with more complex medical needs. Medication is stored suitably and first aid arrangements are thorough. Medical staff communicate effectively with house and pastoral staff to ensure pupils' wellbeing. Communication with parents is effective. There are sufficient staff qualified in first aid to provide adequate cover.

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

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

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

49. Leaders develop pupils' understanding of the positive contribution they can make to society and the benefits of service. Service is embedded in the ethos of the school, and can be seen in the ways in which pupils contribute to the local community, such as through the programme to refurbish a homeless shelter and to teach local primary children how to sing. Pupils organise fundraising activities and build connections with the charities they have chosen to support by inviting them to speak in school. Leaders encourage pupils to develop an appreciation for education across the world, for example by hosting an overseas visits programme during which pupils act as buddies to visiting pupils, and by taking part in service projects in countries including Ecuador and the Himalayas.
50. Pupils have many opportunities to undertake positions of responsibility, ranging from voluntary roles in clubs or activities to school-wide councils and more formal prefect positions. Committees, such as the philanthropy committee which promotes fundraising, and the pupil diversity committee that marks major annual awareness days, enable pupils to make a positive contribution to their school community. They actively pursue these opportunities. Older pupils help their younger peers, for example by teaching them routines for divisions. There is dedicated time each week for service either in Combined Cadet Force (CCF) activities or through other school-based programmes.
51. Pupils develop a clear understanding of right and wrong because leaders encourage them to reflect on the impact of their decisions and actions on others. They understand the need for rules and see why these need to be applied fairly. Pupils are encouraged to explore complex moral questions, such as how to build a fairer society, and have a mature appreciation for the ways in which individual rights should be protected. Pupils explore ethical issues through the curriculum, for example, in geography, weighing the economic benefits of tourism against its human and social impacts on developing countries, and, in PSHE, exploring the impact of extremism and hate crimes.
52. Leaders develop pupils' understanding of the law and British institutions through the curriculum and presentations, encouraging pupils to reflect on differences between countries and to share their individual experiences. Pupils recognise the importance of annual events like the Remembrance Day service, which they treat with respect and sensitivity. They learn about democratic principles by participating in mock elections and through the Model United Nations.
53. Leaders ensure that pupils learn mutual respect through the PSHE education programme, as well as through initiatives such as the pupil-led 'diversity day'. Pupils develop a mature understanding of individual liberty and democracy through the curriculum, for example by examining race and gender stereotypes in philosophy, religion and ethics, and also through the extensive programme of visiting speakers. The school ensures that there is a balanced representation of different views whenever any political themes or subject matter are explored.
54. Pupils gain a secure economic understanding through the PSHE curriculum and other opportunities, such as when they develop their entrepreneurial profit-making skills in vocational courses, and through the extended project qualification when they research the economic impact of the pandemic on small businesses. Pupils learn how to budget and manage their personal finances. Older pupils learn about taxes, which helps those going into employment or choosing an

apprenticeship programme when they finish school, and about student loans. They develop a mature understanding of issues such as economic abuse, coercive control and how some financial issues can affect women in a different way to men.

55. Senior pupils receive effective and helpful careers guidance that follows nationally available benchmarks. They actively engage with an online careers programme to explore career and university options. They learn how to apply for jobs and write CVs, and have practice interviews. In the sixth form, pupils receive effective personalised guidance and advice to help them with university applications and to give them the skills they need for life beyond school, whether that is going to university or beginning a career. Sixth-form pupils go on to study a broad range of courses at a variety of institutions.

### **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. Safeguarding arrangements are effective and in line with current statutory guidance. Governors provide diligent and effective oversight of safeguarding. The safeguarding governor meets regularly with leaders who have designated safeguarding responsibilities to monitor any trends or patterns and to review any actions taken.
58. Leaders actively instil a robust culture of safeguarding through a comprehensive cycle of training and ongoing review. Leaders ensure that all staff, volunteers and governors receive safeguarding training at least annually, and that all new staff receive comprehensive induction into the school's appropriate safeguarding policies and procedures. Staff know how to recognise and report any potential concerns, including those relating to child-on-child abuse and allegations against or low-level concerns about staff.
59. The safeguarding team act promptly and effectively in the event that any safeguarding concerns arise. They work effectively and proactively with external agencies, including by making timely referrals to children's services, the local authority designated officer (LADO) or the police when appropriate. The designated safeguarding lead (DSL) maintains detailed safeguarding records in line with current statutory requirements.
60. Procedures to safeguard the welfare of boarders are effective. The safeguarding policy includes appropriate consideration of safeguarding factors that may particularly apply to boarders, such as those relating to sleeping arrangements.
61. Pupils are clear about how to share a concern if they need to. There is a wide range of staff available for them to talk to, including staff in the pastoral team and health centre, and a suitable independent person. Pupils can also raise concerns anonymously online.
62. Leaders take a proactive and thorough approach to keeping pupils safe online. Pupils are taught about online safety and safeguards are put in place before pupils can access the internet. Suitable filtering and monitoring systems are in place. These are tested and reviewed regularly. Any flags for concern are followed up swiftly by the safeguarding team.
63. Leaders ensure that processes for safer recruitment are robust and follow statutory guidance. The school carries out all required pre-employment checks for all staff, volunteers and members of the governing body. A suitable single central record of appointments (SCR) is kept appropriately and regularly scrutinised by the chair of governors as part of the school's monitoring arrangements. Visitors to the site are carefully supervised by staff.

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

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

## School details

<b>School</b>	Royal Hospital School
<b>Department for Education number</b>	935/6056
<b>Address</b>	Royal Hospital School Holbrook Ipswich Suffolk IP9 2RX
<b>Phone number</b>	01473 326200
<b>Email address</b>	reception@royalhospitalschool.org
<b>Website</b>	<a href="http://www.royalhospitalschool.org">http://www.royalhospitalschool.org</a>
<b>Proprietor</b>	Greenwich Hospital
<b>Chair</b>	Mr Trevor Rowell
<b>Headteacher</b>	Mr Irfan Latif
<b>Age range</b>	11 to 18
<b>Number of pupils</b>	545
<b>Number of boarding pupils</b>	312
<b>Date of previous inspection</b>	23 to 25 November 2021

## Information about the school

65. Royal Hospital School is an independent co-educational day and boarding school situated near Ipswich. The school is owned by Greenwich Hospital, which is a Crown body, and the headteacher is directly responsible to its director. The school is overseen by a board of governors chaired by a member of the Greenwich Hospital advisory board. The current chair of governors took up his appointment in December 2023 and the current headmaster took up his post in September 2024.
66. There are four single-sex boarding houses, two for male pupils and two for female pupils. Year 7 and Year 13 have mixed day and boarding houses and there are two further mixed day houses. All are situated on the school campus.
67. The school has identified 97 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.
68. The school has identified English as an additional language for 86 pupils.
69. The school states its aims are to understand each pupil's strengths, to help them to make the right choices at the right time, navigating through their critical formative years and ensuring their education becomes the foundation of their happiness and success. It seeks to ensure that pupils develop intellectual curiosity and academic confidence so that they fulfil their potential in all their endeavours and embrace a global outlook with a respect for individuality and difference.

## Inspection details

### Inspection dates

14 to 16 January 2025

70. A team of eight inspectors visited the school for two and a half days.

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods, chapel and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the director, 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.

72. 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)