

School inspection report

10 to 12 February 2026

The Abbey School Reading

17 Kendrick Road

Reading

RG1 5DZ

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

Summary of inspection findings

1. Governors maintain efficient oversight of the school. They ensure that leaders fulfil their responsibilities effectively. Consequently, the requirements of the Standards are met consistently. Leaders prioritise pupils' wellbeing in the actions that they take, in line with the school's ethos and values.
2. The curriculum is suitably broad and designed to meet pupils' needs, interests and aptitudes. It is academically ambitious and aligned with pupils' prior attainment. Pupils who have special educational needs and/or disabilities (SEND) achieve well because of the care taken to shape the support they receive. Pupils' achievement is systematically monitored. Leaders use this information to ensure that support is precisely targeted and effective. Assessment of pupils' knowledge and skills is effective overall. However, assessment of pupils' learning in personal, social, health and economic education (PSHE) and relationships and sex education (RSE) is not as consistently well developed as in other subjects.
3. Parents receive reports that provide them with information about their child's attainment, progress and attitudes to learning. Overall, parents are well informed. However, in some cases, when pupils underperform, the written comments in reports do not always provide clear information for parents on what pupils need to do in order to improve.
4. Pupils' mental, emotional and physical health are well supported. Pupils are responsible and respectful. Typically, they behave well and bullying is rare. The programme of physical activities supports pupils' physical and mental health and wellbeing. The curriculum, together with the co-curricular opportunities and assemblies, promotes pupils' self-confidence and self-esteem.
5. In the early years, leaders design purposeful, appropriate programmes which prioritise children's understanding in communication and number. Children learn successfully. They are prepared well for English and maths in Year 1. However, children in the early years do not make as much progress in their personal and emotional development as they do in the other areas of the curriculum.
6. Leaders have a systematic approach to the management of health and safety, including fire protocols. Appropriate first aid is readily available when required.
7. Pupils are well informed and thoughtfully prepared to make financial decisions. They understand the importance of tolerance and respect for others. Effective links with the local community ensure that pupils are well informed and thoughtfully prepared to contribute positively to British society. Pupils benefit from a well-structured careers education programme.
8. Any parental complaints are managed effectively through a three-stage process. The records relating to these, however, are not always as accurate as they should be in recording the detail of leaders' actions and the outcomes of complaints.
9. Governors maintain a rigorous oversight of safeguarding practices at the school. Staff understand and implement the school's procedures for reporting any safeguarding concerns that might arise. Leaders carry out recruitment checks as required by current statutory guidance. These checks are recorded appropriately. Pupils learn how to keep safe, including when online.

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 school's handling of parental complaints is recorded precisely in order to reflect the appropriateness of the school's decision-making
- check that reports to parents routinely give clear information about what pupils need to do in order to continue to improve their progress and attainment
- ensure that pupils' attainment in personal, social, health and economic education and relationships and sex education is assessed as consistently effectively as in other subjects to maximise their potential to achieve well
- further strengthen the progress that children in the early years make in their personal and emotional development.

Section 1: Leadership and management, and governance

10. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively, including in promoting pupils' wellbeing. Governors assure themselves that the Standards are met through effective scrutiny and monitoring of the school's practice and procedures. They receive detailed reports, regularly visit the school and review documentation. Appropriate challenge and support is offered to leaders, so the Standards are met consistently.
11. Leaders have an accurate view of the school's effectiveness and areas for further development. They reflect carefully on the impact of their actions on pupils' wellbeing and success. Their methodical and detailed self-evaluation informs strategic school development planning. This planning focuses on improving the impact on pupils' wellbeing in all areas of the school's provision.
12. Leaders manage any parental complaints appropriately. Complaints are dealt with in the timeframe stated in the school's policy. However, the school's handling of and responses to complaints are not always accurately recorded. As a result, the effectiveness of leaders' decision-making is not correctly reflected in the school's log. This administrative error was rectified during the inspection.
13. Parents receive reports providing them with information about their child's attainment, progress and attitudes to learning. At times, where some pupils do not achieve as well as they should, the written comments do not consistently reflect the detail of the relative weaknesses of the pupils' work. Consequently, parents are not always sufficiently well informed about what their children need to do in order to continue to develop their progress and attainment further.
14. The required information about the school, including its aims and ethos, is made available to parents, largely through the school's informative website. There are no pupils for whom the school receives state funding.
15. Leaders maintain a suitable range of policies. These policies are well known to staff, parents and pupils, as appropriate, and are effectively implemented. Pupils' wellbeing is promoted effectively as a result.
16. In the early years, leaders are committed to supporting the youngest children to have the best start in their learning and development. They ensure that there is a well-resourced and planned learning environment underpinning the children's curriculum. Staff are knowledgeable about children's needs and the requirements of current statutory guidance. They ensure that children are well prepared for the transition into Year 1.
17. Leaders have a comprehensive and robust approach to risk management. They have an effective understanding of physical, welfare and safeguarding risks. Their actions in response to risks identified are completed with urgency and diligence so that the risks are mitigated. Consequently, thorough risk assessments effectively address potential hazards and detail the appropriate steps taken to reduce or remove risks. Leaders systematically monitor all risk assessments to check their continued effectiveness.
18. Leaders build effective links with external agencies to promote pupils' wellbeing. The effective working relationships that are maintained further enhance the support on offer.
19. The school's detailed accessibility plan includes actions to support access to the curriculum and facilities for any pupils who have SEND. The school, for example, has introduced ramps and developed access to the curriculum for pupils with visual and hearing impairments. Leaders ensure that the school fulfils its duties under the Equality Act 2010.

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. Leaders ensure that the school's curriculum is ambitious, broad and engaging. It is implemented effectively through detailed schemes of work aligned with appropriate lesson planning. The curriculum is designed to support pupils' acquisition of a broad spectrum of skills. In history, for example, pupils develop structured writing and inference skills. In philosophy and theology, lessons focus on constructing arguments and using formal reasoning language. Creative subjects such as art, music and drama support the development of pupils' creative skills alongside academic rigour. Practical disciplines, such as food technology, integrate scientific understanding and applied learning. As a result, pupils develop confidence in numeracy, speaking, listening, reading and writing and apply their knowledge and understanding to produce analytical responses that show creativity and intellectual curiosity.
22. Leaders set high standards for teaching. Lessons are typically well planned, skilfully delivered and engaging. Teachers' effective planning and delivery promotes high academic standards. Lessons have clear objectives. Pupils build securely on prior knowledge over time. Departments, such as those for creative and practical subjects, are well resourced. Consequently, pupils develop a wide range of skills. Their well-presented work is of a high standard. Pupils are encouraged to take increasing responsibility for their own learning and to develop their thinking and questioning skills. They readily hypothesise and take intellectual risks appropriately, for example, in drawing inferences from different sources in science.
23. Leaders have a clear assessment framework, which is typically applied well. They monitor pupils' progress closely. All results are recorded and mapped against pupils' prior attainment and target grades. Pupils who are underperforming are identified and supported quickly. Feedback provided to pupils on their work is detailed. They are encouraged to reflect on ways to improve. As a result, pupils make good progress from their starting points in their GCSE and A-level courses. The majority of pupils successfully secure places on selective courses and at universities.
24. Pupils who have SEND have their needs identified by experienced and suitably qualified staff. Teachers' effective planning and thoughtful adaptations ensure that these pupils' needs are met, so they learn successfully alongside their peers. Adaptive strategies include scaffolded materials, vocabulary booklets and one-to-one support. Consequently, pupils access the same learning as others and achieve well.
25. Pupils who speak English as an additional language (EAL) access the school's curriculum effectively through well-considered support and resources, so they make good progress. Teachers use a range of support strategies, such as subject-specific glossaries in maths and science and the use of bilingual dictionaries. Pupils who speak EAL are fully immersed in the school community, so they develop social vocabulary in their interactions with others. For pupils who have a greater language development need, a more bespoke one-to-one reading session, bi-weekly with a teaching assistant, is put into place.
26. In the early years, the curriculum prioritises communication, language and number as key areas of focus, with oracy development central to lesson planning. Reception teachers consistently extend children's vocabulary through purposeful modelling and introduction of challenging terms, with clear explanation and repetition. As a result, children demonstrate a love for stories and reading. They show confidence in communicating with peers and ask questions and share ideas thoughtfully.

27. There is a broad and varied programme of enrichment activities available to pupils which includes academic extension, creative clubs, outdoor education, enterprise initiatives and service opportunities. A diverse range of clubs complements academic learning. These include music ensembles, drama productions, participation in sports teams, language and culture trips, public speaking and reading competitions and challenges. As a result, pupils develop practical, creative, social and leadership skills beyond the classroom, supporting their well-rounded personal development.

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

28. All the relevant Standards are met.

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

29. The principles of mutual respect and understanding of other people are well promoted through curriculum planning, teaching, relevant literature, displays and vocabulary that reflects diverse communities. This respect is reinforced through everyday interactions with adults who model appropriate language and kindness. Leaders' emphasis on building pupils' communication skills supports their social development. In turn, this helps pupils to make meaningful connections with others and to understand each other's different perspectives. As a result, relationships are positive. Pupils readily support one another through peer discussion and collaborative learning.
30. Pupils' spiritual and moral development is encouraged through thoughtful reflection, taking responsibility and ethical decision-making. The week begins with a reflection assembly, featuring music, silence and pupil-led reflections, often touching on themes of charity and consideration for others. The school's multi-faith chaplaincy ensures that assemblies and celebrations are inclusive. Pupils develop their understanding of a wide range of beliefs. Outdoor education and sports opportunities build their resilience, sense of humility and fair play. Sensitive topics are introduced thoughtfully, allowing pupils' emotional preparation and time for reflection. Consequently, pupils demonstrate respect for others, an understanding of shared values and increasing moral awareness.
31. Leaders foster a school culture that encourages pupils to take risks in learning and to try new activities. This develops pupils' self-knowledge and self-esteem. Praise is used to good effect to build pupils' confidence. They feel well supported. The importance of self-identity, for example, is celebrated in 'dress to express' days. As a result, pupils are motivated to do their best and are willing to take intellectual and creative risks, demonstrating growing resilience.
32. The school has an extensive, well managed physical education (PE) programme which provides opportunities for pupils to develop skills in a wide range of sports. Ensuring that all pupils participate is a priority alongside enhancing performance. These priorities are supported by teams that accommodate a broad range of activities and abilities. The school provides opportunities for elite athletes to develop further, while ensuring that less confident pupils are supported and included. Provision extends beyond traditional competitive sports such as netball, cricket and football to include wellbeing-focused and alternative options, for example, bowling, gymnastics and boxercise, for sixth-form pupils. This ensures accessibility for pupils with varied interests and confidence levels. As a result, pupils engage enthusiastically in physical activity, as well as developing competence and resilience.
33. The PSHE programme enables pupils to develop their understanding of themselves physically, emotionally and mentally, in a way that is appropriate to their age, ability and needs. Pupils develop an awareness of risks, for example, related to weight loss drugs in the senior school. As a result, they critically analyse the effects and possible future side effects critically. Relationships and sex education is an integral part of the PSHE curriculum and covers themes such as relationships, consent, and sexual health. Specialist speakers deliver sessions about sensitive topics. Pupils develop an age-appropriate understanding of healthy relationships and how to keep themselves safe. The school takes a light-touch approach to assessment, using learning walks, pupil surveys and pupil council meetings to monitor and improve delivery. There is no formal reporting to parents on RSE and PSHE on their child's progress.

34. Leaders' clear expectations for pupils' conduct are reinforced through values such as fair play, humility and respect. Interactions are calm, attentive and supportive. This contributes to the positive learning atmosphere. The well-structured supervision for pupils supports a consistency of approach, ensuring that they are well supported. As a result, pupils are purposeful, respectful and engaged in their learning.
35. The anti-bullying strategy is implemented through the PSHE programme, awareness campaigns and the use of anonymous reporting tools. Pupils are educated about kindness within friendship groups and the responsible use of technology in relation to this. When bullying occurs, both the victim and perpetrator receive support. Early and transparent communication with parents is prioritised. As a result, bullying is rare. Pupils feel confident to report concerns. They trust school staff to deal with issues effectively.
36. Leaders and managers ensure effective oversight of premises maintenance through regular monitoring and servicing programmes. This ensures that buildings and facilities are maintained to an appropriate standard. There is effective management of fire safety arrangements and procedures. This includes the provision of regular fire drills and inspection regimes for fire equipment, as well as staff training programmes. The school's culture of safety is well established.
37. Leaders ensure that suitable and accurate admission and attendance registers are maintained. Patterns of absence are monitored and resolved where required. Leaders inform the local authority about any attendance concerns and about pupils who leave and join the school at non-standard transition points. This helps to promote pupils' safety and wellbeing.
38. A medical centre is centrally located and staffed by nurses throughout the day. All staff in the early years are trained in paediatric first aid. Pupils can access the wellbeing room if unwell. This is equipped appropriately for comfort and recovery. Injuries during sports are promptly attended to, and medical needs are well managed. As a result, pupils' physical health needs are met effectively.
39. Leaders provide a well-considered programme of activities for children in the early years. This recognises the importance of early experiences in promoting personal and emotional development. Children's physical development is promoted through opportunities for fine motor control, including play dough manipulation and scissor skills activities, alongside specialist teaching in PE, swimming and ballet, to support gross motor skills development. Children's independence is promoted through scaffolded support for self-care skills, including the use of cutlery. Teachers celebrate small steps in progress relating to emotional regulation and children's growing ability to cope. However, children's development in this area is not as consistently well developed as in other parts of the curriculum. Clear communication at transition results in meaningful adaptations to the Year 1 curriculum for individual pupils to address this. Leaders continue to review provision for children's physical development in indoor and outdoor spaces and to monitor the effectiveness of emotional regulation support to facilitate ongoing improvement.

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

40. All the relevant Standards are met.

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

41. Leaders ensure comprehensive development of pupils' human, social and economic understanding through well-planned, age-appropriate curriculum experiences. In PSHE, for example, teaching explores wages, gender pay gap issues and how roles are valued. Year 6 pupils carry out enterprise projects which develop their skills in budget management and accounting. In the senior school, pupils learn about risks associated with gambling, investment and student finance. As a result, pupils develop economic literacy alongside social awareness and an appreciation of different roles in society and their value.
42. The school's culture of mutual respect is well promoted through assemblies, reflection sessions and cultural celebrations. The PSHE curriculum encourages pupils to think about problems in the world and to develop empathy. Pupils learn about different types of families, backgrounds and beliefs. As a result, they engage respectfully with others and show an awareness of diversity in modern society.
43. Leaders prioritise pupils' cultural awareness and social development through thoughtful planning. This includes in the use of texts, displays and vocabulary reflecting diverse communities. Provision takes account of cultural understanding that extends beyond stereotypes through the annual 'diversity day', where pupils and staff share different cultures through dress, food and activities. In their study of languages, visits abroad and the exploration of texts from other cultures in English, pupils develop their social awareness and cultural understanding and gain a broader perspective of the world.
44. Pupils' understanding of democratic participation, individual liberty and mutual respect is embedded through practical experience. School councils, prefect roles and pupil voting, for example, enable pupils to experience democracy in action. Community engagement and volunteering initiatives reinforce shared responsibility and respect for others. Consequently, pupils secure their understanding of democratic processes and the importance of participation and representation.
45. Pupils access age-appropriate careers education. Weekly sessions on 'career Tuesdays' allow pupils in all years to explore options and to develop their understanding of personal skills, including how they relate to different professions. Pupils in older years benefit from one-to-one guidance, tailored university and apprenticeship preparation, alumni network events, and careers and university fairs, as well as work experience opportunities. The provision is regularly reviewed. Pupils' views are sought following careers events and when pupils leave the school. This ensures that careers content remains relevant and useful. As a result, pupils are prepared well for their next steps, so they make informed decisions about university or apprenticeship routes.
46. Pupils are prepared for life in British society through the democratic structures they experience, and through community engagement and cultural education. Assemblies and curriculum themes address diversity, shared values and participation in civic life. Practical responsibilities in school, such as expectations of behaviour in shared spaces and opportunities to contribute to initiatives, reinforce these principles. Pupils receive guidance on the transition from school to their next steps, including in relation to practical matters such as using a washing machine, cooking for themselves and managing day-to-day finances. They demonstrate a sound understanding of democracy, tolerance and social responsibility in a modern British context.

47. Leaders promote an understanding of right and wrong through consistently modelled values. These values are reinforced through community projects, charitable initiatives and structured reflection opportunities. Pupils engage in service activities, such as fundraising and volunteering, applying ethical understanding in practical contexts. The outcome is that pupils show awareness of social responsibility and demonstrate an appropriate understanding of fairness, contribution and community values.
48. Engagement with the local and wider community is promoted through music performances, heritage projects, charity events, volunteering and collecting for foodbanks. Teaching encourages pupils to think about their community and the people who support them daily. Their understanding of community roles is developed through visits from the mayor, the police and the fire services. Pupils volunteer, for example, to support local refugee families through helping children with their homework. These initiatives extend pupils' experiences beyond the classroom and foster civic awareness. As a result, pupils develop a sense of connection to the wider community. They understand their potential to contribute beyond school.
49. Leaders in the early years provide a well-considered and appropriate programme of activities for children, recognising the importance of early social experiences. Teaching includes stories that develop children's understanding of social skills. Children collectively share imaginative stories with their peers, who act as an audience. This builds children's capacity to collaborate and to take turns. They gain an early understanding of democracy through voting for activities and stories. This introduces the concepts of majority decisions and respecting others' preferences. Special days, such as 'express yourself day', provide opportunities for discussions, sharing opinions and respecting differences between peers. Consequently, children develop increasing social skills and respect others' views. They build independence and self-awareness and establish foundations for understanding their role in community and society.

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

50. All the relevant Standards are met.

Safeguarding

51. Safeguarding arrangements are effective. Leaders and governors ensure that the requirements of current statutory guidance are met. They maintain careful oversight of arrangements. Safeguarding policies and procedures are appropriate, implemented precisely and available to parents via the school's website.
52. Leaders with designated safeguarding responsibilities respond promptly and effectively to any safeguarding concerns that arise. They consult with external safeguarding partners, such as local children's services, for guidance and to make referrals when required. Suitable arrangements are in place for the handling of allegations, including low-level concerns against staff or senior leaders. These arrangements are well understood by staff and followed appropriately if required. Leaders keep suitable records of safeguarding concerns and the decisions and actions taken in response to these.
53. Governors understand their safeguarding responsibilities. All governors are appropriately trained. The designated safeguarding governor visits the school regularly, carrying out a range of activities to ensure that safeguarding procedures are suitable and secure.
54. Safeguarding training for staff and the safeguarding team is thorough, regular and in line with statutory and local requirements. A suitable induction process is in place to ensure that new staff understand their safeguarding responsibilities. Leaders train staff effectively in the contextual safeguarding risks that pupils face outside school, including those relating to radicalisation and extremism. All staff receive training about the 'Prevent' duty relating to such risks, so staff know how to respond to them. They understand their safeguarding responsibilities and report concerns in a timely and appropriate way.
55. Leaders provide a number of ways for pupils to raise any concerns that they might have. Pupils know who to go to if they wish to share any concerns. They are taught how to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place to protect pupils from potentially harmful internet content. These systems are tested regularly. Any alerts are immediately reviewed by members of the safeguarding team, who take prompt action as required.
56. Leaders ensure that all appropriate pre-employment checks on adults are made in a timely manner. Information is accurately recorded in a suitable single central record of appointments (SCR). Staff files are well organised and up to date.

The extent to which the school meets Standards relating to safeguarding

57. All the relevant Standards are met.

School details

School	The Abbey School Reading
Department for Education number	870/6008
Registered charity number	309115
Address	The Abbey School Reading 17 Kendrick Road Reading Berkshire RG1 5DZ
Phone number	0118 987 2256
Email address	schooloffice@theabbey.co.uk
Website	www.theabbey.co.uk
Proprietor	The Council of Governors of the Abbey School
Chair	Mrs Elizabeth Harrison
Headteacher	Dr Sarah Tullis
Age range	3 to 19
Number of pupils	806
Date of previous inspection	7 to 9 February 2023

Information about the school

58. The Abbey School is an independent day school for female pupils. It is a registered charity administered by a governing council. The school was founded in 1887 and moved to its current location in 1905. The junior school subsequently moved to its own site less than a mile away. The school has a Church of England foundation and welcomes pupils of all faiths and none. Since the previous inspection, a new headteacher took up their appointment in September 2025.
59. The early years setting is adjacent to the junior school in Knell House, with 37 children in the Nursery classes, and 15 in the Reception class.
60. The school has identified 96 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
61. The school has identified English as an additional language for 168 pupils.
62. The school states its aims are to provide an outstanding, challenging and fulfilling education that equips pupils to live with confidence, purpose and joy. Working in partnership with families, the school seeks to support each individual pupil to expand their horizons, discover their passions and fulfil their potential by encouraging academic and extra-curricular excellence within an environment that prioritises kindness and fellowship.

Inspection details

Inspection dates

10 to 12 February 2026

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

64. Inspection activities included:

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

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

How are association independent schools in England inspected?

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

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