



School inspection report template writing guidance

Date to Date

Example School

[Insert school address]

This report outline and writing guidance is published to the schools that ISI inspects to aid understanding of our approach to reporting.

**Guidance for inspectors is highlighted in green
Examples (highlighted in yellow) are fictional and for guidance only.**

It should be read alongside the ISI Inspection Framework and Handbook.

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

Writing guidance

- **Give a balanced evaluative overview of provision at the school, and its impact on the wellbeing for pupils drawing on findings relating to all sections of the framework**
 - Describe the overall character and culture of the school and its impact on the wellbeing of pupils
 - Describe areas of strength and any relative weaknesses of the school's work
 - Include any significant strengths that meet the threshold in the framework
 - Refer to any serious and/or multiple failings in provision

Example: summary of inspection findings where all Standards met:

1. Leaders and managers are very knowledgeable both about their responsibilities to actively promote pupils' wellbeing and how to implement strategy effectively so that pupils, in the words of the school's motto, 'Learn and Flourish'. Leaders and managers throughout the school maximise opportunities to prioritise the wellbeing of pupils across all aspects of school life.
2. The proprietor, through the governing body, is actively involved in quality assuring the work of leaders and managers. Governors understand the skills and knowledge that are required to run a school well. They are vigilant in ensuring these skills are refreshed so that leaders fulfil their responsibilities in evolving situations. As a result of regular skills audits, prioritisation of training and understanding of risk management, leaders are confident in assessing and managing situations as they arise. They ensure longer term strategic planning is well thought through, is ambitious for pupils and takes into account pupils' emerging needs.

Example of a significant strength: early years

3. The early years provision is a significant strength of the school. Leaders plan the curriculum with insight. Their expert knowledge of the early years and skill in implementing their plans ensures that children make rapid progress and are well prepared for the next stage of their education. Leaders' thinking is dynamic and adapts to children's emerging needs and developmental stages. Leaders are self-reflective and avoid being overly reliant on approaches that have worked in the past. They are vigilant in looking for and responding to change. Leaders constantly check for any unintended consequences arising from their approach. Children achieve well and flourish in the early years.

Example: Standards not met (supervision and behaviour)

4. Leaders do not ensure that their policy relating to the supervision of pupils is implemented consistently. As a result, situations arise that go unnoticed, or when situations are followed up, action is not always logged so that lessons can be learned. Some pupils' poor behaviour goes unchecked. This creates avoidable risk for pupils.

Example: proportionality (remediable oversight safeguarding policy)

5. Leaders ensure that safeguarding is effective at the school. However, while safeguarding practice is effective in following the latest guidance, at the start of the inspection the school's safeguarding

policy did not reflect the most up-to-date statutory guidance. This arose from a minor oversight and was rectified during the inspection. As a result, the school's safeguarding policy now reflects the latest statutory guidance.

The extent to which the school meets the Standards:

Writing guidance:

- Report whether Standards are met consistently, are not met consistently, or are unmet with reference to each section of the framework
 - For example: if some relevant Standards relating to a section of the framework (see mapping Appendix A Framework) are not met, but others mapped to the same section are met, report that Standards are not met consistently
- The reporting of systemic areas contained in paragraphs 3 (teaching), 4 (framework for pupils' performance) and 5 (SMSC development) may be reported under any of sections 2, 3 or 4 of the report depending on the inspection evidence and best fit for the relevant section
- Where Standards are not met, include areas for action which identify and report improvements that must be made
- Where Standards are met, include recommended next steps (having discussed with leaders)
 - include any areas where a proportionate approach has been taken to relative weaknesses or minor errors that were easily rectified in a school's processes and/or provision during the inspection
- Therefore, where Standards are not met, it is likely that there will be both areas for action and recommended next steps

Example: reporting Standards not met consistently (supervision/behaviour/risk)

6. Standards are not met consistently:

- Standards relating to relating to leadership and management, and governance are not met
- Standards relating to education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met.

Areas for action

Writing guidance:

Where Standards are not met, insert areas for action relating to the unmet Standards

Example: Reporting area for action – leadership and management, risk and supervision

7. The proprietor must ensure that those with leadership and management responsibilities:
- demonstrate good skills and knowledge appropriate to their role and
 - fulfil their responsibilities effectively so that the independent school standards are met consistently, and
 - actively promote the wellbeing of pupils.

8. Leaders and managers must ensure that:

- they take a strategic, comprehensive and inclusive approach to identifying and managing the risk of harm to pupils' wellbeing
- the school's supervision policy is implemented effectively
- all pupils' behaviour is managed effectively in accordance with the school's behaviour policy.

Recommended next steps**Writing guidance:**

Insert recommended next steps, having discussed with the school.

Example recommended next step – proportionality relating to safeguarding policy

9. Leaders and managers should ensure that the safeguarding policy is always updated to reflect the most recent statutory guidance.

Section 1: Leadership and management, and governance

Writing guidance

- *Report on the quality of provision in relation to requirements in the following areas:*
 - *Leaders' active promotion of pupils' wellbeing evidenced by decision making and actions supported by representative examples of the leadership culture*
 - *Leaders' knowledge and skills*
 - *Leaders' fulfilment of their responsibilities*
 - *Delivery of school's aims and ethos*
 - *Effective implementation of policy*
 - *Provision of information*
 - *Links with other agencies*
 - *Understanding and management of risk, including risks that are harder to spot*
 - *Complaints handling*
 - *Equality Act requirements (respect for the protected characteristics; teaching does not discriminate; accessibility strategy and plan)*
 - *Governance assures that leaders and managers ensure that Standards are met*
- *Select examples should be included giving pertinent demonstration of the causal link between **leaders' decision making and its effect on provision, leading to evidence of impact for pupils***
 - *Decisions/actions implemented linked to framework/Standards/school development aims*
 - *Current impact for pupils*
 - *Consideration of unintended consequences/risk management*
- *Examples must not simply describe provision. They illustrate in the chosen area **what is typically experienced by pupils as a result of leaders' decision making and actions***
- *Linked examples are especially effective because they make thematic connections across different aspects of provision*
- *When completed, check against requirements of framework section 1*
- *This section should be between 500 and 600 words*

Examples – positive evaluation of leadership:

10. Leaders ensure their understanding of effective practice is up to date, while keeping the school's aims central to the implementation of their strategic decision making. Leaders communicate and implement policies and procedures effectively and consistently, so that staff and pupils understand what is expected of them. Leaders are mindful of risk and challenge each other to consider contextual risks and manage unintended consequences that may be harder to spot. As a result, pupils report that adults at the school know them well and support them to participate positively in school life, while preparing them for a range of opportunities at school and in anticipation of the next stage of their education or training.

11. Governors commission an annual safeguarding review from an external provider. However, this has not been wholly effective in identifying that some aspects of the written safeguarding policy do not reflect the most up to date statutory guidance or the school's appropriate procedures. This

issue was rectified during the inspection. Leaders have well-developed links with external agencies and understand which circumstances should give rise to a referral.

Example: Positive evaluation of early years (reported as a significant strength in summary section)

12. Children thrive in the early years. A diverse programme of learning opportunities is tailored to children's individual needs and is updated regularly. Staff liaise regularly with parents about children's development. Reports to parents are detailed and contain clear advice about how to enable further progress.
13. Leaders in the early years ensure that safeguarding procedures are rigorous, and children are well cared for within a safe and happy environment. Leaders work together to implement a strong shared vision for the setting. They continuously monitor and self-evaluate their practice. Leaders hold weekly supervision meetings with early years staff and staff attend training courses which enhance their classroom practice.

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

Example: leadership and management standard not met because supervision/risk/behaviour not met

14. Standards are not met consistently with respect to the supervision of pupils, the management of pupils' behaviour, and the identification and management of risk of harm.
15. As a result, Standards relating to governance, leadership and management are not met consistently.

Section 2: Quality of education, training and recreation

Writing guidance

- *Report on the quality of provision in relation to requirements in the following areas:*
 - *Curriculum areas/focus*
 - *Linguistic*
 - *Mathematical*
 - *Scientific*
 - *Technological*
 - *Aesthetic and creative*
 - *Speaking, listening, literacy and numeracy*
 - *Ages, aptitudes, provision for pupils with SEND*
 - *Teaching enables good progress, does not discriminate*
 - *Does not undermine fundamental British values*
 - *Assessment framework*
 - *Well planned lessons*
 - *Effective methodology*
 - *Pupils acquire knowledge and skills, apply effort, act responsibly, are self-motivated*
 - *Pupils with special education needs and/or disabilities are identified and their needs met*
 - *Recreation:*
 - *Programme of activities develops range of skills*
- *Select examples should be included giving pertinent demonstration of the causal link between leaders' decision making linked to **pupils' education, training and recreation** and its effect on provision, leading to evidence of impact for pupils*
 - *Decisions/actions implemented*
 - *Current impact for pupils*
 - *Consideration of unintended consequences/risk management*
- *Examples must not simply describe provision. They illustrate in the chosen area **what is typically experienced by pupils as a result of leaders' decision making and actions***
- *Linked examples are especially effective because they make thematic connections across different aspects of provision*
- *Do not include solely descriptive examples*
- *When completed, check against requirements of framework section 2*
- *This section should be between 500 and 600 words*

Examples: Section 2

16. Leaders plan the curriculum effectively and ensure that it is well taught, with clearly articulated expectations for pupils' learning progression in a range of subjects. Leaders systematically monitor and support the quality of teaching and pupils' progress. As a result, teachers are confident in their teaching skills. This enables pupils, including those with SEND, to make good progress and develop the expected skills and knowledge.

17. The range of subjects taught ensures pupils have many opportunities to gain knowledge and develop skills. Pupils of all ages are encouraged to be creative thinkers and they are confident in

their artistic expression in a range of forms. There is a well-developed programme to develop pupils' linguistic, literacy and numeracy skills. As a result, pupils communicate effectively and enjoy reading and problem solving. Pupils' mathematical skills are developed through a foundation of confident numeracy as the basis for higher-level conceptual investigation and application. The technology curriculum develops pupils' theoretical and practical skills across a range of disciplines and provides opportunities for in-depth learning, for example in coding and software design.

18. Almost all pupils attain grades at GCSE and A Level in line with or above those expected for their starting points. Pupils with SEND often exceed expectations and make rapid progress. This is because of the individualised and effective support they receive which also motivates them to learn.
19. An effective framework is in place to evaluate pupils' work regularly. Teachers give high-quality and focused feedback, both in lessons and on written work. Pupils appreciate and respond well to this. From an early age, pupils are encouraged to set themselves targets for improvement based on the expert feedback they receive. This is followed up systematically by teachers which is informed by clear recording of pupils' progress in all subjects. Boarders are supported well with their academic studies.
20. Most teaching excites and challenges pupils' thinking. Teachers have good subject knowledge and know how to convey it so that pupils are encouraged to learn. As a result, pupils of all ages readily engage in their lessons and learn well. In most lessons, teaching and planning are tailored to pupils' individual needs and pupils respond by engaging wholeheartedly in activities. Pupils draw on a range of well-planned resources, learning to synthesise information and draw conclusions.
21. However, some teaching lacks challenge. In these lessons, pupils are less involved in their learning, particularly where teachers do not provide pupils with opportunities to apply and test their knowledge in new situations.
22. In the early years, children, including those with SEND, makes rapid progress from their starting points. Children are highly engaged in their learning, stimulated by well-planned and personalised activities, such as role-play and storytelling, which draw their interest and challenge their thinking. Teachers encourage children to speak confidently in a range of situations using a rich array of vocabulary.
23. Leaders have designed a broad and varied recreational extra-curricular programme. Pupils, including children in the early years, engage in a variety of activities and trips that build experiences and develop life-skills. Participation is high across all ages. Boarders participate enthusiastically in a range of planned activities both in the evenings and at weekends. Pupils understand that engagement in activities promotes their wellbeing, whilst they are mindful of the need to balance keeping busy with having quality free time to relax and socialise with friends. Teamwork activities, such as the Combined Cadet Force (CCF) or The Duke of Edinburgh's Award scheme, develop pupils' leadership and life skills.

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

Example: Standards relating to the quality of education, training and recreation are met

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

Writing guidance

- *Report on the quality of provision in relation to requirements in the following areas:*
 - *Curriculum areas/focus*
 - *Encourages mutual respect – protected characteristics*
 - *Spiritual and moral understanding*
 - *Develops self-knowledge, self-esteem and self-confidence*
 - *Physical education*
 - *Personal and health education*
 - *RSE*
 - *Behaviour*
 - *Anti-bullying strategy*
 - *Premises and accommodation*
 - *Supervision*
 - *Admission and attendance*
 - *Health and safety*
 - *First aid*
 - *Boarding requirements*
- *Select examples should be included giving pertinent demonstration of the causal link between leaders' decision making linked to **pupils' physical and mental health, and emotional wellbeing**, and its effect on provision, leading to evidence of impact for pupils*
 - *Decisions/actions implemented*
 - *Current impact for pupils*
 - *Consideration of unintended consequences/risk management*
- *Examples must not simply describe provision. They illustrate in the chosen area **what is typically experienced by pupils as a result of leaders' decision making and actions***
- *Linked examples are especially effective because they make thematic connections across different aspects of provision*
- *Do not include solely descriptive examples*
- *When completed, check against requirements of framework section 3*
- *This section should be between 500 and 600 words*

Examples: Section 3

24. Leaders encourage pupils' participation in a wide range of physical education and personal development activities. Pupils are taught about physical health through a co-ordinated curriculum of both competitive sport and wider participatory activities, for example, archery, Pilates and meditation.

25. Leaders take care to ensure that the physical education curriculum does not discriminate. All pupils have access to all sporting activities offered by the school. As a result, pupils' participation levels in a wide range of activities are high and they speak enthusiastically about the opportunities they have. Pupils recognise how regular exercise, relaxation and creative pastimes impact positively on their mental health and emotional wellbeing.
26. The school provides an extensive programme of personal and health education which aims to support the school's aims and ethos. This includes provision for relationship and sex education. This programme is highly effective, in an age-appropriate way, in encouraging respect for others, in particular the protected characteristics. Pupils welcome opportunities to talk openly about diversity and their experiences navigating social media. They demonstrate good understanding of the importance of self-care, self-regulation and support for others. Teachers immediately challenge instances of discriminatory language. As a result, pupils report that such instances are rare.
27. Pupils' spiritual and moral understanding is developed through the faith ethos of the school, which permeates all aspects of school life. Pupils are encouraged to discuss their spiritual understanding and be guided by the precepts of faith in decision making and moral understanding. Pupils develop a deep spiritual understanding including through reflective assemblies.
28. Relationships between boarders and day pupils are encouraged and are positive and harmonious. Pupils in the boarding houses feel well known as individuals. House staff are always available to provide support. Boarding houses are homely, welcoming, and well maintained. Pupils are respectful towards others and their possessions.
29. Pupils behave well in lessons because teachers have clear expectations and encourage their learning. Pupils mix well with others when working in groups. Pupils of all ages communicate confidently with adults. Pupils report that, on the whole, the school manages any incidents of bullying well. However, some pupils do not behave in line with the school's behaviour policy when they are outside lessons. Lack of effective supervision at these times means that this behaviour goes unchecked. Leaders are not sufficiently aware of the extent of behaviour issues because incidents are either not noticed or not recorded by staff. Some pupils do not receive the support they need to manage their behaviour in line with stated expectations.
30. Leaders' planning ensures that systems for the supervision of pupils are in place. However, the quality of supervision is patchy. At times, supervision of pupils in the prep school is less effective than in other areas of the school in supporting positive pupil behaviour, particularly in the playground and in the boarding house. Confrontational situations arise that go unnoticed. When situations are followed up, action is not always logged so that lessons can be learned, and appropriate remedies put in place. As a result, similar situations recur.

31. The attendance and admission registers are properly maintained and stored. Staff quickly follow up the destinations of pupils who leave and are removed from the admissions register and persevere if they do not receive a response.
32. Children in the early years are well-supported to manage their emotions and learn to self-regulate. They develop strong relationships with staff who understand each child's strengths and weaknesses. Children in the early years show sensitivity to others' needs. For example, children in the Reception class adapted their behaviours during a free-play session to co-operate with others who had different ideas when building a cardboard windmill.
33. The physical development of children in the early years is nurtured by opportunities to explore and play outdoors. There is a woodland area that children access regularly to support and extend their learning. Children's fine motor skills are also well-developed; they use pencils proficiently and manipulate craft materials with ease.
34. The school premises and accommodation, including the boarding houses, are well maintained. Health and safety practices are implemented effectively. Precautions are taken to reduce the risk from fire. Fire evacuation drills take place termly, including in boarding time, and staff receive regular fire training.
35. Suitable arrangements and accommodation are in place to care for pupils who become unwell or who have specific medical needs. Staff receive regular training in first aid and all staff in the early years are trained in paediatric first aid.
36. Boarding staff prioritise boarders' health needs ensuring that they are fully met. There is a suitable programme of induction for new boarders. The privacy of boarders is respected. Boarders' personal possessions are protected, and regular laundry provision is in place. All boarders are provided with good quality nutritionally balanced meals and a variety of snacks are readily available. Boarders can always contact a member of staff, including at night, and they are comfortable contacting the school's independent listener should they wish to do so.
37. A suitable statement of boarding principles and practice is made available to parents and is known and understood by boarders. Boarders' views are sought and acted upon through a variety of means including regular boarding house meetings. However, some boarders would welcome greater engagement on topics such as inclusion and diversity.

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

Example: Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently

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

Writing guidance

- Report on the quality of provision in relation to requirements in the following areas:
 - Curriculum areas/focus
 - Human, social and economic
 - Encourages mutual respect – protected characteristics
 - Actively promotes fundamental British values
 - Social and cultural
 - Careers guidance
 - Preparation for life in British society
 - Active promotion of principles
 - Right from wrong
 - Accept responsibility
 - School's locality
 - Respect for
 - Law and institutions
 - Other cultures
 - Democracy
- Select examples should be included giving pertinent demonstration of the causal link between leaders' decision making linked to **pupils' social and economic wellbeing and contribution to society** and its effect on provision, leading to evidence of impact for pupils
 - Decisions/actions implemented
 - Current impact for pupils
 - Consideration of unintended consequences/risk management
- Examples must not simply describe provision. They illustrate in the chosen area **what is typically experienced by pupils as a result of leaders' decision making and actions**
- Linked examples are especially effective because they make thematic connections across different aspects of provision
- Do not include solely descriptive examples
- When completed, check against requirements of framework section 4
- This section should be between 500 and 600 words

Examples Section 4

38. Leaders have designed a curriculum that has many opportunities for pupils of all ages to learn about society and the wider world. Teachers take every opportunity to relate their subject matter to wider themes and other culture. The mathematics curriculum incorporates economic education with examples from real life drawn from around the world. A programme of 'money matters' runs through the pastoral programme which increases pupils' awareness of financial responsibility.

39. Pupils appreciate right from wrong and the role of civil and criminal law in resolving disputes and redressing wrongdoing. The curriculum has a strong emphasis on responsibility within society. As a result, pupils appreciate the need for rules and laws to help maintain a peaceful society. Pupils understand from an early age that living in a democracy means that they accept that others may think differently to them.
40. The school actively promotes a values-based curriculum and ensures pupils are knowledgeable about different institutions and their role in British society. Pupils, with increasing emphasis in the senior years, are prepared for their adult lives. Leaders maximise opportunities for pupils to engage with life outside the school. Pupils visit workplaces and go on trips. They are encouraged to engage with current affairs and discuss topics. Former pupils are invited back to the school to speak to pupils about their career pathways and decision making. As a result, pupils are engaged and informed about the society in which they live.
41. Pupils are ambitious for their futures. Supported by an appropriate careers guidance programme, specialist careers staff, weekly drop-in sessions and annual careers days, pupils are equipped to explore a wide range of options. The school follows the Gatsby benchmarks in its careers programme which leaders report provides a helpful structure. Pupils go on to study at a range of UK and international universities. Pupils take up a variety of courses or apprenticeships, many of which have challenging entry requirements.
42. Pupils are very aware of their social responsibilities and engage with the local community in many ways, for example, through litter picking, supporting the local foodbank or baking cakes for older members of the local village community. Older pupils volunteer through The Duke of Edinburgh's Award scheme in local primary schools and homes for the elderly. Pupils are enthusiastic in charity fundraising, for a range of local, national and international causes, driven by the thought that they are doing good for others less fortunate than themselves.

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

Example: Standards relating to pupils' social and economic education and contribution to society are met

Safeguarding

Writing guidance

- *Report on the effectiveness of arrangements:*
 - *to safeguard and promote the welfare of pupils which fulfil the requirements of the latest statutory guidance and any other safeguarding regulations applicable to the school*
 - *to promote the school's effective working with other partnerships and agencies to safeguard pupils and protect them from harm*
 - *to ensure effective measures are taken to manage risk and protect pupils from harm, and to manage well any incidents that do occur*
 - *to ensure that pupils know how to stay safe while online*
 - *to meet requirements relating to the suitability of staff, supply staff and proprietors are met.*
- *For this section, the emphasis on reporting is on **the culture of safeguarding** at the school, demonstrated by the effectiveness of arrangements to keep children safe through leaders' identification and management of risk, including risks that are harder to spot*
- *Writing should be factual, focusing on knowledge, understanding and effective implementation*
- *When completed, check against requirements of the safeguarding section of the framework*
- *This section should be between 250 and 350 words*

Example: Safeguarding

43. Arrangements to safeguard and promote the welfare of pupils are effective. Leaders promote a culture of transparency and that 'it could happen here'. Leaders work effectively with external agencies when concerns arise. Any referrals to children's services, the local authority designated officer and the police, are made in a timely manner.
44. The school's written safeguarding policy required some amendment at the beginning of the inspection to bring it into line with the most recent guidance and to reflect the school's safeguarding practice. This was rectified during the inspection.
45. Leaders ensure that all staff and volunteers receive safeguarding training as they join the school and this is updated at regular intervals. Those with designated safeguarding lead responsibilities receive appropriate training. Staff are knowledgeable in child protection procedures, including those for online safety and the risks posed by radicalisation and extremism. They understand how to recognise and report a safeguarding concern and are alert to the need to monitor pupil attendance.
46. The overwhelming majority of pupils who responded to ISI's pre-inspection survey agreed that they feel safe in school. Records show that any reported safeguarding concerns are acted upon promptly.

47. Safer recruitment checks are completed for all staff, volunteers and governors and a suitable central register of appointments is kept.

The extent to which the school meets Standards relating to safeguarding:

Example: Standards relating to safeguarding are met.

(Delete this section if all Standards are met)

Schedule of unmet Standards

For reporting purposes, all Standards are mapped to each section of the ISI Framework

Section 1: Leadership and management, and governance

Example Paragraph number	Standards
ISSR Part 8, paragraph 34 (1)(a), (b) and (c)	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— (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and (c) actively promote the wellbeing of pupils.
ISSR Part 3 paragraph 16	The standard in this paragraph is met if the proprietor ensures that— (a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and (b) appropriate action is taken to reduce risks that are identified.

Section 2: Quality of education, training and recreation

Example

Standards are met.

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

Example Paragraph number	Standard
ISSR Part 3 Paragraph 14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.

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

Example

Standards are met.

Safeguarding

Example

Standards are met.

School details

School	[Insert]
Department for Education number	[Insert]
Registered early years	[Insert]
Registered charity number	[Insert]
Address	[Insert first line] [insert city] [insert postcode]
Website	[Insert]
Proprietor	[Insert title] [Insert first and second name]
Chair	[Insert title] [Insert first and second name]
Headteacher	[Insert title] [Insert first and second name]
Age range	[Insert lowest age] to [Insert highest age]
Number of pupils	[Insert]
Number of boarding pupils	[Insert] delete row if not applicable
Number of children in the early years registered setting	[Insert] delete row if not applicable
Date of previous inspection	[Insert]

Information about the school

48. [Insert information about the school in one continuous paragraph that must include:
town and county location and any split site arrangements
single sex or co-educational
day or boarding
significant changes since the previous inspection, e.g. change of headteacher or chair of
governors]

Example

Shakespeare School is a co-educational day school located in Stratford-upon-Avon, Warwickshire. The school consists of a prep school and a senior school which includes a sixth form. The prep school is located on a separate site approximately a mile from the senior school. The school is a charitable trust overseen by a board of governors. Since the previous inspection a new chair of governors was appointed in January 2022.

49. [Insert boarding information, where applicable including the location and number of boarding houses and the age range of pupils accommodated]

50. [Insert information about early years, where applicable including the location and make up of the early years]

Example

There are 52 children in the early years comprising the one Nursery and two Reception classes. There is also a separate registered early years setting which provides for children under two years of age.

51. The school has identified [insert] pupils as having special educational needs and/or disabilities. [Insert] pupils in the school have an education, health and care (EHC) plan.

52. English is an additional language for [Insert] pupils.

53. The school states that its aims are [insert school's stated aims]

Inspection details

Inspection dates

[Insert]

54. A team of [insert number] inspectors visited the school for [insert number of days]. [The onsite inspection was quality assured].

55. [Insert details of inspection activities undertaken, using bullet points].

56. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys (amend as appropriate)

How are association independent schools in England inspected?

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

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For more information, please visit isi.net