

School inspection report

24 to 26 February 2026

Stowe School

Stowe

Buckingham

MK18 5EH

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	11
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	13
SAFEGUARDING	14
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	15
SCHOOL DETAILS	16
INFORMATION ABOUT THE SCHOOL.....	17
INSPECTION DETAILS	18

Summary of inspection findings

1. The school's aims are effectively woven throughout the curriculum and leaders communicate them well to pupils and parents. Leaders' communication of the school's aims and expectations ensures that pupils are caring, kind, polite and tolerant of their peers and teachers.
2. Governors are ambitious for the school and maintain effective oversight of all areas of school life. They ensure that leaders fulfil their responsibilities in meeting the regulatory requirements. Leaders monitor the school's implementation of policies systematically so that the Standards are consistently met.
3. The personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes are well planned and meet statutory requirements. They include an appropriate range of topics such as consent, drugs awareness, making and maintaining healthy friendships, and challenging discrimination. Pupils learn that every individual is unique and should be treated with respect.
4. Leaders have designed a broad and relevant curriculum. Teachers use their detailed subject knowledge to plan stimulating activities which typically ensure that pupils make good progress and achieve well. Pupils achieve high academic outcomes and proceed to selective and appropriate higher education institutions in the United Kingdom and overseas. However, occasionally teaching does not provide sufficient challenge or support to enable pupils, including those pupils who have special educational needs and/or disabilities (SEND), to make as much progress as possible.
5. The extra-curricular programme encourages and motivates pupils to participate in a wide range of academic, recreational and sporting opportunities. Leaders have designed a programme that encourages pupils of all performance levels to benefit from it. Through participation in academic, creative and sporting pursuits, pupils achieve highly in awards, examinations and national competitions.
6. Pupils who speak English as an additional language (EAL) receive nurturing support that helps them to quickly achieve proficiency in English so that they can confidently access the curriculum in all subject areas.
7. The well-designed careers programme enables pupils to think widely about possible career paths based on their skills, aspirations and enthusiasms. Leaders ensure that pupils receive appropriate support when they apply to university, in terms both of their written applications and in preparing for interviews.
8. The appropriately trained safeguarding team ensures that staff are kept up to date with the latest statutory guidance. Safeguarding leaders work effectively with external agencies, seeking advice as needed and following the appropriate procedures to safeguard pupils. Records of recruitment and pre-employment checks are meticulously maintained.
9. The well-trained boarding team know pupils well and ensure that they are well supported and cared for. Boarding accommodation is comfortable and well maintained.
10. At the start of the of the current academic year, the correct codes were not always used in attendance registers. Leaders had rectified this by the time the inspection took place. In addition, at

the start of the inspection, the attendance policy did not clearly identify the name of the school's attendance champion. Leaders rectified this during the inspection.

11. The school develops pupils' respect for traditions involving activities that bring the whole school community together. Leaders promote pupils' engagement in the world beyond school through the wide network of local, national and international service projects.

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 the attendance policy and procedures consistently reflect the requirements of current statutory guidance
- ensure that teachers consistently adapt teaching strategies and activities so that they provide an appropriate level of challenge and support for pupils of all abilities, including those pupils who have special educational needs and/or disabilities.

Section 1: Leadership and management, and governance

12. Governors undertake regular monitoring activities, both on site and remotely to ensure that leaders have the required skills and knowledge to implement policies effectively. They provide effective support and encouragement and hold leaders to account for the school's performance. Effective systems are in place to evaluate the quality of the school's work, ensuring that there is a focus on continuous improvement. This has resulted in the successful measures to improve boarding provision and the construction of a new teaching building specialising in design, technology and engineering subjects. In addition, staffing has been reorganised in the areas of safeguarding and provision for pupils who have SEND, and pastoral and inclusion provision has been expanded by the appointment of an assistant chaplain. Effective collaboration between leaders and governors ensures that the Standards are met consistently and that the wellbeing of the pupils is always promoted.
13. Subject leaders maintain an effective overview of their curriculum areas and the outcomes for pupils within it. The well-considered staff training programme, together with regular reviews of teaching and pupils' work, is successful in improving teaching.
14. All the required information is published on the school's website. Parents receive written reports along with regular face-to-face and online updates on their child's progress and attainment across all subjects. Leaders provide the relevant local authority with the required information related to funding for pupils in receipt of an education, health and care plan (EHC plan). Leaders also inform the local authority of any pupils who join or leave at non-standard transition points.
15. Leaders have devised a suitable three-stage complaints policy, which is implemented effectively. They adhere to published timeframes when responding to any concerns raised and maintain appropriate records of any informal or formal complaints received.
16. Leaders collaborate effectively with a wide range of external agencies to ensure that pupils' particular needs are identified and understood thoroughly. They work productively with children's services and other safeguarding partners to ensure a co-ordinated and coherent approach to safeguarding for both day pupils and boarders.
17. The school meets the requirements of the Equality Act 2010. A suitable accessibility plan is in place that documents actions designed to enable pupils to experience all areas of the curriculum and the premises. Leaders ensure that pupils are treated fairly and promote an inclusive ethos that celebrates individuality and difference.
18. Leaders have established a consistent approach to managing areas of risk. Systematic procedures are in place to identify potential risks, and suitable mitigations are implemented across all areas of school life. Risk assessments of all types consider current and potential risks, especially for high-risk activities such as those that take place in sport, on water or during overnight or overseas trips. Monitoring and evaluation procedures are secure, with appropriate input from external experts. Leaders are alert to the potential contextual risks associated with the school being located within a rural setting.
19. Boarding staff are well trained and look after boarders with considerable care. They work well with academic staff to foster a culture of kindness and ensure that boarders' educational and emotional needs are well catered for.

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 comprehensive curriculum is suitably planned and implemented to pupils' diverse needs and interests and typically builds on their prior attainment. It is carefully designed to equip pupils for a wide range of opportunities and to be academically, culturally and physically equipped for when they leave Stowe. Language provision at the school is comprehensive, comprising teaching in ten classical and modern foreign languages. A suitable range of vocational courses runs in tandem with A-level study. In the aesthetic and creative subjects, pupils perform well in music and make a positive contribution to challenging dance and drama productions.
22. Pupils make good progress from their starting points and achieve GCSE and A-level results above national averages. A high proportion of pupils achieve the highest grades at GCSE and A level. Pupils achieve high standards in vocational qualifications. Pupils are afforded a wide range of higher education opportunities, with many gaining places at their first-choice universities, which are often those with competitive entry criteria.
23. Teachers are knowledgeable about their subjects. They use their expertise to plan effective lessons that capture pupils' interest from the outset so that they are able to explain new concepts well and correct any emerging misconceptions. Staff provide useful feedback and detailed guidance that enables pupils to make good progress in their studies. Teaching enables pupils to extend their knowledge and inspires them to be intellectually curious. In many successful lessons, pupils are encouraged to think deeply and tackle suitably taxing concepts. However, pupils with different levels of prior attainment, including some who have SEND, are not always given sufficiently challenging tasks. When this occurs, they do not always make as much progress as they could. Teachers do not always provide classroom activities that take account of the identified needs of pupils who have SEND, which impedes their progress at times.
24. Teaching enables pupils to develop secure literacy skills. Older pupils confidently analyse unseen texts, using sophisticated vocabulary to convey, for example, the imagery of colour that might also relate to mood or to the stages of a journey through life. Pupils learn to appreciate the nuances of tone in language and as a result are confident orators and read aloud with expression and understanding. Younger pupils can identify a range of figurative language, such as personification, enjambment and hyperbole. In mathematics, pupils learn about mathematical concepts to explore different strategies to solve problems. For example, older pupils develop their confidence and fluency in analysing and interpreting cumulative frequency tables. Younger pupils learn how to use equations in trigonometry to determine the missing side lengths and angles, and the areas of triangles.
25. Pupils who have SEND typically benefit from carefully led provision. For example, members of the learning support department have implemented a new management structure, devised key teaching strategies for pupils who have SEND, and delivered training to develop the skills of staff in supporting these pupils. Where strategies recommended by the leaders of provision for pupils who have SEND are applied, these pupils engage productively with their learning and make good or better progress.
26. An appropriate assessment framework is in place which teachers regularly use to check pupils' progress. Standardised tests are used to identify pupils who may need additional support. For example, teaching staff use the resultant information together with their detailed knowledge of

pupils' individual skills and aptitudes, to direct pupils to additional subject clinics when helpful to support them to make good or better progress.

27. When needed, pupils who speak EAL receive additional support to develop their speaking and comprehension skills in English. Teachers deploy an effective range of strategies that help pupils who speak EAL to quickly become confident in their English skills so that they can access all areas of the curriculum quickly and make good progress.
28. Leaders provide a range of extra-curricular and enrichment activities which support pupils' personal development. Pupils take part in a variety of activities such as Bible study, chemistry boot camp, Model United Nations and debating, as well as motor sports, robotics and the symphony orchestra. Participation in these activities supports pupils to acquire new skills and interests in such areas and to develop their self-confidence. Boarders enjoy the many activities on offer within the school and boarding houses. Involvement in these activities helps to promote a positive boarding house ethos and develops boarders' independence and positive habits of organisation and study.

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

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

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

30. Pupils' physical health is promoted well through a broad range of outdoor and sporting activities that encourage them to enjoy exercise and, if they choose, to strive to excel in a particular sport or form of exercise. Pupils benefit from specialist sports coaching with many individuals and teams enjoying national success, for example in athletics, cricket, cross country, equestrian competition, golf, hockey, lacrosse, netball and rugby. Pupils' participation in sport and physical education (PE) fosters their sense of resilience, teamwork skills and self-confidence. Pupils learn about the benefits of a healthy lifestyle and the importance of exercise for their physical and mental wellbeing. Leaders pay close attention to pupils' dietary requirements and take appropriate precautions regarding food allergies or intolerances.
31. Leaders enable pupils to attend animal therapy activities during extra-curricular sessions. By engaging with animals, pupils learn how to recognise and manage their own feelings and emotions and begin to take responsibility for the ways in which they respond to different social situations. For some pupils, therapeutic approaches such as interacting with animals can have a grounding and calming effect and help them if, for example, they are struggling with homesickness or loneliness.
32. The PSHE programme is tailored to the needs of the pupils and the RSE component of this programme meets statutory requirements. Leaders consult parents regarding curriculum content. Appropriate topics, such as consent, contraception and drugs awareness, provide pupils with strategies to make positive choices and to make and sustain healthy and respectful relationships. The teaching of PSHE enables pupils' progression and increased depth of study to take place as they move up the school. Sessions on how to manage examination stress help pupils to overcome anxieties and improve their mental health and wellbeing.
33. The school's premises and grounds, including the boarding houses, are methodically and well maintained. The required health and safety checks are implemented regularly, and leaders ensure that appropriate arrangements for the prevention of and response to fire are in place. Regular fire drills are undertaken, including for boarders, in line with statutory requirements. Fire exit routes and fire safety equipment are signposted clearly and fire safety equipment is well maintained.
34. Pupils, including boarders, are appropriately supervised throughout the school day, at night and over weekends on the school site as well as during off-site activities. Staff ensure that they are always available to listen to pupils and provide them with support.
35. Pupils willingly take on responsibilities through the prefect and mentoring systems. These positions of responsibility help integrate younger pupils and facilitate the development of senior pupils as they prepare for life beyond school. Such experiences enable pupils to develop their confidence and leadership skills.
36. Boarding houses are well resourced, clean and bright and feature appropriate sleeping and washing accommodation. Suitably equipped kitchens and comfortable common rooms provide boarders with suitable opportunities to enjoy social time together. Boarders have well-resourced study facilities and can keep their belongings safe in their own personalised living spaces. In the boarding houses, leaders provide a calm environment where pupils can relax, feel at home and participate in a range of social events.

37. In theology, philosophy and religion (TPR) lessons, pupils learn about different world religions and spiritual outlooks. This helps them to gain a perspective about the spiritual and moral dimensions of life, as do their studies in the creative and expressive arts and outdoor activities. Throughout the school day, teachers provide many opportunities for pupils to reflect on their lives, including their beliefs and values. For example, pupils regularly participate in Tai Chi to help support their mental and spiritual development and self-discipline. In history of art lessons, pupils consider complex abstract ideas, such as the way in which a sculpture might 'translate' the natural world.
38. Leaders promote a calm and respectful learning culture and clear behavioural expectations which encourages pupils to behave in a relaxed and natural manner and be polite and welcoming. Staff provide a nurturing environment in which pupils behave as mature and confident young people and where positive relationships between pupils, teachers and non-teaching staff are cultivated. Pastoral leaders use an effective approach to behaviour management to encourage pupils to reflect on their behaviour and its effects on others and find resolutions to any disagreements.
39. An appropriate anti-bullying strategy is in place. Leaders foster a culture of respect and tolerance, which helps pupils understand and use language appropriately and to recognise and respond to unkindness and bullying. Leaders respond swiftly to the very few incidents of bullying that occur.
40. Prior to the current academic year, the attendance register did not always use the correct codes as required by current statutory guidance. This issue was identified by school leaders prior to the inspection, and training was implemented so that the recording of codes is now correct. In addition, at the start of the inspection the name of the attendance champion was not included in the attendance policy. Leaders rectified this during the inspection. The admission register is suitably maintained and meets statutory requirements
41. The provision for first aid and the administration of medicines is appropriate. Suitably trained staff manage the medical centre well, as well as the medical facilities in the boarding houses.

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

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

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

43. The carefully planned economic curriculum enables pupils to develop their understanding of monetary and financial matters. Pupils acquire financial literacy skills and learn about the benefits of making informed financial decisions, such as when managing a budget. Younger pupils learn about interest rates and the variety of passive income stream opportunities that can be utilised through social media. Older pupils learn about fiscal policy and matters such as mortgages and renting. They learn about the effects that recession and unemployment can have on mental health and wellbeing. Boarders learn about the value of money and develop skills in everyday situations, for instance by using debit cards in the tuck shop. The curriculum helps supports pupils towards being able to make sensible financial decisions that prepare them for university and adult life.
44. Through the curriculum, pupils learn about diversity, such as that relating to religious beliefs, gender, sexual preferences and cultural identities. The PSHE curriculum teaches pupils to show tolerance and respect and to celebrate difference. Pupils learn that they should not judge people on the basis of stereotypes or sexuality, physical appearance or disability. In PSHE lessons, pupils learn to value difference and individuality, particularly characteristics such as age, disability, gender, sexuality, race and religion. Pupils develop an appreciation of the diversity of cultures, traditions and values from across the world through studies in art, literature and music. For example, in TPR, older pupils assessed the radio debate contributed to by the philosopher Bertrand Russell entitled the *Existence of God*. Pupils examined and considered the comparative views regarding the origin of morality and objective values. In music, younger pupils analysed and performed the song *Three Little Birds* by Bob Marley. They also considered the singer-songwriter's Jamaican cultural identity and how he used his music to bridge cultural divides, advocating peace and tolerance.
45. Pupils receive helpful and impartial guidance from staff about a wide range of careers and apprenticeships. Through the 'Futures' programme, pupils receive specific advice about subject choices and support for writing personal statements for university applications, including those in Australia, Europe and the United States. They attend work experience placements, often through recommendations made by members of the network of alumni. Pupils use an online platform to assemble a range of documentation that they use to identify their skills and match them to career options. The annual careers and higher education fair and visiting speakers, including alumni, provide further advice on a range of careers, for instance in catering, finance and law.
46. Pupils willingly take on leadership roles in the school, such as prefects, team captains, activity leaders and year-group leaders. These opportunities promote responsibility, confidence and representation of the school community, developing social maturity and accountability. A 'buddy' system is in place whereby older pupils mentor younger ones. These various roles help pupils to develop their own leadership skills. Further opportunities to hone leadership skills are offered through the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award scheme (DofE) programmes.
47. A culture of service runs throughout the school. Pupils develop a sense of social responsibility and civic duty by, for example, hosting a Christmas party for local senior citizens and raising funds for local, national and international charities. Through initiatives such as the 'Ubuntu Society', some pupils support the homeless and those in need, while other pupils engage with local care homes or

assist younger pupils at the local primary school. This helps pupils to appreciate and understand the challenges that can be faced by people and develops their capacity for empathy.

48. In PSHE lessons and tutor time, teachers guide pupils to understand the rationale for rules, and rewards and consequences in protecting individual interests and maintaining a well-ordered society. In the TPR curriculum, pupils explore these themes further when considering, for instance, the purpose of punishment and how different religious groups approach these issues. Discussion of these questions helps pupils to distinguish between right and wrong.
49. Pupils gain an understanding of democracy, the rule of laws, legislation and political systems, and explore different political viewpoints, such as when visiting the Houses of Parliament and the Supreme Court. In PSHE, younger pupils learn about consent and the law, exploring issues such as competency to make a judgement, for instance when buying a pet or agreeing to a medical procedure. In politics, older pupils explore issues such as the workings of the British government in relation to the Rwandan immigration scheme. Pupils learn that all members of society benefit when citizens respect democracy, accept the laws of the land and contribute positively to their communities. Staff ensure that any discussions that contain political content are conducted impartially and without bias.
50. The comprehensive programme of trips helps pupils to develop their understanding of local and national institutions and services in modern-day Britain. They visit institutions such as the British Museum, the National Gallery and Tate Modern. Trips outside of London include visits to the Ashmolean and Pitt Rivers Museums in Oxford, and the George Abell Observatory in Milton Keynes. Participation in these outings helps pupils to learn how public institutions can make a positive contribution to society.
51. The curriculum actively promotes British values, such as individual liberty, mutual respect and tolerance, particularly in subjects such as English and media, where careful consideration is given to the choice of texts. Consideration of subjects like immigration in modern foreign languages (MFL) helps pupils to gain a mature understanding of world issues. They learn to understand different cultural perspectives to prepare them to live and work harmoniously in a diverse society.

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

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

Safeguarding

53. Governors prioritise safeguarding and oversee it effectively. Senior leaders have put in place effective procedures that promote a positive culture of safeguarding across the school. Leaders ensure that staff are alert to the possibility that safeguarding issues could occur at any time and that it is everyone's responsibility to identify, report and act on any concerns raised.
54. Leaders have a secure understanding of safeguarding requirements for boarders and have established clear mechanisms for pupils to seek assistance when required.
55. Robust systems are in place for checking the suitability of staff and family members of boarding staff resident in the boarding houses. Procedures to safeguard the welfare of boarders are well understood and effective, with regular communication taking place between the boarding, medical, pastoral and safeguarding teams.
56. Leaders with responsibility for safeguarding are trained appropriately for their responsibilities. The safeguarding team delivers effective training to staff so that they are confident in responding to any safeguarding issues and know to whom they should report concerns.
57. The staff behaviour policy sets out clearly leaders' expectations about how staff should conduct and present themselves, in person and online, both in and out of school. Staff understand this policy and know the necessary procedures they should follow should they need to raise a concern about any adult working in the school. Safeguarding leaders respond swiftly and take suitable action when required.
58. The PSHE programme is regularly reviewed and adapted in the light of emerging online trends and patterns of behaviour, so that pupils learn how to stay safe online. Leaders have established a robust internet filtering and monitoring system. The online digital monitoring platform allows for immediate alerts regarding any potential breaches in internet safety. Leaders respond swiftly to any inappropriate usage of the internet. This helps to mitigate risks such as exposure to online bullying and harmful or adult content.
59. Pupils can raise any concern with a trusted adult, including staff from the wellbeing centre or by reporting via an anonymous online system. Staff treat any concerns raised with respect and these are handled sensitively, both in the school and in boarding houses. Boarders can raise their concerns via a person who is independent of the school and is available to offer advice and support. Information about how pupils, staff and visitors can contact the safeguarding team is displayed throughout the school. House parents know the whereabouts of their pupils.
60. Effective working partnerships with external safeguarding partners ensure that safeguarding leaders can seek advice or make timely referrals to relevant agencies, such as children's services and the local authority, as required.
61. The single central record of appointments (SCR) is suitably maintained and is regularly reviewed by leaders and governors. Staff involved in recruitment receive specific training for their roles so that they carry out all required safer recruitment checks thoroughly and effectively.

The extent to which the school meets Standards relating to safeguarding

62. All the relevant Standards are met.

School details

School	Stowe School
Department for Education number	825/6001
Registered charity number	310639
Address	Stowe School Stowe Buckingham Buckinghamshire MK18 5EH
Phone number	01280 818000
Email address	enquiries@stowe.co.uk
Website	www.stowe.co.uk
Proprietor	Stowe School Limited
Chair	Mr Simon Creedy Smith
Headteacher	Dr Anthony Wallersteiner
Age range	12 to 19
Number of pupils	877
Number of boarding pupils	560
Date of previous inspection	22 to 23 February 2023

Information about the school

63. Stowe School is an independent co-educational day and boarding school, located in Stowe, Buckinghamshire. The school was founded in 1923 and from January 2021 has been part of The Stowe Group, which comprises Stowe School, Ashfold School, Swanbourne House and Winchester House preparatory schools. The Stowe Group governors are responsible for governance of all schools within the group. The school is divided into two sections, the lower school for pupils aged 12 to 16 years and the sixth form for pupils aged 16 to 19 years.
64. Boarders are accommodated in one of 13 boarding houses. There are three houses for day pupils.
65. The school has identified 258 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
66. The school has identified English as an additional language for 124 pupils.
67. The school states its aims are to educate pupils to be 'Change Makers' who are empowered to make a positive contribution to their school and wider community. It intends to encourage pupils to acquire and develop the qualities of stoicism, teamwork, open-mindedness, inquisitiveness, creativity and staying positive, known as 'STOICS', as well as to be intellectually curious, academically ambitious and socially responsible. The school strives to provide a rich and holistic education that nurtures each pupil academically and pastorally.

Inspection details

Inspection dates

24 to 26 February 2026

68. A team of nine inspectors visited the school for two and a half days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders

- observation of registration periods and a whole-school Chapel service

- observation of a sample of extra-curricular activities that occurred during the inspection

- discussions with the chair of governors and the safeguarding governor

- 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.

70. 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**.

Independent Schools Inspectorate

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

For more information, please visit isi.net