

Annual Report

2023–24



Department
for Education

ISI 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 regulatory requirements are met.

ISI Independent
Schools
Inspectorate

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About ISI

ISI is accountable to the UK Government and appointed to inspect a range of education settings in England and British schools overseas.

These cover over 1300 association independent schools and further education colleges which together educate over half a million children and young people.

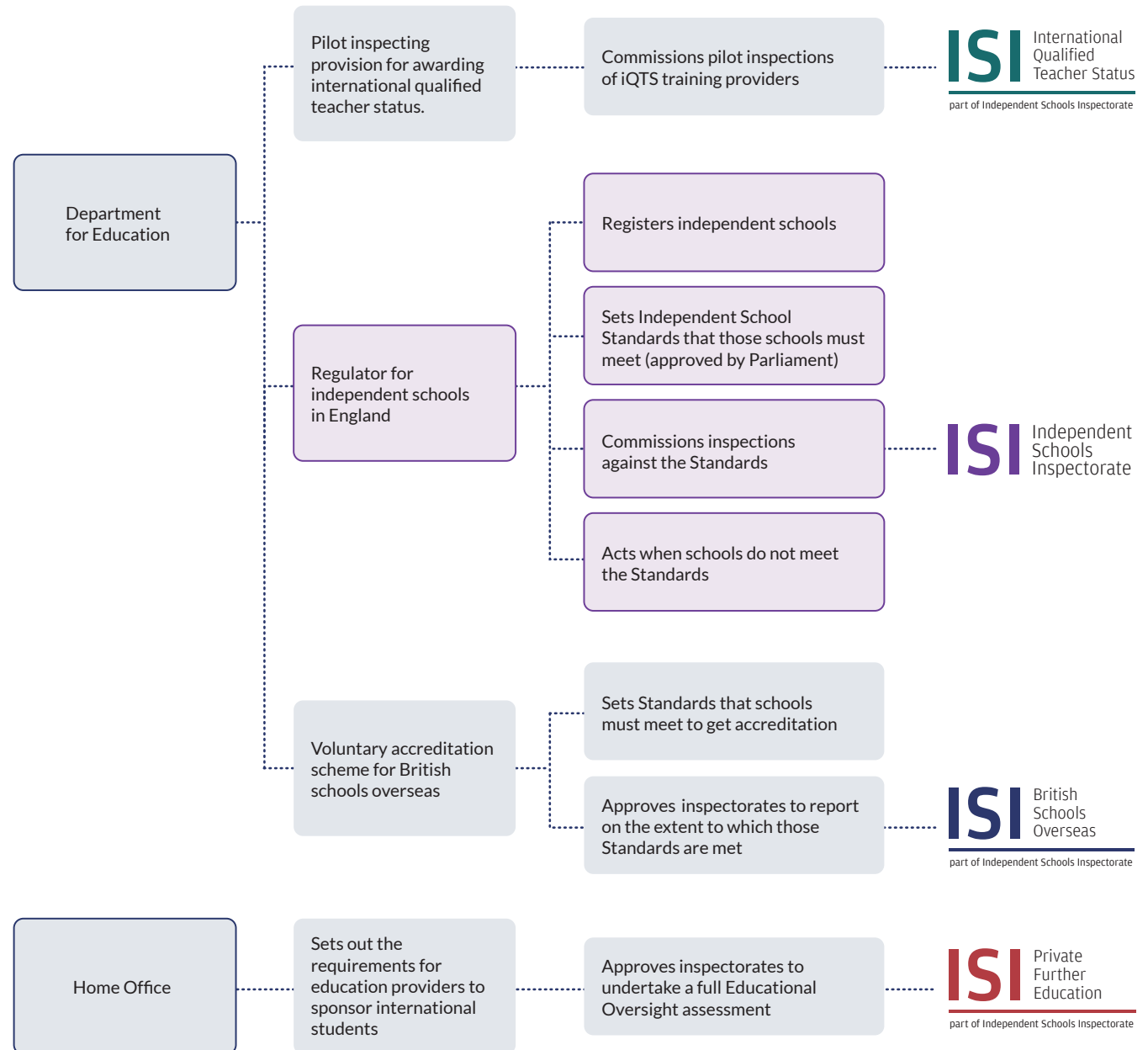
We are appointed to develop and implement inspection methodology for courses leading to international qualified teacher status.

ISI is formally approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations affiliated to the Independent Schools Council:

- The Association of Governing Bodies of Independent Schools
- The Girls' School Association
- The Heads' Conference
- The Independent Association of Prep Schools
- The Independent Schools Association
- The Independent Schools' Bursars Association
- The Society of Heads

This approval is outlined in section 87A of the Children Act 1989 and section 106 of the Education and Skills Act 2008.

Ofsted inspects independent schools in England which are not members of associations affiliated to the Independent Schools Council.



Foreword

On the first anniversary of the introduction of our inspection framework for national inspections – which is founded on the promotion of pupil wellbeing – this annual report is notably different to previous versions.

The report contains the usual statistical information relating to ISI inspections across all our remits. However, for the first time it also contains thematic insights which are presented by section of the framework. In addition, from information gathered from schools inspected that did not meet the required Standards, we reflect on the specific areas where Standards were not met.

We hope this approach gives a balanced and helpful view of the quality of provision across the schools we inspect. We seek to emphasise, as the Standards do, the importance of effective pupil-focused decision making in schools while supporting the regulator to ensure timely improvement where it is needed.

Our new inspection framework introduced four inspection principles, which are now embedded in our inspection practice. Manageability reduces unnecessary workload for schools and the inspection team; collaboration prioritises school leaders and inspectors working together on inspection; triangulation and typicality ensure that inspectors consider a range of evidence over time; and proportionality focuses on the impact of leaders' decision making. Along with the removal of single-word judgements from September 2023, these principles have prioritised minimising the stress and unintended consequences of inspection.

Our work internationally has focused on the inspection of British schools overseas (BSO) and our piloting of the Department for Education's new inspection framework for training towards international qualified teacher status (iQTS).

ISI inspectors and leaders have inspected schools globally, training new international inspectors and developing inspection frameworks and expertise. We will introduce a new BSO framework during the coming year which will be informed by our learning from this year's introduction of our national framework for school inspections.

Throughout the past year we have valued working collaboratively with other organisations and partners to share effective practice in the quality assurance of education. As we enter the second year of our inspection framework, we continue to promote the importance of our inspection principles and high quality external assurance for the benefit of children and young people.

Vanessa Ward
Chief Inspector-CEO

ISI Independent
Schools
Inspectorate

Our inspection role

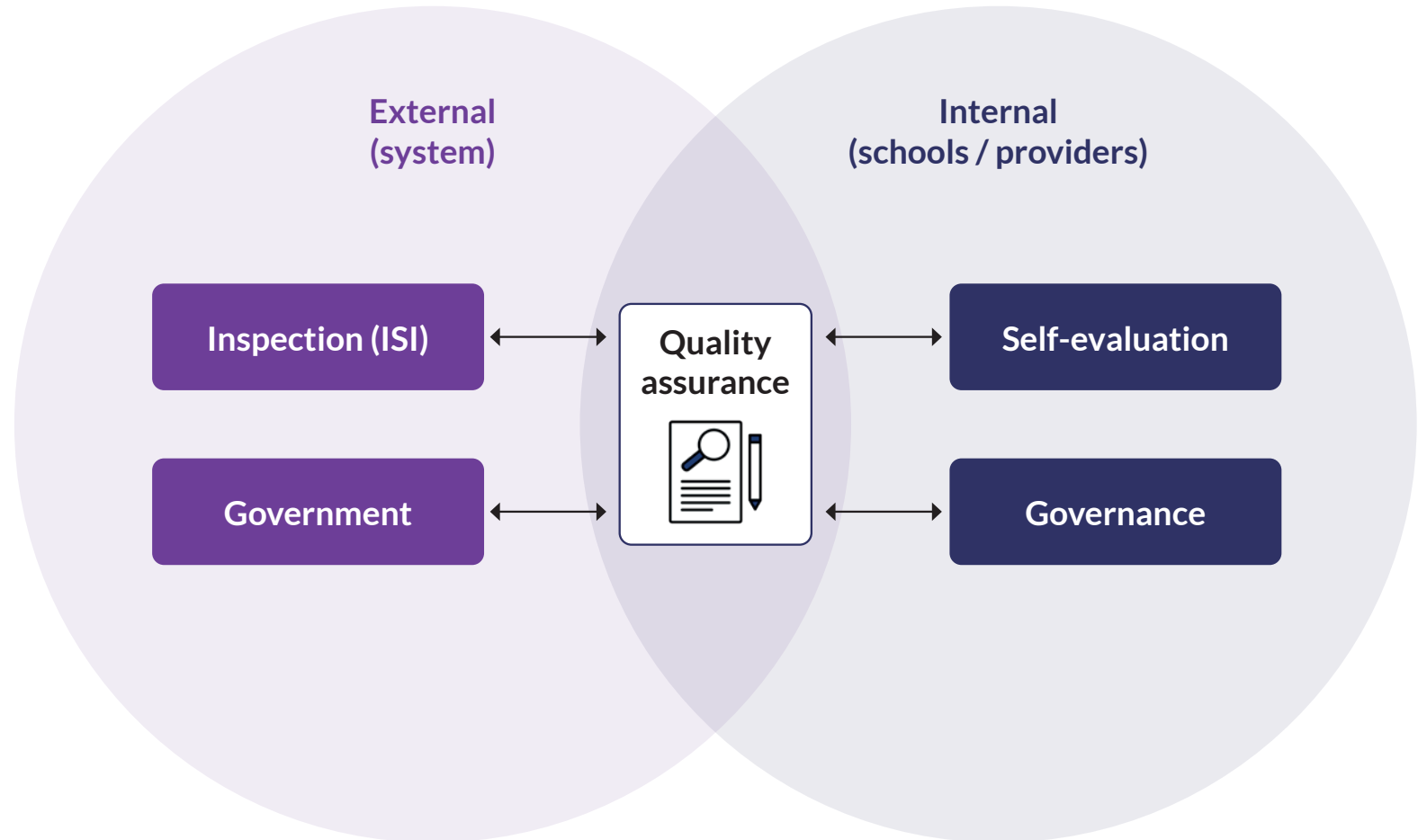
Inspection forms one part of how schools and colleges are quality assured.

We emphasise the importance of high quality and ongoing internal self-evaluation.

During this academic year, we engaged with schools and other stakeholders to extend understanding about effective quality assurance methods. This included publishing self-evaluation guidance, delivering keynotes at sector conferences, and running a series of webinars.

Our webinars were attended by over 1,000 school leaders and over 90% agreed that these sessions enhanced their understanding of quality assurance in education.

Our inspections provide an independent evaluation on the extent to which Standards are met. Where Standards are not met, our inspection reports form the basis of action by regulators to drive improvement.



Quality assurance in a continuously improving system

Promoting wellbeing through inspection

Our inspections focus on evaluating all aspects of education through the lens of pupils' wellbeing.

Our reports are structured thematically, using the definition of pupils' wellbeing already contained in the Independent Schools Standards and the Children Act 2004 as our guide.

This page shows how the Standards, the Act and our framework align with our inspection role.

Independent School Standards

Part 8, Section 34(1)(c) of the Education (Independent School Standards) Regulations 2014 states that:

“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 actively promote the wellbeing of pupils.”

The Children Act 2004

For the purpose of paragraph 34(1)(c) wellbeing is defined by reference to section 10(2) of the Children Act 2004.

Physical and mental health and emotional wellbeing

Protection from harm and neglect

Education, training and recreation

Contribution to society

Social and economic wellbeing

ISI Inspection Framework

ISI's inspection framework takes the statutory definition of wellbeing and places it at the centre of evaluation, reflecting its importance in the Independent School Standards.

Section 1: Leadership and management, and governance

Section 2: Pupils' education, training and recreation

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

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

SAFEGUARDING

Inspection of association independent schools in England

Information and insights in this section relate to ISI inspections carried out between 1 September 2023 and 31 July 2024

How we report inspection findings

The focus of ISI inspections is to report the extent to which schools meet the statutory Independent School Standards (referred to as ‘the Standards’) and other regulations, including those relating to safeguarding, early years and boarding.

These are the requirements that school proprietors agree to meet when applying to register their school with the Department for Education – the regulator for independent schools in England.

Our reports include clear statements on the impact of provision for pupils and the extent to which the school meets the Standards. Our reports also provide a nuanced evaluation of the relative strengths and weaknesses of the school’s provision.

Our reporting focuses on the skills, knowledge, and outcomes of decision-making of leadership and management at the school.

All Standards and regulatory requirements are mapped under appropriate sections of our inspection framework.

Recommended next steps

Every ISI inspection report contains at least one recommended next step. These are helpful development points for the school. Recommended next steps are based on evidence collected by the inspectors and are discussed with school leaders as part of the collaborative inspection process.

Areas for action

If one or more Standards are not met, areas for action are included in the report. These clearly refer to the Standard or Standards that are unmet, including outlining the improvement needed.

Early years

Inspectors consider how effectively leaders actively promote the wellbeing of all children in early years provision at the school when making judgements for the whole school.

A school’s provision for children from birth to five is also inspected in accordance with the requirements of the early years foundation stage (EYFS) framework.

Provision for children in a setting that is registered with Ofsted is evaluated and reported separately in accordance with the requirements of Ofsted’s education inspection framework and associated guidance.

We use the statutory definition of wellbeing, (as included in the Standards by the requirement for leaders to actively promote pupils’ wellbeing), as the foundation of our approach to inspection. This is reflected in the structure of our inspection framework and routine inspection reports:



SECTION 1
Leadership and management, and governance



SECTION 2
Pupils’ education, training, and recreation



SECTION 3
Pupils’ physical and mental health and emotional wellbeing



SECTION 4
Pupils’ social and economic wellbeing and contribution to society



Safeguarding

[isi.net/inspections-explained](https://www.isi.net/inspections-explained)

Inspection types explained

Routine inspections

From September 2023, ISI has one type of routine inspection for association schools (the previous framework had two). Each school is typically inspected routinely once every three years. The inspection report follows the structure of ISI's inspection framework.

Material change inspections

These occur when a school applies to change the terms of its registration with the Department for Education. For example, by extending its age range.

Additional inspections

These occur when the Department for Education has reason for a school to be inspected urgently.

Progress monitoring inspections

These occur when a school has not met the Standards and is later reinspected to evaluate improvement.

Number of inspections

Autumn (total: 183)



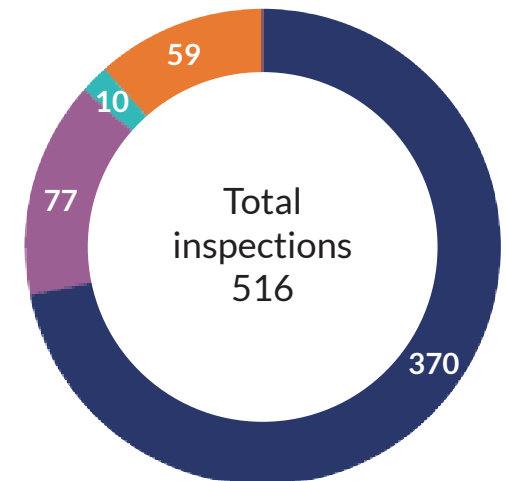
Spring (total: 178)



Summer (total: 155)



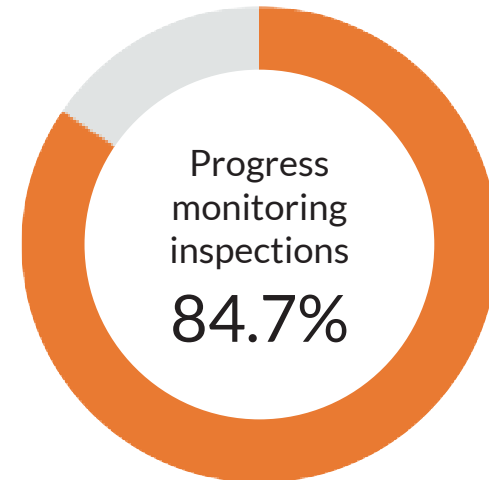
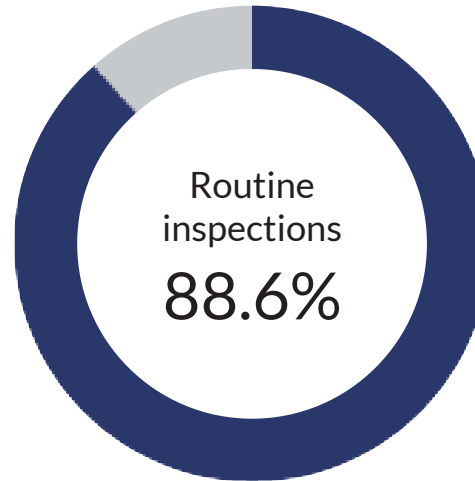
- Routine inspections (total: 370)
- Material change inspections (total: 77)
- Additional inspections (total: 10)
- Progress monitoring inspections (total: 59)



Inspection outcomes

The extent to which schools met the Standards

| Inspection type | TOTAL |
|---------------------------------|--------------|
| Routine inspections | 88.6% |
| Material change inspections | 100% |
| Additional inspections | 70% |
| Progress monitoring inspections | 84.7% |
| TOTAL | 89.5% |



Inspection outcomes

Standards not met (by part)

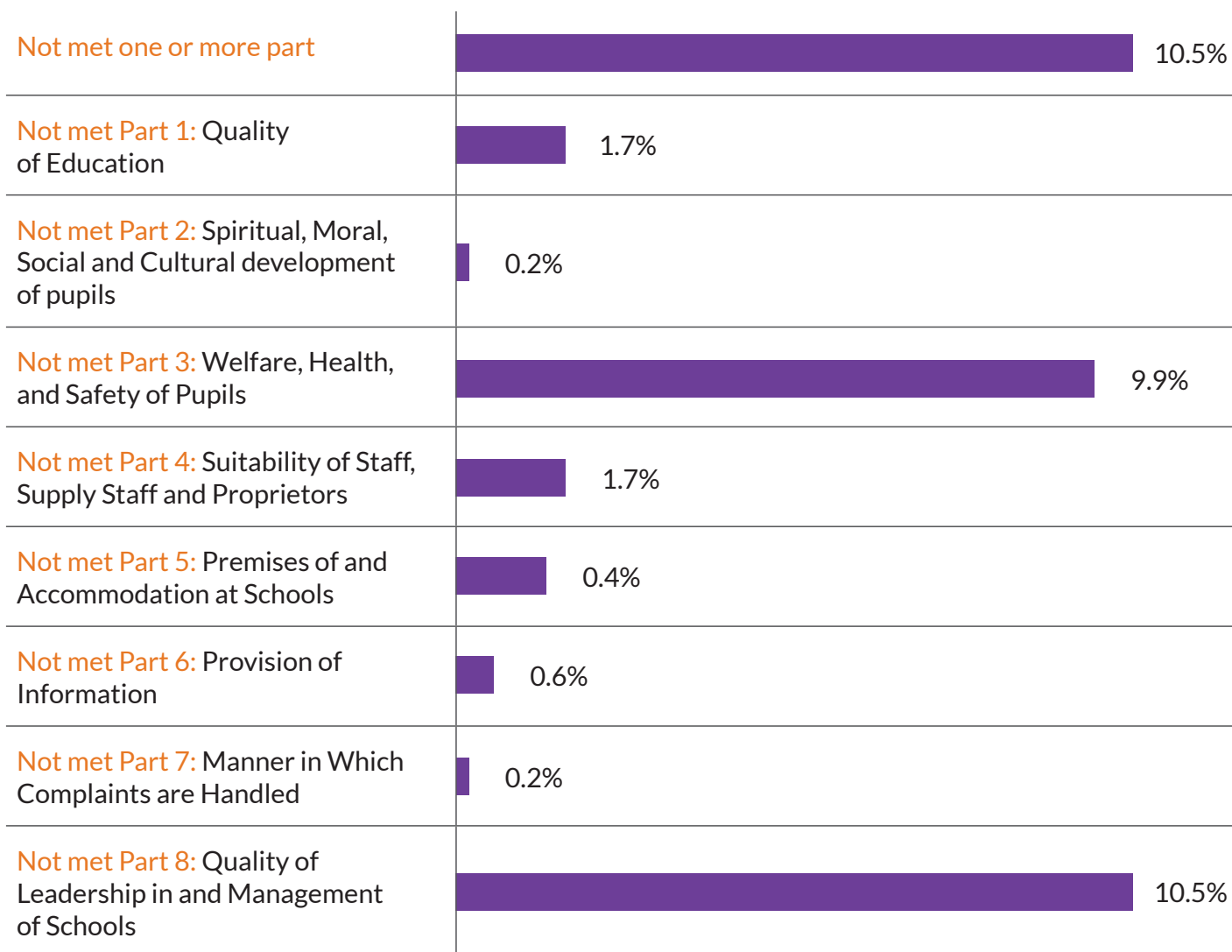
The Standards are split into eight parts and cover all aspects of school life.

In total, 89.5% of schools met all of the Standards.

The majority of unmet Standards related to the welfare, health, and safety of pupils.

This includes situations where safeguarding arrangements did not follow relevant statutory guidance. In many of these cases our inspectors found that school leaders did not effectively implement their written risk assessment policy or take appropriate action to reduce risks that were identified.

In schools which did not meet the Standards, inspectors found examples of safeguarding records not being collated or monitored effectively. In some cases, leaders had a limited understanding of the requirements relating to safer recruitment checks.

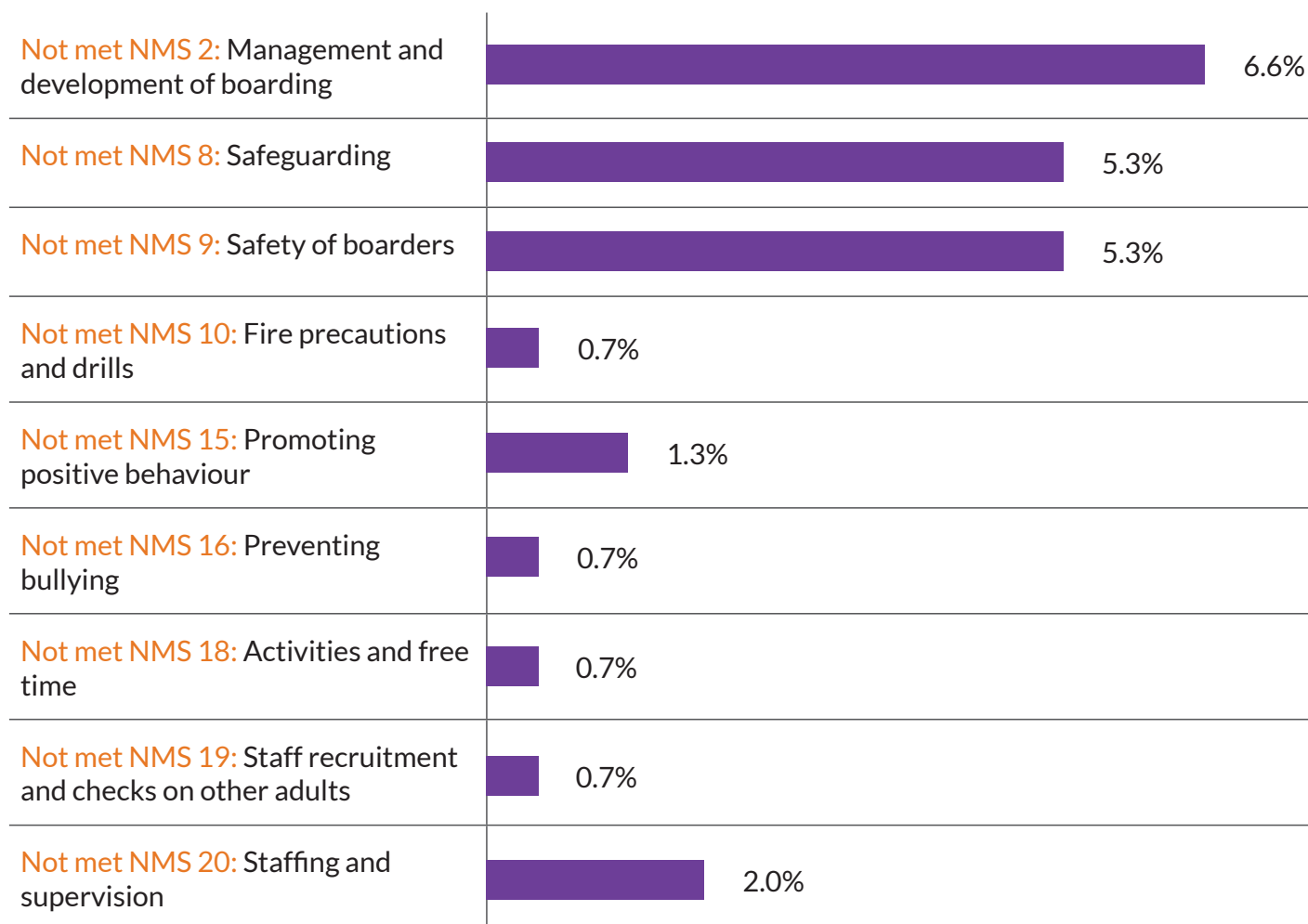


Inspection outcomes (Boarding)

National minimum Standards (NMS) for boarding schools

ISI inspected 152 schools that provide accommodation to pupils.

The majority of unmet NMS Standards relate to leaders not ensuring that arrangements were made to safeguard and promote the welfare of boarders while they are accommodated at the school.



Inspection outcomes

Registered early years settings

ISI is approved to inspect early years registered settings on behalf of Ofsted.

We inspect registered settings that are linked to association independent schools.

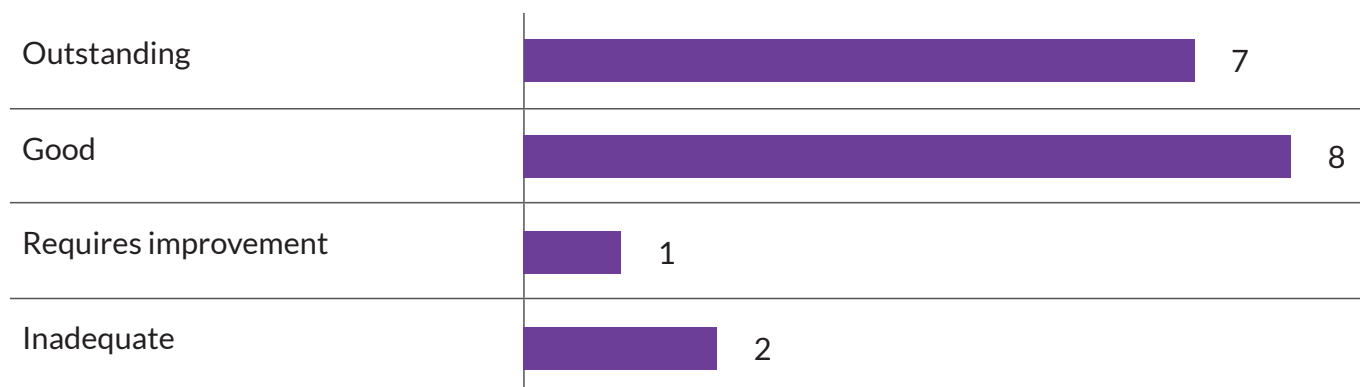
We usually inspect these settings at the same time as the independent school inspection.

The inspection of an Ofsted registered early years setting is conducted in accordance with the requirements of Ofsted's education inspection framework.

Ofsted has four grade descriptors for a provision's overall effectiveness:

- Outstanding
- Good
- Requires improvement
- Inadequate

During the period, ISI inspected 18 registered early years settings.



SECTION 1

Leadership and management, and governance

Our inspection activity

Inspectors consider how leaders at all levels fulfil their responsibilities effectively and demonstrate good skills and knowledge appropriate to their role across all aspects of school life relating to the Standards.

Those with governance responsibility, including trustees and proprietors, must assure themselves that leadership skills are in place and that leaders fulfil their responsibilities effectively so that Standards are met.

Leaders and managers must demonstrate their understanding and management of risk, ensure effective safeguarding culture and practice, and actively promote the wellbeing of pupils (as defined by the Children Act 2004).

Where it is working well

Inspectors found that leaders are knowledgeable and have a clear understanding of their responsibilities. Leaders have high expectations and are aspirational for their pupils.

Inspectors found examples of effective self-evaluation by leaders and managers, with robust and ongoing analysis of their work and with governors providing appropriate support and challenge.

Inspectors found examples of proprietors and leaders ensuring an effective programme of continuous professional development for staff.

What could improve

In some schools, more could be done to ensure rigorous identification and management of risk. Inspectors found examples where staff could have greater awareness of the school's risk management processes. Inspectors found that it is sometimes not clear enough who holds responsibility for reviewing and updating relevant policies.

SECTION 2

Pupils' education, training and recreation

Our inspection activity

Inspectors consider how effectively leaders implement the school curriculum, taking into account pupils' ages, aptitudes and needs.

Teachers' planning and assessment must enable all pupils to develop skills and understanding, acquire new knowledge and make good progress.

Leaders must ensure that pupils develop emotional, intellectual, social and creative skills. This includes ensuring access to a good range and choice of recreational activities.

Where pupils are identified as having special educational needs and/or disabilities (SEND) leaders must ensure that planning and teaching takes their needs into account so they make good progress.

Where it is working well

Leaders ensure the curriculum is aspirational and well matched to pupils' needs and interests.

Inspectors found examples of teaching that engages and generates high levels of intellectual interest and ambition amongst pupils. Examples include leaders enabling pupils who have SEND to make good progress through effective individualised support.

Inspectors found examples of well-planned co-curricular programmes which help to develop pupils' skills, talents and character.

What could improve

Inspectors found that in some schools, assessment information and feedback could be used more effectively to support pupils' progress and attainment. In these cases, more could be done by leaders to respond to pupils who are progressing more slowly than others.

In some schools, the quality of lesson planning is variable across subjects. Inspectors found examples where written feedback to pupils about their work could follow the school's policies more closely so that pupils benefit from clear guidance on how to improve.

SECTION 3

Pupils' physical and mental health and emotional wellbeing

Our inspection activity

Inspectors consider how effectively leaders encourage pupils' mutual trust and respect for other people, their spiritual and moral knowledge and understanding, and their physical education. Leaders must ensure that pupils receive applicable relationships education or relationships and sex education.

Leaders must also ensure that the school has a behaviour policy which is understood by staff and pupils and is implemented fairly and consistently. An effective anti-bullying strategy must be in place which actively prevents and minimises bullying at the school. Inspectors also consider the provision and maintenance of premises and accommodation.

Where it is working well

Leaders ensure that pupils' experience of school life actively promotes the development of their self-knowledge, self-esteem and self-confidence.

Inspectors found examples of proprietors and leaders providing a highly nurturing environment, which supports pupils well, both within the classroom and beyond. This includes where leaders implement customised and individual support for pupils which is effective in meeting their needs.

What could improve

In some schools, the effectiveness of behaviour management could be improved so that teachers support pupils to make good progress. Although pupils' behaviour in lessons is mostly well managed, inspectors found some inconsistency in how school policies are followed when tackling low-level disruption in lessons.

In some cases inspectors found that assessment in relationships and sex education (RSE) does not match the effectiveness of assessment processes in other curriculum areas. Inspectors found examples where leaders could do more to ensure that teaching is tailored to pupils' individual needs.

SECTION 4

Pupils' social and economic education and contribution to society

Our inspection activity

Inspectors consider how effectively the school prepares pupils for the opportunities, responsibilities and experiences of life in British society.

Pupils should receive human, social and economic education, be encouraged to show initiative and understand how they can contribute positively to society more widely.

Inspectors also consider pupils' access to accurate, up-to-date, impartial careers guidance so that they can make informed choices about a broad range of career options which helps them to fulfil their potential.

Where it is working well

School leaders enable pupils to develop their social, economic and cultural knowledge and understanding. This includes encouraging pupils to volunteer and engage positively within their local communities.

Inspectors found examples where the decision making of leaders contributes towards pupils having high levels of empathy and consideration for other people. This often results in pupils' having a sustained and positive impact outside their school community.

What could improve

In some schools, leaders could further extend pupils' understanding of future career pathways and provide more individualised guidance for pupils. Inspectors found examples where more could be done to highlight alternative pathways besides higher education so that all pupils fully appreciate the range of choices open to them.

Safeguarding

Our inspection activity

Inspectors evaluate the measures that leaders have in place to safeguard and promote the welfare of pupils, as required by statutory guidance.

This includes evaluating the effectiveness of the school's safeguarding practice and culture, effective implementation of policy and working with other agencies.

Where it is working well

Leaders ensure that arrangements are made to safeguard and promote the welfare of pupils. This includes taking effective measures to protect pupils from harm, and to manage any safeguarding concerns.

Inspectors found examples where schools work effectively with other partners and agencies to safeguard pupils. This includes effective liaison with their local authority designated officer (LADO).

What could improve

The most frequent recommendations within this section related to improving the accuracy in recording recruitment checks.

Additional insights

Special Educational Needs and/or Disabilities (SEND)

Where a school has pupils who are identified as having SEND, leaders must ensure that policies, plans, schemes of work, teaching and assessment are appropriate to meet their needs.

In some schools, leaders could improve the monitoring of progress for pupils who have SEND. Inspectors found examples where more could be done to improve knowledge of SEND amongst staff so that the needs of all pupils could be met.

Boarding

Leaders must ensure that arrangements are made to safeguard and promote the welfare of pupils for whom the school provides accommodation.

In a small number of schools, inspectors found that leaders could ensure that the induction for boarders is more effective.

Inspectors also found examples where school leaders could ensure greater clarity around the roles and responsibilities of staff in boarding houses.

Early years

Where schools have early years provision that is not registered with Ofsted, inspectors evaluate the extent to which the early years requirements are met within the inspection report by reference to the sections of the ISI inspection framework.

Inspectors also consider early years provision in relation to the statutory framework for the early years foundation stage (EYFS).

Inspectors found that in a small number of settings, leaders could ensure that transition arrangements for pupils moving into Key Stage 1 are more effective.

Inspectors also found examples where leaders could provide more opportunities for pupils to experience exploration and enquiry.

Inspection of British schools overseas

Information in this section relates to inspections carried out between
1 September 2023 and 31 July 2024

Our inspection activity

ISI is approved by the Department for Education to inspect British schools overseas (BSO).

ISI has inspection experience in over 50 countries across five continents.

BSO is the UK government voluntary accreditation scheme for overseas schools.

The benefits of BSO include being officially listed as a British school overseas on GOV.UK and being eligible to offer induction to early career teachers who hold qualified teacher status.

To retain BSO status, schools must be inspected every three years and continue to meet all Standards.

BSO inspection framework development

In January 2025, ISI will introduce a new BSO inspection framework.

This will ensure alignment to the inspection principles and methods that we use to inspect association independent schools in England, following the introduction of our national inspection framework in September 2023.

Further information will be announced during the autumn term.

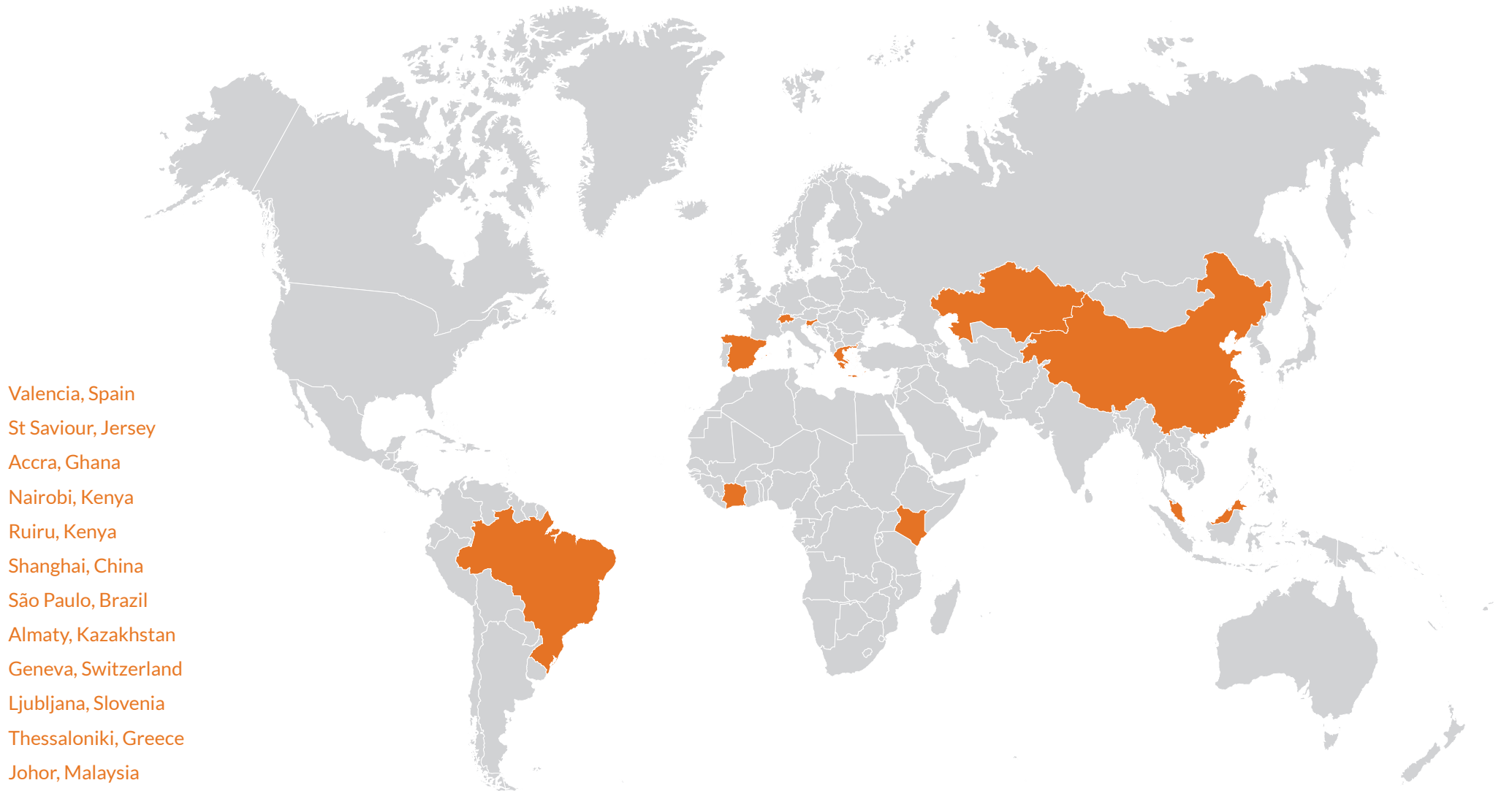
ISI British
Schools
Overseas

part of Independent Schools Inspectorate

[isi.net/about/what-we-do/bso](https://www.isi.net/about/what-we-do/bso)

BSO inspection map

We completed **13** BSO inspections across **11** countries.



iQTS inspection pilot

Information in this section relates to inspections carried out between
1 September 2023 and 31 July 2024

Our inspection activity

ISI is appointed to support the introduction of a new inspection framework for providers who offer training towards international qualified teacher status, which is awarded by the Department for Education.

International qualified teacher status (iQTS) meets the same high standards as English qualified teacher status (QTS). Candidates for iQTS undertake their training in at least one school abroad and access central training from a higher education establishment based in the UK.

The pilot inspections evaluated the provision of the initial iQTS providers, which were in their second year of iQTS delivery.

The pilot is being used to ensure the iQTS inspection framework and the iQTS inspection criteria work together to deliver the necessary standards for the award of iQTS.

At the end of 2024, the Department for Education will draw on their research findings to finalise the iQTS inspection framework.

In total, ISI undertook three pilot inspections:

- University of Birmingham Dubai
- University of Derby
- University of Sunderland

All inspection reports are published on the ISI website.

[isi.net/about/what-we-do/
iqts-inspection-pilot](https://isi.net/about/what-we-do/iqts-inspection-pilot)

ISI International
Qualified
Teacher Status

part of Independent Schools Inspectorate

Inspection of private further education colleges and English language schools

Information in this section relates to inspections carried out between
1 September 2023 and 31 July 2024

Our inspection activity

ISI is appointed by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales.

This voluntary programme fulfils the inspection requirements necessary when applying for or renewing a licence to sponsor international students to come to the UK on a student visa.

ISI private further education inspections:

- report the extent to which colleges and language schools meet the Educational Oversight Standards.
- assess and report on the quality of educational outcomes and provision.
- where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

isi.net/about/what-we-do/private-further-education

PFE Inspection Outcomes

22

Number of Inspections

Inspection outcomes

12

Exceeds expectations

10

Meets expectations

ISI Private Further Education

part of Independent Schools Inspectorate

Inspection quality

Information and insights in this section relate to the period between 1 September 2023 and 31 July 2024

Training

We have very high expectations of inspectors who have to meet the requirements of our rigorous selection procedure and undertake mandatory in-depth ongoing update training.

Their independence, skills and competency are assessed at every stage. Initial training comprises face-to-face training days, assessed inspection shadowing and assessed tasks before being appointed to ISI's pool of over 1,000 inspectors.

All inspectors must participate in our continuous professional development programme which includes training on inspection methodology, regular updates on safeguarding requirements and any changes to the regulations. Training is delivered both in person and online.

During the year, we recruited a new cohort of reporting inspectors and early years co-ordinating inspectors and over 400 team inspectors who have been trained and inducted in a series of cohorts.

Code of conduct

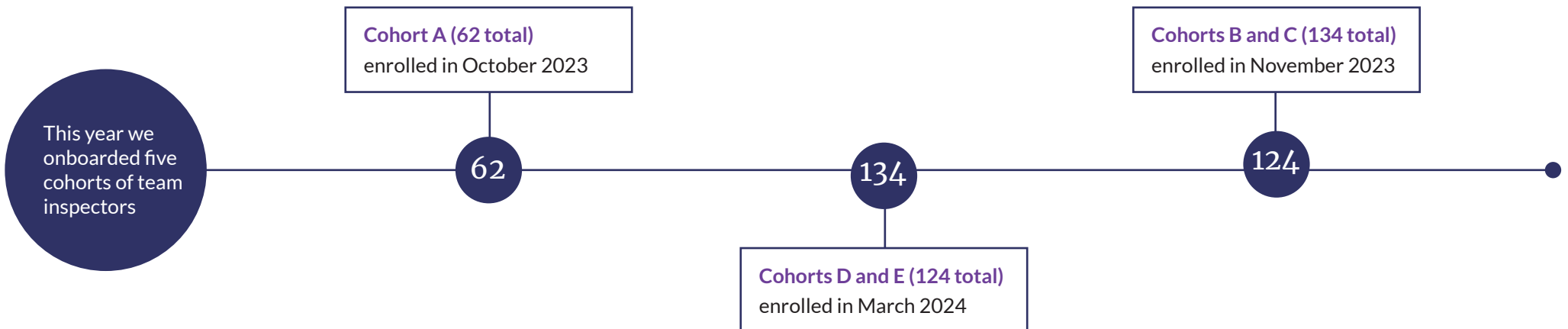
Inspectors must adhere to a code of conduct. Inspectors are required to uphold the highest professional standards in relation to all who are involved in the process of inspection, before, during and after the inspection.

All inspectors must regularly update ISI on any conflicts of interest. This includes a duty to inform us of any connections they have to the schools or colleges we inspect.

Early years

During the year we prioritised training for our early years inspectors and updated our inspection documentation.

Early years specialists have been recruited and trained to inspect registered settings and non-registered provision. Reporting inspectors have also received high-quality training to develop their understanding of how to use a variety of inspection activities to help evaluate the extent to which Standards are met in the early years.



On inspection

The size of the individual inspection teams is determined by the size and context of the school.

The inspection is led by a reporting inspector, with support from a number of team inspectors.

Inspection teams reach provisional judgments at the end of the onsite inspection and share these with school leaders. Our duty inspectors provide quality assurance support to inspectors throughout the onsite inspection.

The reporting inspector must contact the inspector on duty if the emerging evaluation of the inspection team is that one or more of the Standards is likely to be unmet. The inspector on duty will probe the evidence and provide constructive support and challenge to the evaluation process.

During the inspection, inspectors take care to preserve confidentiality and to protect the privacy of the pupils and staff. Inspectors know what to do if they receive a disclosure relating to safeguarding during the inspection.

Post-inspection

The reporting inspector is responsible for writing the inspection report, and submitting the inspection evidence to ISI, within four days of the end of the onsite inspection.

All inspections are subject to rigorous quality assurance which includes consideration of the inspection evidence and the draft inspection report. Some inspections are subject to enhanced quality assurance. This can include onsite or remote quality assurance by a monitor and/or a full or partial review of the inspection evidence.

ISI invites all schools to share their reflections on their inspection experience in a post-inspection survey. ISI has a formal complaints process that was reviewed during the year and has been updated following consultation.

SEND review

In 2021 we reviewed both the literature relating to provision for pupils who have SEND and our inspection practice at the time. This helped inform the development of our new inspection framework.

We have now commissioned a follow-up review three years on, to evaluate our work against the recommendations of that report, and to focus on best practice guidelines for the inspection of SEND provision.

Another extensive literature review has been conducted, case studies have been examined in detail and discussion groups have been held with a wide range of reporting inspectors. This work will be used to inform training for inspectors, inspection methodology and our quality assurance processes in the academic year 2024/25.

Inspection feedback

Information and insights in this section relate to the period between 1 September 2023 and 31 July 2024

School feedback

We are committed to listening to the views and experiences of the schools and providers we inspect. The feedback we receive is used to help us learn and improve.

This year, we have emphasised the importance of our new inspection principles. We have gathered feedback from schools on the extent to which we followed each of these principles during inspections.

ISI inspection principles

We have four inspection principles on which our inspection practice is built.

Manageability

Inspections should not cause unnecessary workload for the school or provider.

Inspectors will not expect or request leaders to produce documentation specifically for inspection.

Collaboration

Inspectors will seek to work alongside school leaders and staff where appropriate to do so, discussing evidence and sharing emerging findings.

Triangulation and typicality

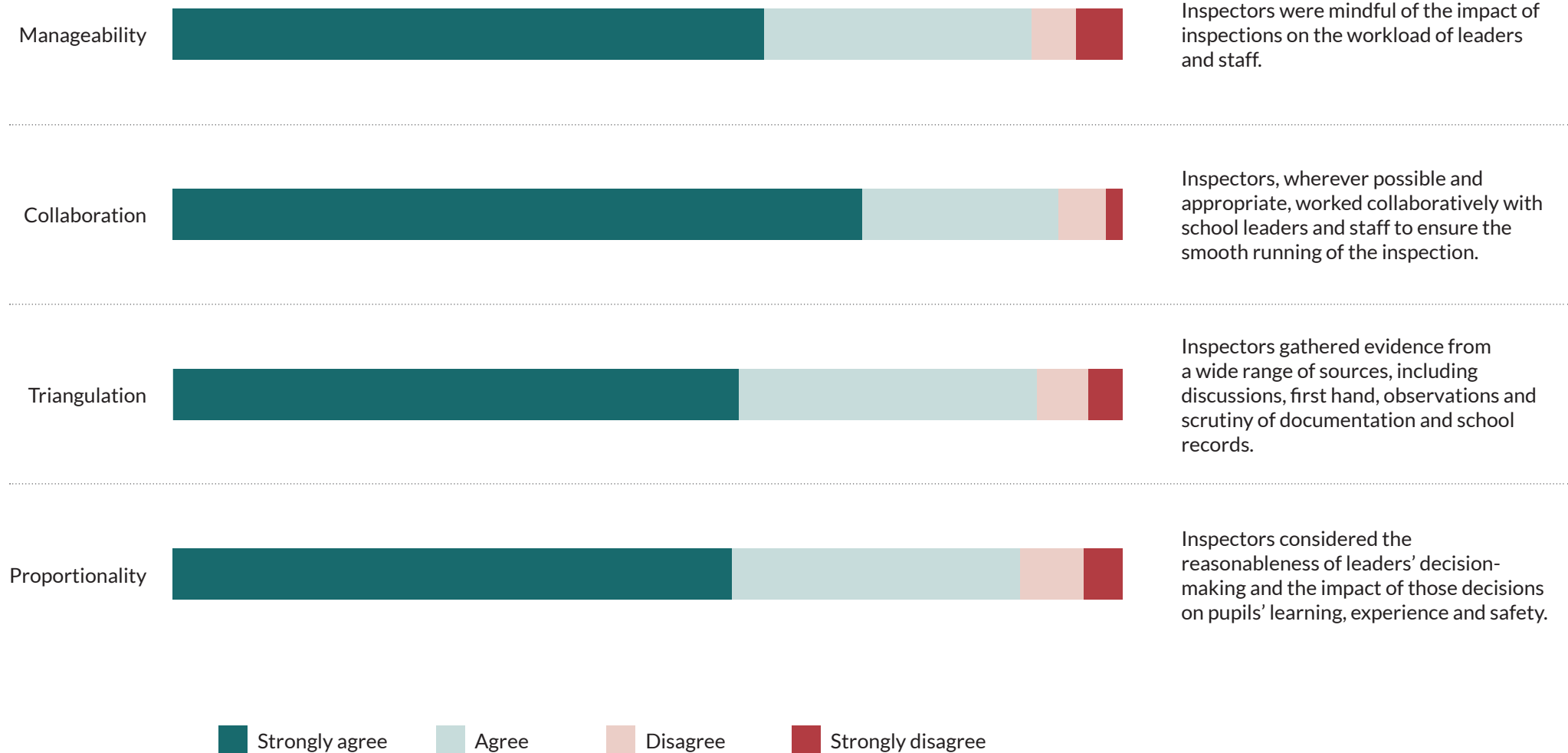
Inspectors will consider a range of evidence when forming evaluations on inspection.

Inspectors will look for evidence of what would be typical provision for pupils over time.

Proportionality

Inspectors will consider the reasonableness of leaders' decision-making and the impact of those decisions on pupils' learning, experience and safety.

The extent to which we followed our inspection principles during inspections



Complaints

In 2023–24, we received 36 formal complaints.

Our complaints procedure places complaints into three themes. Individual complaints can contain more than one theme:

- Conduct – 13
- Process – 28
- Evaluation – 36

Whilst most inspections do not lead to a complaint, we take seriously any complaint that we receive.

ISI's pool of independent adjudicators

If a complainant is not satisfied with ISI's response the complaint can be referred to an independent adjudicator.

ISI has a pool of contracted independent adjudicators.

The independent adjudicator role is not open to any inspector, employee or person currently or previously providing services other than complaints adjudication to ISI. To be appointed, independent adjudicators must demonstrate significant experience and understanding of complaint handling and/or quality assurance.

The adjudicator considers whether:

- ISI followed its policy properly in handling their complaints; and/or
- ISI reached a reasonable decision in response to their complaint

If the adjudicator upholds part or all of a complaint, the response will outline which aspects of the complaints have been upheld and why.

In all of the five referrals to the independent adjudicator it was found that ISI followed its policy properly and reached reasonable decisions.

Changes to ISI's complaints procedure and post-inspection arrangements from September 2024

Following a consultation process, we are making changes to ISI's complaints procedure and post-inspection arrangements that will become operational from September 2024. This includes:

- Headteachers may request a phone call with a senior member of ISI staff during the onsite inspection to raise any serious concerns about the inspection that they feel unable to raise directly with the reporting inspector.
- The length of time that schools have to request a phone call from ISI about any unresolved issues from the onsite inspection will be increased to four term-time working days from the end of the onsite inspection.
- Schools will be offered the opportunity of a phone call with the internal reviewer to discuss their formal complaint.
- The career background of the independent adjudicator allocated to review the complaint will be supplied to the school.
- The length of time for the independent adjudicator to reach a decision will be reduced from 30 term-time working days to 20 term-time working days.
- ISI will introduce a complainant satisfaction survey.

[isi.net/about/who-we-are/make-a-complaint](https://www.isi.net/about/who-we-are/make-a-complaint)

Joint working

ISI is committed to working collaboratively with other organisations and partners to promote and share effective practice around the quality assurance of education.

This includes activities at both a domestic and international level.

Multi-agency working

We continued to deliver webinars for local authority designed officers (LADOs) and members of education safeguarding teams. These webinars are targeted at new starters and those who wish to improve their understanding of the inspection of independent schools.

Over the past 18 months, these webinars have been attended by 242 LADOs and members of education safeguarding teams.

In total, over 95% of attendees said the webinars improved their understanding of the regulation and inspection of independent schools in England.

Ofsted

Under ministerial direction, ISI and Ofsted have a joint working arrangement based on the mutual exchange of knowledge and understanding at a corporate, operational and strategic level. This results in an annual report from His Majesty's Chief Inspector (Ofsted) to the Secretary of State.

Regular meetings took place throughout the year between leaders from both inspectorates. These included discussions about inspector training and planning for our mutual inspection shadowing programme in early years registered settings.

ISI also submitted an organisational response to Ofsted's Big Listen. Our contribution focused on learnings from the development and recent implementation of ISI's new inspection framework.

The Institute of Regulation (IoR)

ISI is a member of the IoR, which has a network of over 350 regulatory experts.

The IoR exists to research, develop and promote good practice in regulation.

Standing International Conference of Inspectorates

ISI is represented as a joint national co-ordinator for the UK at The Standing International Conference of Inspectorates (SICI).

SICI is an association of national and regional inspectorates of education in Europe. It was founded in 1995 and there are currently 37 member inspectorates.

SICI's aim is to support the improvement of education through improving inspection processes. This includes a focus on promoting and supporting partnership and cooperation between inspectorates, as well as actively participating in the international debate about evaluation and school improvement.

National co-ordinators support the implementation of SICI's strategic plan and meet annually together with the general assembly.



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