

School inspection report

4 to 6 November 2025

Cumnor House School for Girls

1 Woodcote Lane

Purley

Surrey

CR8 3HB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor body does not provide enough oversight on all aspects of their responsibilities related to attendance and safeguarding. The proprietor body and leaders have not stayed up to date with the expectations of statutory guidance in this area of their work. Consequently, the school's policy and practice related to attendance arrangements are insufficiently robust. As a result, the requirements of Standards related to attendance, safeguarding, and leadership and governance are not met, including associated requirements of the Early Years Foundation Stage (EYFS).
2. There are relative weaknesses in the quality of other policies and leaders' oversight of these. However, leaders are knowledgeable about the guidance that underpins these policies, and the policies did not reflect the effective practice in the school's procedures. These policies were updated during the inspection.
3. Pupils make good progress over time. There is a high-quality curriculum and effective teaching throughout the school. Pupils experience teaching that motivates them to learn more and deepens their knowledge, skills and understanding. Appropriate adaptations to teaching and learning enable pupils with different levels of prior attainment to make good progress. Effective tracking of pupils' progress supports the positive outcomes achieved in all year groups, ensuring that by the end of Year 6, pupils are ready to transition to secondary school.
4. In the early years, effective leadership ensures that lessons are purposeful, inclusive and developmentally appropriate. Communication and language development is a priority. Children engage well with each other in conversation and activities. Teachers model behaviour and adapt lessons to meet children's needs. There is a consistent emphasis on encouraging children to collaborate, think critically and use digital tools effectively, developing subject-specific language and embedding curiosity. Teaching assistants are fully integrated into the teaching process, sharing responsibility for promoting children's confidence, co-operation and progress, in addition to supporting enjoyment in learning.
5. Leaders promote pupils' wellbeing through effective systems, such as school buddies and trusted adults. School leaders provide ample opportunities for pupils to play in a safe, well-supervised environment that encourages active participation and positive social interaction, strongly supporting their wellbeing. In the early years, clear routines and supervision, and thoughtfully planned spaces ensure that pupils can explore, collaborate and play with confidence and care.
6. School leaders ensure the school curriculum, assemblies and enrichment activities actively promote fundamental British values, encouraging pupils to understand values such as democracy, fairness and responsibility while celebrating diversity, world religions and difference.
7. Appropriate staff recruitment processes are in place. Leaders and school staff receive suitable safeguarding training and regular updates. Pupils have effective mechanisms for reporting concerns, and staff are quick to respond and provide targeted and effective support.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- all the requirements of the statutory guidance relating to attendance are followed
- the proprietor and staff have sufficient knowledge skills and understanding to implement the attendance policy and procedures
- the attendance policy and procedures are revised to reflect the current statutory guidance.

Recommended next steps.

The proprietor should:

- ensure that policies, plans and other information are kept up to date, and accurately reflect the context and work of the school.

Section 1: Leadership and management, and governance

8. The proprietor body provides challenge and support to leaders through regular and effective oversight of most of the school's policies and practices. However, while the school does inform the local authority of those who leave and join at the appropriate times, the school is not fulfilling all of its statutory responsibilities regarding attendance, with the result that not all Standards are met.
9. Leaders do not apply the necessary knowledge and skills with regard to statutory guidance related to attendance. There are weaknesses and gaps in recording, reporting and monitoring of attendance. This includes oversight in the early years.
10. Leaders have a comprehensive understanding of the complaints procedure, and details of concerns and complaints are accounted for in an appropriate and timely manner. Policies are available to parents, often through the school's website. There were some relative weaknesses in the quality of these policies, where the detail of some had not been kept up to date or were not specific to the context of the school. However, these policies do not reflect the more effective practice in the school. This was rectified by the end of the inspection.
11. Reporting to parents occurs termly through written reports and parents' evenings, with opportunities for teachers and parents to review workbooks. Written reports give detailed information regarding pupils' academic and personal development, and assessment. As a result of these measures, parents are well informed of their child's progress and achievement.
12. School leaders maintain effective, systematic risk management, through site inspections, and monitoring to ensure the school environment remains safe for all. School leaders conduct regular health and safety checks, maintain risk assessments and risk manage educational trips. They maintain thorough records, act promptly on identified risks and ensure policies are consistently implemented. Through effective supervision, leaders promote a culture of safety, engaging with external specialists where necessary.
13. Leaders ensure that the school values of courage, compassion, endeavour, integrity and belief underpin pupils' development so that they are prepared for their future lives in modern British society. Leaders promote the importance of mutual respect and significance of moral understanding, along with understanding of protected characteristics, through the curriculum and wider school activities. Leaders ensure that they meet the requirements of the Equality Act 2010 through an appropriate accessibility plan.
14. The proprietor and leaders work effectively together to ensure that the pupils at the school are well cared for and that the education they receive prepares pupils for their future. For example, leaders ensure that teaching and learning is purposeful, inclusive and developmentally appropriate. Systems for curriculum planning and assessment are robust and continually reviewed to secure ongoing improvement. In the early years, leaders ensure a safe and nurturing environment, with effective routines, secure relationships and clear expectations for learning and behaviour.
15. Leaders value hearing from pupils. This is embedded through the pupil leadership team and other representative forums. Pupils are listened to and understand how their ideas can lead to meaningful change. Leaders promote mutual respect, tolerance and kindness, ensuring these values are woven through assemblies, restorative practices and the curriculum.

16. Leaders prioritise pupils' mental health and emotional wellbeing. They provide in-school support and maintain effective links with external agencies, who provide support and expertise where needed. Leaders seek external specialists to provide ongoing training for staff, for example in the 'Prevent' duty.

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

17. **Not all the relevant Standards are met. Standards are not consistently met with respect to attendance procedures and leadership oversight of this work. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

18. Leaders plan the curriculum effectively, with clearly articulated expectations for pupils' learning in a range of subjects. The curriculum focuses on providing pupils with important foundational knowledge. There is an emphasis on phonics, early literacy and numeracy, and the development of pupils' oracy, language and communication skills. Leaders plan for opportunities to develop pupils' curiosity and motivate them to apply learning in increasingly complex ways. Pupils develop independence in their learning as a result.
19. Teachers are knowledgeable about the subjects that they teach and there are cross-curricular links across different subjects. They plan and structure lessons and use a range of effective strategies to help teach pupils new content and skills. Teachers use effective questioning to deepen pupils' understanding and encourage thoughtful reflection. Teachers know what pupils know and can do. They use this information to adapt lessons, where needed, to support those who need more help, or to provide challenge to those who are ready to apply their learning in more complex ways. Teachers and assistants work interchangeably to model and reinforce learning, ensuring that individual needs are recognised and addressed, enabling pupils to learn effectively.
20. Pupils who have special educational needs and/or disabilities (SEND) are well supported. Their needs are identified effectively. Leaders arrange strategies to support pupils' learning and development, and this information is disseminated effectively to staff. Staff use this information effectively to provide in-class support, including seating adaptations, additional resources and planned breaks. Leaders routinely review how well pupils are faring and where more support is needed. Pupils who have SEND learn and achieve effectively.
21. Pupils who speak English as an additional language (EAL) are supported well to develop essential linguistic skills. They are supported effectively in lessons to access the curriculum through provision such as pre-teaching, and, where needed, pupils receive targeted support in areas such as phonics, reading and mathematics. Over time, pupils acquire appropriate competence in English and are able to learn and achieve well alongside their peers.
22. Pupils develop important knowledge and skills and learn and achieve effectively across the curriculum. For example, in English lessons pupils are encouraged to make ambitious language choices and develop a deeper understanding of word meaning across contexts. In mathematics, well-chosen resources and activities provide effective scaffolding to help pupils become increasingly independent in their application of mathematics. Lessons also encourage collaboration and questioning, such as in science lessons in Year 6, where pupils think critically about their impact on global climate change, or in religious education (RE) lessons in Year 1 where pupils' discussion on God's Covenants makes meaningful links to new ideas. Through their learning, pupils develop curiosity, independence and enthusiasm for learning.
23. Children in the early years experience a balance of teacher-led and self-initiated activities, allowing children to explore, question and build independence. Language development is reinforced with ongoing conversations between teachers and children. Children develop skills in communication, literacy and numeracy, and secure understanding of number concepts. Children develop independence and enthusiasm in their language skills, confidently applying prior knowledge through interactive and well-organised activities.

24. Academic leaders have implemented a suitable assessment framework, including in the early years. Assessment information is tracked and regularly monitored. This information is used to inform teachers, who identify pupils and put strategies in place to provide additional challenge or well-structured support. Teachers provide effective guidance and feedback, including through pupil self-assessment, that enables pupils to better reflect on their learning, understand where they are and what they need to do next to improve.
25. The school provides a rich and varied programme of extra-curricular opportunities. Clubs are wide-ranging and well attended and cater to diverse interests and abilities. Activities include science, art, coding, mindfulness, journaling, gymnastics, yoga and netball. The youngest children take part in activities such as animal club and yoga, which support early social and physical development and provide opportunities to mix with older year groups. Clubs are thoughtfully designed to develop curiosity, creativity, collaboration and resilience. Many pupils are positive and enthusiastic about the range of activities and their enjoyment of attending them.

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

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

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

27. Leaders prioritise supporting pupils' mental and emotional health. Through lessons, assemblies, form times and choral singing, pupils receive many opportunities to reflect and develop their spiritual awareness. Pupils are taught about the school values and the importance of politeness, healthy relationships and respect. Pupils show mutual respect, moral understanding and empathy through thoughtful discussion, reflection and positive relationships with adults and each other.
28. The proprietor and school leaders maintain a suitable admission register. However, they do not have the required knowledge and understanding of up-to-date statutory guidance related to attendance. They have not implemented an appropriate attendance policy and have not used accurate attendance coding for pupils. Leaders have not had sufficient oversight of the procedures and have not provided effective monitoring to ensure the correct attendance information is being recorded on registers.
29. Leaders ensure that there is a well-structured and well-taught personal, social, health and economic education (PSHE) programme which includes statutory coverage of relationships and sex education (RSE). Leaders communicate and collaborate with parents appropriately regarding content and teaching approaches. This curriculum is enriched by an assembly programme, form tutor time and initiatives such as Global Wellbeing Day and International Day. Through the curriculum and other activities, pupils explore important values and topics, such as kindness, empathy, healthy relationships and understanding difference, mental health and emotional wellbeing.
30. Staff in the early years plan activities to ensure children improve and develop co-ordination, balance, and core strength and skills. Resources are used effectively to enable children to develop their physical health. The early years curriculum includes physical education (PE), which is taught by specialist staff. Children engage with communication, listening and following instructions, while developing their throwing, catching and ball skills.
31. Leaders have implemented an effective behaviour policy and process. Staff are well trained in the school's approaches. Records of any incidents or concerns are detailed and acted upon effectively. Leaders routinely review the information that they have about pupils' behaviour, and where there might be trends or patterns of concern. Pupils are taught about the importance of positive behaviour and taking responsibility for their actions. As a result, pupils behave well and are polite and kind, which creates a respectful learning environment.
32. Leaders implement a well-considered anti-bullying policy and strategy and keep comprehensive records. Leaders provide lots of opportunities for pupils to report their concerns, for example, through the school's well-trained and supported pupil anti-bullying ambassadors. Consequently, pupils are respectful of others, which creates an environment where anti-bullying principles are upheld throughout the school. Any rare incidents are dealt with effectively.
33. The physical education (PE) curriculum and wider wellbeing initiatives support pupils' physical and emotional health. Lessons promote pupils' physical health, knowledge of different sports and approaches to fitness, collaboration and co-ordination, while instilling values of sportsmanship and fair play. As they get older, pupils regularly play competitive sports. Leaders provide ample opportunities for pupils to pursue their interests, for example providing opportunities for some

pupils to develop individual strengthening skills in ballet. Through the curriculum, pupils also learn about nutrition and healthy lifestyles. The curriculum and wider activities contribute positively to pupils' physical health and overall school experience.

34. School leaders maintain the requirements of the Standards in the management of premises, accommodation, and health and safety. The premises are safe, secure and well maintained, with suitable facilities. Health and safety policies, detailed risk assessments and robust procedures that cover fire safety, lockdown and evacuation are established, implemented, monitored and reviewed to ensure the wellbeing of all pupils and staff. Pupils are well supervised. First aid arrangements are effectively managed, with trained staff.
35. Leaders provide meaningful opportunities for pupils to take on roles and responsibilities. Many pupils serve as prefects, fostering responsibility, teamwork and leadership across the school community. Further opportunities for pupil leadership are promoted through the pupil leadership team, anti-bullying ambassadors and the school buddy system. Through guidance and support, pupils in these roles develop confidence and maturity, contributing positively to the development of their self-esteem.

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

36. **Not all the relevant Standards are met. Attendance registers are not always maintained in line with statutory guidance. A schedule of unmet Standards is included in the report.**

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

37. Leaders ensure that the school values underpin the ethos of the school. Pupils benefit from a wide range of carefully planned opportunities that foster their own personal development and social skills. They are provided with opportunities to reflect on the importance of doing the right thing 'even when no one is watching'. Pupils develop a secure understanding of right and wrong. They are respectful and courteous, adhere to the school rules and treat one another with kindness.
38. Pupils are taught about the importance of social responsibility and community engagement. Many are active contributors in the school and local community. For example, older pupils provide support for younger pupils through the buddy system and prefect roles. The charity team have active leadership roles, preparing and presenting assemblies to raise awareness of charitable causes. Many pupils take part in charity fundraising and community partnerships, such as supporting the local care home and food hub, contributing donations during the harvest festival and helping to deliver items in person.
39. Pupils are taught about the importance of respect in society, the protection of people through the Equality Act 2010 and the place of protected characteristics through PSHE lessons. This curriculum is enhanced by an array of visiting speakers, assemblies, trips and visits, such as recent assemblies on Diwali. Leaders provide opportunities for pupils to develop an understanding of diversity and inclusion within the school and local community.
40. Pupils are taught about important British values. Through the curriculum, pupils have rich opportunities to learn about these values. For example, in tutor sessions in Year 5, pupils learn about democracy, rule of law, tolerance, and integrity through the study of Guy Fawkes and discussions about modern democratic principles and ethical behaviour. Pupils are given opportunities to apply their learning in practical ways, for example by taking part in a democratic process through elections for the school charity. Through planned lessons, assemblies and enrichment activities, pupils are provided with well-planned and unbiased information about different political viewpoints.
41. Leaders ensure that the curriculum provides an age-appropriate understanding of economic and financial literacy. This starts with the youngest children who learn about the role of money through shop role play. As pupils get older, they learn about important topics, such as budgeting and taxation, furthering the opportunity for pupils to gain early insight into social and economic responsibility.
42. Leaders invest in supporting pupils' social skills and confidence while developing their early understanding about potential future careers and employment. Pupils are given rich opportunities to discover their strengths and interests through hands-on experiences such as enterprise week and visits to places like 'KidZania'. Leaders plan activities where pupils explore different careers, develop key skills and gain a deeper understanding of the world of work. Leaders plan visits to London using public transport so that pupils are more aware of the systems and skills needed to navigate their future lives.
43. Leaders support the youngest children in the early years to develop their social skills. Staff model kindness, co-operation and respect during planned sessions and play. During social times, children are well supported by interactions with staff, through the well-resourced play area and through the

school's 'buddy' system, to engage positively in a wide range of well-organised social activities. By the end of Reception, children have developed social skills that ready them for Year 1.

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

44. All the relevant Standards are met.

Safeguarding

45. The proprietor body undertakes regular checks on leaders' work. For example, they ensure that all appropriate pre-employment checks are made on adults before they work with pupils. These recruitment checks are in place and are recorded accurately in a suitable single central record (SCR), reflecting current guidance.
46. Leaders ensure that there is a safeguarding policy in place that reflects the requirements of current statutory guidance. Those with designated safeguarding responsibilities receive appropriate safeguarding training.
47. Leaders provide staff with effective and thorough training which includes the school's policies and procedures and how to respond to any safeguarding concerns. Staff receive regular updated safeguarding training, and leaders routinely check staff's understanding of this information. Leaders use daily briefings to share pastoral and safeguarding information promptly. This training includes information on the importance of reporting low-level concerns about adults working with children and how they should be managed. As a result, staff are vigilant and report any concerns in an appropriate and timely manner.
48. Leaders with designated safeguarding responsibilities respond quickly and appropriately to any reported concerns about pupils. The records of the actions taken are detailed and well maintained. Leaders liaise appropriately with external agencies, such as children's services teams, where needed, to seek advice and more specialist support.
49. Leaders have in place appropriate PSHE, computing and assembly programmes to ensure pupils understand how to keep themselves safe, including when online, and how to report their worries. Pupils are taught about the different ways in which they can report concerns and the different measures that the school puts in place to keep them safe.
50. Leaders ensure that robust internet filtering and monitoring systems are in place. Leaders act quickly to investigate concerns, and suitable actions are taken to keep pupils safe.
51. School leaders ensure that safeguarding remains central to all health and safety practices, with thorough risk assessments and preventative measures in place to protect pupils from harm. Their oversight, regular reviews and swift response to identified risks demonstrate a commitment to creating a secure environment where pupils can thrive.

The extent to which the school meets Standards relating to safeguarding

- 52. Arrangements for safeguarding pupils through an accurate knowledge and use of up-to-date statutory guidance related to attendance is not in place. As a result, Standards related to safeguarding are not met. A schedule of unmet Standards is included in the report.**

Schedule of unmet Standards.

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
EYFS ² 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

² Early years foundation stage statutory framework ('EYFS')

7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
EYFS 3.12	Providers must have an attendance policy that they share with parents and/or carers. This must include expectations for reporting child absences and the actions providers will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

School details

School	Cumnor House School for Girls
Department for Education number	306/6107
Address	Cumnor House School for Girls 1 Woodcote Lane Purley Surrey CR8 3HB
Phone number	020 8668 0050
Email address	admissions@cumnorhouse.com
Website	www.cumnorhouse.com/cumnor-girls/
Proprietor	Cognita Schools Limited
Chair	Michael Drake
Headteacher	Emma Edwards
Age range	4 to 11
Number of pupils	133
Date of previous inspection	15 to 17 November 2022

Information about the school

53. Cumnor House School for Girls is an independent school for female pupils aged 4 to 11 years old, located in Purley. The school was acquired by Cognita Schools Limited in 2010. There is a new head of school who also undertakes the same role in three other schools owned by the proprietor body. There is a governing body that is chaired by Cognita's general manager.
54. There are 18 children in the early years setting, comprising one Reception class.
55. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).
56. The school has identified English as an additional language (EAL) for 23 pupils.
57. The school states its aims are building the foundations for excellence, fostering future-ready skills, supporting the next generation of leaders and creating a sense of belonging.

Inspection details

Inspection dates

4 to 6 November 2025

58. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

59. Inspection activities included:

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

60. 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