

School inspection report

25 to 27 November 2025

Halliford School

Russell Road

Shepperton

TW17 9HX

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 school benefits from effective governance and leadership, where rigorous self-evaluation, strategic planning and thorough risk assessment underpin decision-making. This ensures that the Standards are met consistently and that pupils' wellbeing is prioritised.
2. Leaders and governors articulate a clear and ambitious vision that places pupil leadership and opportunities for pupils to share their views with leaders at the centre of school life. Pupils are very well prepared for life in British society, particularly because their leadership skills are highly developed across all year groups. By the time they reach the sixth form, pupil leaders assume an extensive range of responsibilities across the school, including taking assemblies, managing the school council and leading 'student voice' meetings where they engage weekly with groups of pupils throughout the school to gather views and represent their peers. This has led to substantial and positive change such as the review of homework provision, leading to a reduction in volume and a sharper focus on quality. The development of pupils' leadership skills, enabling pupils to articulate their opinions and ideas with confidence, contribute meaningfully to decision-making and play a substantial role in the school and wider community, is a significant strength.
3. The curriculum is carefully planned across all areas of learning. It is broad, well balanced and ambitious. Teaching is well planned, enabling pupils to successfully access learning in the classroom. A suitable and thorough framework for assessment is in place. Results at GCSE and A level are consistently above national outcomes, particularly in the higher grades. Pupils, including those who have special educational needs and/or disabilities (SEND), make good progress from their starting points. Pupils respond well to feedback from teachers. However, teaching does not always equip pupils with the skills and motivation needed to take full ownership of their learning, which can limit progress across some subjects. Co-curricular provision is extensive and enhanced by support from prefects, who lead a wide range of activities.
4. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are well planned, enabling pupils to understand the importance of making positive choices to promote their own wellbeing. Well-trained staff use detailed assessments to inform their planning and teaching in these areas. Pupils' physical development is enhanced through extensive opportunities in physical education (PE), co-curricular activities and active recreation times. Pupils' spiritual awareness is nurtured through the caring ethos of the school, religious education (RE) and assemblies. Effective staff deployment ensures that there is appropriate supervision at all times. Positive behaviour is consistently rewarded with effective individual support and guidance for pupils where their behaviour does not meet expectations. Effective systems are implemented for first aid, fire safety, health and safety, and admissions and attendance.
5. Pupils are well prepared for life in British society. Pupil leadership is nurtured across all year groups so that, by the time they reach the sixth form, pupil leaders assume a wide range of responsibilities across the school, contributing substantially to the school and wider community. Careers provision and economic education effectively equip pupils with the knowledge and skills to manage their personal lives, access higher education and prepare for the world of work.
6. There is a secure culture of safeguarding throughout the school. Leaders and governors maintain rigorous oversight of all aspects of safeguarding, ensuring that the school's safeguarding policies and procedures are in line with statutory requirements and implemented consistently. Comprehensive

safeguarding training is in place so that staff understand that safeguarding is everyone's responsibility and have the appropriate knowledge and skills to safeguard pupils. Safeguarding leaders liaise effectively with the local authority and external agencies. Any concerns are recorded in detail and managed appropriately, including making referrals without delay. Pupils learn how to keep safe, including when online, through the curriculum and pastoral care system. Safer recruitment procedures are implemented thoroughly and effectively.

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:

- support pupils in developing the skills and motivation to maximise their progress in all subjects.

Material change request

7. Inspectors considered the school's request for a change to the details of its registration to increase its capacity from 498 to 515 pupils.
 - Safeguarding, health and safety and fire safety arrangements are effective and likely to remain so once the proposed material change takes place. Supervision arrangements are also suitable, and the school has sufficient staff to be able to supervise the proposed maximum number of pupils effectively. Risk assessments are effective, and leaders and governors have conducted a comprehensive risk assessment in relation to the proposed increase in the maximum number of pupils. All staff are subject to required safer recruitment checks, including those staff likely to work with the additional pupils once the proposed material change takes place. The premises and accommodation are maintained effectively and contain suitable and sufficient facilities to cater for the proposed maximum number of pupils. Leaders and governors have planned and prepared for the proposed material change effectively. All of the Standards are met and are likely to remain so once the proposed material change takes place.
8. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

9. Leaders and governors articulate a clear and ambitious vision that places pupil leadership and the consideration of pupils' views at the heart of school life. Central to this vision is the commitment to know each pupil individually and to support them in line with the school's aim of 'come as you are and go as all you can be'. Governors and leaders ensure that policies are reviewed regularly, updated in line with statutory guidance, understood by staff and implemented consistently.
10. Governance is provided by a dedicated board of governors who use their wide range of expertise from education, business and the community to provide effective and thorough oversight of the school. There is an effective governance structure in place, comprising the full board supported by the academic and staffing, health and safety, safeguarding, finance and marketing committees. Governors ensure that the Standards are met consistently by scrutiny of detailed reports from leaders and staff, meetings with leaders, analysis of data relating to pupils' progress and attainment, lesson observations, consideration of external evaluations and regular visits where they speak with staff, pupils and parents. Governors ensure that leaders' decisions consider ideas about best practice and directly support pupils' outcomes and wellbeing. This ensures that leaders are equipped with the knowledge, skills and confidence to discharge their roles effectively, uphold high standards and promote the pupils' wellbeing effectively.
11. Leaders and governors systematically evaluate the effectiveness of the school's provision and identify areas for improvement. They set clear priorities for the school's future development, as exemplified by the application for a material change. In-depth strategic risk assessment underpins decisions made to support the smooth operation and future of the school. Leaders ensure that the curriculum is supported by a wide range of high-quality resources, including specialist facilities for art, design and technology, science, physical education (PE), creative and performing arts. Appropriate performance review of staff and comprehensive training, particularly in all aspects of safeguarding, are implemented consistently across the school.
12. Leaders liaise as required with other agencies, including safeguarding partners, to ensure that pupils' needs are supported effectively. Leaders communicate appropriately with the local authority regarding reviews and the use of funds for pupils who have an education, health and care plan (EHC plan).
13. Governors ensure that appropriate risk assessments are in place, including for safeguarding. Potential hazards are identified, evaluated and mitigated promptly. Risk assessments are regularly and systematically reviewed. They are clearly documented and adapted to reflect changing circumstances.
14. The school implements a suitable accessibility plan, which includes adaptations to school information, the curriculum and physical accessibility to the premises. The school fulfils its duties under the Equality Act 2010.
15. Parents have access to a wide range of information through the school's comprehensive website and extensive newsletters. All of the required policies and information are published on the school's website. Parents are well informed regarding their child's progress and attainment. They receive half-termly grade cards that include a tutor comment and record of rewards, sanctions and attendance. They also receive a full report at the end of the academic year, which includes subject

comments. Parents are invited to discuss their child's progress and achievements in person twice per year.

16. The school has a suitable complaints policy, which is implemented consistently. Leaders respond promptly to any concerns raised by parents and pupils. The number of formal complaints received for the previous year is made available as required. Records are kept appropriately, including of any action taken and the outcomes of the complaint.

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

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. The curriculum is regularly reviewed, informed by feedback from parents, staff and pupils. It is broad, balanced, well resourced and ambitious, fostering pupils' intellectual curiosity. It prepares pupils well for further study.
19. Subject leaders are highly knowledgeable about their subjects. They ensure that planning is well matched to pupils' needs and prior attainment. Schemes of work in all subjects extend well beyond the age-related expectations of the national curriculum. A range of educational visits and experiences, such as the 'Odyssey' project, linking chemistry, drama and classics, the Year 7 to Year 9 academic collaboration week, and educational visits, including the Year 8 visit to Hampton Court and the GCSE trip to Berlin, enhance the richness of the curriculum.
20. Leaders ensure that the choice of GCSE and A-level qualifications meet pupils' needs well. Pupils pursue their individual interests, particularly through the school's 'exceptional performers' programme and the Extended Project Qualification (EPQ) programme. Pupils are encouraged to use their creativity and imagination, such as when creating a short film or developing an electric racing car. Such projects enhance pupils' ability to engage in a sustained project, think critically, analyse information and apply their knowledge across different subjects.
21. Learning in all subjects is supported by an emphasis on the development of mathematical and linguistic knowledge, skills and understanding and digital competence. In mathematics, pupils consolidate core operations and extend their understanding of statistics, developing the analytical skills essential for success in higher education and future employment. For example, pupils in the sixth form analyse survey data to identify key issues from pupils and present evidence-based recommendations to school leaders and governors.
22. As pupils progress through the school, they develop high-level literacy and reasoning skills that enable them to synthesise information, evaluate complex ideas and draw nuanced conclusions. They communicate with confidence and clarity in a range of contexts, such as representing different characters in Henry VIII's court and defending their right to stay alive, as well as contributing to debates during 'thinking lunches'.
23. Teaching is underpinned by effective planning and is designed to inspire and motivate pupils through taking account of their individual learning needs. Teachers ensure that pupils acquire the knowledge, skills and understanding required to progress with confidence. They communicate clear learning objectives and use a range of effective resources and techniques including, when appropriate, modelling processes step by step, guided practice where pupils apply new skills before working independently and questioning to check learning and promote further thinking. Pupils respond well to the detailed feedback provided by most teachers and to the school's focus on 'behaviour for learning', which emphasises engagement, quality of work and independent study. However, teaching does not always equip pupils with the skills and motivation needed to take full ownership of their learning, which can limit progress across some subjects.
24. A suitable and thorough framework for assessment is well established. Leaders analyse assessment data from all subjects with rigour and analytical sophistication. This enables them to identify areas for improvement, which are communicated effectively to heads of department. GCSE and A-level results are consistently above national outcomes, particularly in the higher grades. A focus on

increasing the progress of all pupils has led to year-on-year improvement, so that most pupils achieve, or exceed, age-related expectations.

25. Leaders of provision for pupils who have SEND ensure that this provision is carefully planned and monitored for its effectiveness. Information from school assessments and external professionals inform individual learning plans (ILPs), which are used effectively by most teachers to adapt their teaching to meet pupils' needs, primarily within the classroom.
26. A large number of pupils are supported in successfully taking Associated Board of the Royal Schools of Music (ABRSM) and Trinity College London music examinations across a wide range of instruments, including trumpet, piano, trombone, flute and singing. All pupils have the opportunity to take part in productions and workshops, enabling them to develop their performance skills, confidence and self-expression. Many pupils experience success in London Academy of Music and Dramatic Art (LAMDA) examinations, which enhance their performance skills.
27. The school offers a wide range of co-curricular activities. These include a debating society, creative writing, rugby, young pilots club, basketball, climbing, choir, rock band and orchestra. Prefects play an active role in the co-curricular life of the school by leading activities such as sports sessions, subject-based societies and creative clubs. Pupils throughout the school benefit from this diverse and engaging programme that enhances their academic and personal achievements.

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 PSHE curriculum, which includes suitable and effective RSE, is meticulously planned and well resourced. It is delivered as a core subject by form tutors, reinforced across the wider curriculum and enriched through assemblies and contributions from external speakers. The timetable is arranged to enable in-depth study of key topics such as puberty, sexual health, online safety, health and nutrition, first aid and mental wellbeing.
30. Staff are well trained and receive ongoing guidance from school leaders, ensuring consistent and effective PSHE and RSE provision. Pupils' progress in PSHE and RSE is assessed comprehensively through observations and discussions with pupils, assessed tasks and end-of-year evaluations. Detailed analysis of pupils' outcomes informs planning and enables staff to address gaps and misconceptions. Teachers enable pupils to ask questions with confidence, explore sensitive issues openly and gain practical knowledge to support their personal development.
31. Spirituality is nurtured through the school's ethos, curriculum and assemblies, where there is a focus on appreciating the non-material aspects of life including kindness, beauty and friendship. Religious education (RE) develops pupils' understanding of world faiths and encourages them to consider the meaning of spirituality within diverse cultural and personal contexts, fostering respect, empathy and awareness of different spiritual perspectives and practices.
32. Physical development is promoted effectively through PE lessons, competitive games and a wide range of co-curricular and sports activities that encourage participation. Through these experiences, pupils develop skills such as teamwork, leadership, resilience, communication, problem-solving, discipline and perseverance. They also gain a clear understanding of the importance of healthy eating, dental care and maintaining balance in daily routines, including with regard to recreation, rest and sleep.
33. The school's behaviour management and anti-bullying strategies are effective. Through a consistent culture of respect, a clear anti-bullying policy, assemblies and PSHE lessons, pupils secure a well-developed understanding of what constitutes bullying and are clear that it is unacceptable. Staff meticulously record the positive and negative aspects of pupil behaviour, including any rewards and sanctions that these give rise to. These detailed records are used effectively by leaders to monitor behaviour, ensuring that good behaviour is recognised and rewarded and that proportionate sanctions are issued fairly when appropriate. Recognition of positive behaviour and effort is given through praise in lessons, commendations, certificates and awards in assemblies, as well as opportunities for leadership and responsibility. Pupils value these rewards because they recognise effort, resilience and kindness as well as academic success.
34. Effective deployment of staff ensures that pupils are consistently well supervised throughout the school day, including before and after school, at breaktimes and lunchtimes, during activities, on school minibuses and when participating in trips. Staff model respectful interactions, build positive relationships and actively promote considerate behaviour.
35. Prefects and pupil leaders provide positive role models for younger pupils, consistently demonstrating leadership, maturity and integrity. They support staff in upholding high standards of behaviour, contribute to the organisation of events and activities and provide meaningful peer

support across the school. Through these responsibilities, they develop essential skills in communication, teamwork and problem-solving. Their contribution reinforces the school's ethos that works towards every pupil feeling known, valued and supported within the community.

36. There are suitable facilities for the administration of first aid in the wellbeing centre and throughout the school. More than the required number of first aiders have been trained. Medicines are stored securely and administered in line with the school's policy. Leaders maintain thorough records in relation to any accidents and the administration of medicines.
37. Leaders ensure the admission and attendance registers are maintained in accordance with current statutory guidance. They monitor attendance diligently and put support in place without delay for any pupils whose levels of absence cause concern. Leaders provide the local authority with timely information regarding any pupils who leave or join the school at non-standard transition times.
38. The school premises are maintained to a high standard. Staff responsible for health and safety are suitably trained, knowledgeable and diligent. They ensure that staff are well trained and that the required health and safety checks, including those related to fire safety, are carried out and recorded accurately. Regular evacuation drills and the efficient management of buildings support pupils and staff in knowing how to respond appropriately in the event of an emergency.

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

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

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

40. British values of democracy, respect for all, individual liberty and tolerance of different faiths and beliefs are promoted widely through PSHE, the curriculum and assemblies. They are continuously reinforced through the school's core values of respect, warm-heartedness and teamwork. Pupils learn about human rights, different forms of discrimination, and prejudice, enabling them to recognise injustice and challenge inequality. Pupils also gain a practical understanding of democracy through exploring the function of Parliament, how elections work, the role of members of parliament and how democratic practice varies in different countries. Opportunities such as participation in the school council and debates further enable pupils to experience democratic processes first hand. Teachers are diligent in presenting a balanced political perspective, supporting pupils in questioning sources, verifying facts and recognising bias. Consequently, pupils develop the knowledge, skills and attitudes needed to participate responsibly and thoughtfully in modern society.
41. The school actively promotes citizenship by fostering pupils' understanding of key institutions and the rule of law. Pupils study how laws are created, interpreted and applied, recognising that they exist to protect everyone and that actions carry consequences. Through subjects such as history and PSHE, pupils develop an understanding of the judiciary, local and national government. Pupils develop a mature understanding of issues relating to justice, accountability and their role as active citizens within the wider community.
42. Pupils listen attentively and respectfully to the views of others, collaborating effectively in lessons, performances and co-curricular activities. Pupils of all ages arriving new to the school are welcomed into the community. In particular, pupils joining the school in the sixth form are warmly welcomed through induction activities, peer mentoring and opportunities to take on leadership roles that help them quickly feel valued and included.
43. Pupils develop mature leadership qualities through a diverse range of roles, including head of school, house captains, school council representatives, co-curricular leaders, prefects and sixth-form leaders, where they contribute to decision-making and actively shape the wider school community. Each year, a pupil in the upper sixth form is appointed to co-ordinate fundraising, including the school's annual charity week. The school supports a range of charities and has been recognised nationally for its support of men's health charities. Pupils from the music and drama departments regularly provide workshops and concerts for local schools. Sixth-form pupils also volunteer at a local primary school to support children with reading and mathematics. Pupils substantially appreciate that the way in which they fulfil their social responsibilities helps them to make a positive difference to their community and beyond.
44. Pupils develop a comprehensive understanding of economics through PSHE and the wider curriculum, including the study of economics at A level. Through learning about economics, including budgeting, saving, consumer rights and the role of key financial institutions in society, pupils are equipped with the practical skills to manage money and to make informed economic choices.
45. Pupils and parents receive helpful information and guidance regarding the choice of suitable qualification pathways and higher education opportunities. Careers education is embedded across the curriculum and supported through a structured programme, workshops and external

partnerships. The careers guidance provision is designed to reflect national benchmarks. Careers events, visiting speakers and work experience placements help pupils to understand the skills and qualifications required for different professions. Pupils in the sixth form receive tailored support towards university applications, personal statements and interview preparation. This comprehensive provision enables pupils to develop the confidence, knowledge and ambition to make informed choices about their future pathways.

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

46. All the relevant Standards are met.

Safeguarding

47. There is a well-established culture of safeguarding throughout the school community. Leaders effectively take into consideration contextual safeguarding risks and prioritise safeguarding across the school.
48. Governors oversee safeguarding rigorously, ensuring that the school's safeguarding policy reflects current statutory guidance. Through regular meetings with those with designated safeguarding responsibilities, annual reviews, discussions with staff and pupils, surveys and detailed scrutiny of leaders' reports, they ensure that safeguarding procedures are implemented consistently and effectively.
49. Safeguarding leaders work effectively as a team, collaborating through daily discussions and regular structured meetings. They have a comprehensive understanding of local authority thresholds, liaising effectively with external agencies, including social services, family support, health professionals, child and adolescent mental health services (CAMHS) and the police, when required. They are trained appropriately for their role and have sufficient time to manage their responsibilities. Any concerns are recorded in precise detail on the school's electronic system and safeguarding records include details of referrals made, the rationale for decisions and how concerns have been followed up. The safeguarding team monitors these records continually in order to evaluate risk, detect any patterns and ensure that timely, appropriate action is taken as required.
50. Leaders, governors and staff receive comprehensive safeguarding training and regular updates, including in relation to the 'Prevent' duty relating to risks of radicalisation and extremism. The induction for new staff is thorough and includes an introduction to the school's safeguarding, behaviour and whistleblowing policies, the staff code of conduct and how to contact the safeguarding team. Staff are clear about the action they should take should any disclosures be made or other safeguarding concerns arise. They know how to recognise and report low-level concerns in relation to the behaviour of adults. Leaders take considered and appropriate action without delay should any concerns or allegations about adults working with the pupils arise.
51. Pupils learn how to keep safe, particularly through their PSHE, RSE and computing lessons. They learn about abusive relationships, online dangers and the impact of online bullying. Teachers and staff specifically trained to support pupils' mental health and emotional wellbeing work well together to create a culture that enables pupils to communicate their feelings and any concerns they may have. Prefects receive thorough training to support and mentor younger pupils, acting as trusted role models. They are equipped with the skills to listen attentively, identify concerns and report promptly to the safeguarding team if required. Pupils consistently receive a clear message that they will be listened to and that action will be taken to ensure their wellbeing.
52. Suitable internet filtering and monitoring systems are in place to prevent pupils and adults accessing inappropriate material when using the internet. These systems are tested regularly and are used effectively by leaders to block access to illegal, inappropriate or harmful content, including extremist material, pornography, online bullying and self-harm forums. Leaders take appropriate action when they receive alerts, including discussions with staff, pupils and parents, as required.
53. Safer recruitment procedures are securely in place. The school carries out all required pre-employment checks before adults commence working at the school. The single central record of

appointments (SCR) and staff files are accurate and well organised. They are monitored regularly and thoroughly by leaders and governors to ensure consistent compliance with the Standards.

The extent to which the school meets Standards relating to safeguarding

54. All the relevant Standards are met.

School details

School	Halliford School
Department for Education number	936/6503
Registered charity number	312090
Address	Halliford School Russell Road Shepperton Middlesex TW17 9HX
Phone number	01932 223593
Email address	reception@hallifordschool.co.uk
Website	www.hallifordschool.co.uk
Proprietor	Halliford School Limited
Chair	Mr Kenneth Woodward
Headteacher	Mr James Davies
Age range	11 to 18
Number of pupils	513
Date of previous inspection	29 November to 1 December 2022

Information about the school

55. Halliford School is an independent day school located in Shepperton, Middlesex. It was founded in 1921 and moved to its present site in 1929. The school comprises the senior school for male pupils and a co-educational sixth form. The school is overseen by a governing board.
56. The school has identified 194 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.
57. The school has not identified any pupil in the school as speaking English as an additional language.
58. The school aims to foster a warm-hearted, family ethos in which every pupil is known, valued and supported as an individual within a culture of outstanding safeguarding and pastoral care. It strives to create a stimulating learning environment that promotes academic excellence and offers opportunities for each pupil to realise their full potential and become the best version of themselves. Through a balanced and wide-ranging co-curricular programme, the school strives to enable pupils to discover and develop their talents, character, creativity, resilience and teamwork skills. It endeavours to prepare pupils for life beyond Halliford School and equip them to contribute positively to the lives of others.

Inspection details

Inspection dates	25 to 27 November 2025
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59. A team of five inspectors visited the school for two and a half days.

60. 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.

61. 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

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