

School inspection report

25 to 27 November 2025

The Royal Ballet School

46 Floral Street
London
WC2E 9DA

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. Leaders' decision-making focuses effectively upon promoting the wellbeing of pupils. They prioritise this when they review the school's provision in their work to meet the Standards. Governors check the work of leaders fully to ensure that the Standards are met consistently.
2. The school's mission to train and nurture exceptional young dancers in readiness for careers in the Royal Ballet, the Birmingham Royal Ballet and other distinguished companies informs all aspects of the school's provision.
3. The school's training of young ballet dancers is very effective. Pupils are trained in ballet to a high level. This equips them to pursue their future careers.
4. Curriculum leaders shape the provision suitably to balance time for dance training with academic study. Whilst effective schemes of work are in place for most subjects, leaders' planning in technology does not reflect the pupils' experience sufficiently. The economic education curriculum is well planned for the upper school but not sufficiently broad for the non-examination years.
5. Most lessons are well designed and taught in a manner which engages pupils and enables them to make good progress. However, the oversight of academic lessons in Years 7 to 9 is not sufficient. In some lessons for these non-examination classes, the planning and teaching do not meet the range of pupils' needs and progress is limited.
6. Leaders of the curriculum for ballet thoughtfully plan the rhythm of each term's demands on pupils to support the pupils' physical health as well as their progress in ballet. They designate each week as having one of three levels of intensity and arrange teaching so that weeks that are more onerous are followed by ones which require less arduous physical work. In this way pupils are helped to manage their physical capacities and to use the ballet training time most efficiently.
7. Leaders have established an effective healthy dancer programme to support pupils' physical and mental wellbeing. The programme brings together multiple forms of support for the pupils' wellbeing. Leaders carefully consider timetabling, physical training, support for resilience and nutrition. The programme is thoughtfully adapted to meet the individual needs of pupils. The programme helps pupils develop the physical, emotional and mental resilience to support their wellbeing as dancers now and in their future careers.
8. Leaders ensure that pupils understand the importance of nutrition and the part it plays in maintaining good physical health and wellbeing. There is a particular emphasis on this through the study of relative energy deficiency in sport (RED-S) for older pupils. Pupils can readily access healthy snacks and drinks throughout the day.
9. Boarders' accommodation is appropriate to their ages and is comfortable and clean. Boarders are well supervised and supported at all times, with older boarders given opportunities to develop greater independence, for example through organising their academic work to meet deadlines alongside their ballet commitments.
10. Leaders provide pupils with effective social education. They have established a culture in which courtesy, collaboration and celebration are central. When mistakes are made, staff support pupils to

learn from these situations. Coaching support enables pupils to develop a positive view of themselves and recognise others' achievement.

11. Leaders provide pupils with suitable careers education. Younger pupils gain valuable work experience when performing in professional productions at the Royal Ballet. Teachers educate pupils about the range of work in the ballet world, including technical roles.
12. Leaders have established a robust culture of safeguarding. Staff understand that this is everyone's responsibility. The safeguarding team includes representatives from across the range of staff: medical, artistic, academic and pastoral. Staff training is up to date. Visiting professionals from the world of ballet are also trained in safeguarding by the school. Staff have a well-developed understanding of contextual safeguarding and the demands that come with the management of elite performance.

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:

- explicitly co-ordinate pupils' experience of technology and economic education so that pupils consistently experience a sufficiently broad curriculum in these areas
- ensure that teachers of non-examination classes more consistently provide challenge appropriate to pupils' ages and aptitudes.

Section 1: Leadership and management, and governance

13. Leaders have the understanding and skills to manage provision which places pupils' wellbeing at the heart of the school's work. Leaders operate a rigorous recruitment process and ensure that staff have the appropriate knowledge to support pupils' academic, creative, social, emotional and physical wellbeing.
14. Governors are well informed about the work of the school. Focused committees receive regular reports to inform their discussions. Governors visit the school frequently to meet staff and pupils and help governors understand pupils' experience of school and of boarding. Pupils also give presentations to the board so that governors hear their views directly.
15. Leaders and governors effectively and critically review the school's provision and identify areas for development. Leaders also take account of the views and experiences of staff and pupils in developing their plans for the strategic development of the school.
16. In most areas the curriculum is well planned and leaders ensure that teachers follow clearly sequenced schemes of work which also highlight relevant cross-curricular links and themes. The planning of the technology curriculum is less secure. Teachers ensure that pupils experience technology in lessons, including those on food, editing techniques in dance and on the technical aspects of drama production. However, the provision is not as well co-ordinated and does not always ensure that the range of skills pupils acquire is sufficiently broad.
17. Leaders have established a welcoming, well-organised boarding provision. Boarding staff are well trained and undertake their roles effectively. There is a clear induction programme for staff involved in boarding and boarding staff are supported when they seek additional training. The comprehensive boarding staff handbook covers the required aspects of boarding and helps to ensure that the National Minimum Standards are met.
18. A range of suitable policies is in place and leaders ensure these are implemented effectively. School policies are well managed and updated so that they are in line with statutory guidance. Leaders have developed policies and procedures that are carefully tailored to the school's context and which support consistency of approach across the school's provision.
19. A suitable accessibility plan is in place which details leaders' ongoing strategies to promote access for all pupils. The school fulfils its duty under the Equality Act 2010. The plan details recent developments to the sites such as facilitating improved access for disabled visitors at White Lodge.
20. The school provides all required information to parents mostly by way of its website. Detailed reports inform parents about their child's academic progress and their artistic development. Reports share individualised targets for pupils to work towards across the curriculum, including ballet.
21. Leaders work effectively with external agencies including two local authorities and professional bodies for dance. They provide relevant information to the local authority in relation to funding they receive to support the implementation of pupils' education health and care plans (EHCP plans). Leaders are rigorous in reporting to the local authority when any pupil joins or leaves the school at a non-standard transition point.

22. Leaders have a robust understanding of risk. Comprehensive risk assessments are in place for the school's two sites and the boarding houses. Risk assessments are reviewed regularly to ensure they are comprehensive and fit for purpose. Leaders of the artistic programme have a detailed understanding of the risks involved in elite performance and ensure appropriate support and well-informed practices are in place to minimise and manage these. For example, suitable risk assessments are drawn up for pupils who are involved in performing with external dance companies.
23. A suitable complaints policy is followed and the management of complaints adheres to designated timelines. Complaints are logged appropriately. Leaders systematically review themes arising from complaints and use their review to evaluate the effectiveness of school policies and practice.

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

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

Section 2: Quality of education, training and recreation

25. Curriculum leaders have shaped the school's provision to balance time for dance training and academic study effectively. Pupils in the years to GCSE take two hours of ballet classes in addition to their academic study. In the sixth form pupils follow a three-year degree programme with two hours academic study per day alongside their work in the studio in completing a vocational degree.
26. Pupils make good progress in English. Teachers' planning takes account of pupils' prior attainment and what they already know and can do. Teachers of English and the humanities provide detailed and constructive feedback which encourages the pupils and guides them in making further progress.
27. Pupils make good progress in mathematics. Teachers outline alternative explanations for problem-solving and ensure that work is sufficiently adapted to enable pupils to practise their knowledge and deepen their mathematical understanding. Pupils apply their knowledge to real world scenarios and understand the relevance of learning in both mathematics and science.
28. The development of aesthetic and creative skills through the ballet programme is very successful and pupils strive to be the very best they can be. Ballet classes are led by leading practitioners who teach with high levels of expertise. Pupils are self-motivated and listen and concentrate well in their ballet classes. Older pupils take pride in their dissertations for their ballet degree, which show their good research and referencing skills. Teachers understand the individual needs of their pupils and provide thoughtful feedback so that pupils develop their knowledge and skills effectively.
29. Leaders' oversight of the provision for ballet is effective. However, leaders do not exercise sufficient oversight of teaching and learning across the full range of subjects that pupils study. Leaders do not ensure that lessons for non-examination classes are consistently well planned to enable pupils to extend their knowledge and deepen their understanding in these lessons.
30. Pupils are self-motivated and keen to learn. They respond thoughtfully and positively to teachers' purposeful feedback. Teachers enable pupils to understand the progress they are making in lessons and what they need to do to improve their work. Teachers support pupils well to reflect on their learning and provide opportunities to practise and deepen their understanding of ballet and across a wide range of subjects. Teachers check pupils' understanding regularly and adapt their teaching accordingly to help pupils secure their knowledge and build on what they have already learned.
31. Teachers enable pupils who speak English as an additional language (EAL) to settle quickly to their studies. Pupils who speak EAL are effectively supported through specialist lessons to develop their understanding and fluency in English. Pupils develop their vocabulary and communication through relevant themes and practise expressing their thoughts ideas and feelings in English. Teachers ensure that pupils are confident writers in their first language before they use translation tools to support their work in English.
32. The school uses data effectively to monitor pupils' progress against their starting points. Leaders identify pupils who may be at risk of underachieving and ensure that suitable support is in place to enable pupils to achieve well. People studying for the IGCSE achieve positive outcomes and make consistently good progress from their starting points.
33. Pupils who have special educational needs and/or disabilities (SEND) are identified at an early stage. Teachers understand pupils' needs well and make suitable adaptations in their teaching to enable

pupils who have SEND to make good progress. Leaders ensure the staff receive appropriate training and guidance to support pupils who have SEND.

34. Within their busy schedules, pupils participate in an appropriate range of activities. Boarders have a weekend programme which includes visits to a nearby town and communal team and board games which promote the social unity within the houses. Groups of boarders attend places of worship each week. Leaders provide a range of additional activities which develop the skills base for recreational sports including football, basketball and badminton, in addition to work for cardiovascular fitness. Other activities focus on performance skills such as choreography. Leaders arrange opportunities for pupils to visit theatres and galleries.

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

35. All the relevant Standards are met.

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

36. Leaders have established a school culture where mutual respect prevails between pupils, and between pupils and staff. Pupils develop self-confidence and are supportive of each other's achievements.
37. The effective healthy dancer programme brings together the wide range of support for physical and mental health and emotional wellbeing. Weekly wellness meetings between staff and pupils emphasise the importance of maintaining wellbeing and physical health to support their ballet specialism. Pupils have access to a wide range of support, including physiotherapy, Pilates and strength and conditioning training.
38. Pupils also learn strategies to support their mental and emotional health and wellbeing as dancers. Staff work with pupils help them maintain their sense of perspective. Pupils can refer themselves to the school's wellbeing lead for support and counselling. House parents maintain individual welfare plans for pupils with particular vulnerabilities. The programme teaches suitable strategies to develop self-knowledge and to promote their self-esteem and self-confidence in the pursuit of dance excellence.
39. Leaders ensure that pupils' spiritual and moral understanding is developed appropriately. Through the curriculum, pupils learn about world faiths. They consider spiritual themes such as compassion and how this is expressed through different faiths. Pupils have opportunities to share their experiences and views, and debate issues in a respectful manner.
40. Self-confidence and self-esteem are fostered during lessons in the effective personal, social, health and economic education (PSHE) programme which are shaped around debates. Pupils discuss a wide range of topical subjects from environmental matters to the role of education in society. Leaders provide suitable lessons in relationships and sex education (RSE), some delivered by an external provider. Leaders are scrupulous in ensuring that all year groups and individual pupils who may be learning out of age group have age-appropriate lessons. Teachers make effective use of assessment to review pupils' knowledge and understanding in RSE and revisit learning before moving on to new topics.
41. Behaviour across the school is good. Leaders promote good behaviour through the high expectations they have of the pupils and the consistent messages they share so that pupils understand how their behaviour and attitudes support good progress. The behaviour policy is well understood by pupils and effective in structuring sanctions which are implemented consistently. Bullying is rare and any incidents are dealt with swiftly following the policy. Staff are alert to changes in pupils' behaviour which helps them follow up concerns at an early stage. Teachers are sensitive to individual factors when responding to a concern but also are rigorous in applying sanctions fairly.
42. Leaders have facilitated roles for pupil leadership across the school. Council representatives for each year group work with adults from a range of departments at the council meetings. The head boy and girl meet with the principal on a weekly basis. Boarding prefects are enthusiastic in taking on their roles. Leaders listen to pupils and consider their views, such as adjusting the timings of the school day and the sequencing of lessons. Boarders are able to raise concerns directly with boarding staff. These

concerns are listened to and can also prompt change, such as the introduction of trips to local leisure centres for swimming sessions at weekends.

43. Themes explored through assemblies, PSHE lessons and the effective modelling by staff, develop pupils' understanding of respect for others regardless of race, religion or background. This includes discussions about the context of the professional dance world for which pupils are preparing.
44. The school's premises are suitably maintained. Staff share any maintenance needs promptly and efficiently and those responsible for maintenance respond quickly should a need be identified. Maintenance records are clear. Fire prevention measures are appropriate and audited by a specialist company. Leaders ensure that any recommendations are acted upon swiftly. Records for health and safety are well maintained and detailed. Regular drills for fire and lockdown procedures enable leaders to review the effectiveness of arrangements that are in place and make adjustments or improvements as necessary.
45. Leaders ensure the required supervision of pupils. Chaperones work with teachers in supervising pupils appropriately when off site, such as when attending a rehearsal at a different setting. All chaperones have their suitability checked. The rules around access to equipment and studios are well understood by staff and pupils to ensure the wellbeing and safety of pupils.
46. The school maintains detailed and accurate admission and attendance registers as required. Leaders understand their responsibility to monitor attendance, to look for any trends and to refer persistent absence to the local authority.
47. First aid and medical support for pupils are well organised and staffed by a range of well-qualified health practitioners. Medical staff communicate promptly with teaching staff when an adjustment to a pupil's lessons or exercise is advised.
48. Boarding staff are knowledgeable and well trained and are focused on supporting boarders in maintaining balance in their busy lives.
49. The school has a robust system in place for ensuring guardianship arrangements are suitable. Leaders ensure that guardians understand their responsibilities as outlined in the policy shared with them. Teachers talk to pupils following each visit to a guardian. They keep records of each conversation using an online system.

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

50. All the relevant Standards are met.

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

51. Leaders have established a cohesive school community. Pupils are respectful of difference and appreciate the importance of tolerance. Pupils share their knowledge and experience of different cultures and beliefs and deepen their understanding beyond the range of cultures and societies that are represented. Boarding and catering staff enable pupils to learn more of each other's cultures for example through themed food and celebrations of different festivals. Pupils across the school are encouraged to take an interest in each other's cultures, for example, during the celebration of black dancers and choreographers for Black History Month.
52. Leaders positively promote a culture of tolerance and respect. Pupils speak openly about any issues that arise and show respect and understanding of protected characteristics. This is supported by presentations in assemblies and lessons in the PSHE programme. Leaders guide the understanding of neurodiversity so that pupils respect other's needs, for example, for quiet spaces.
53. Pupils develop their understanding of right from wrong. Focused lessons in the PSHE programme explore qualities such as empathy and how this is shown or not shown in everyday life. Pupils engage in discussion readily and offer insightful comments showing that they can relate these issues to, and reflect upon, their own experiences. This is complemented by discussion of major current and historical world events.
54. Leaders ensure that pupils are well prepared for the highly competitive world of professional dance. Pupils develop physical strength and emotional resilience through the school's curriculum and through the healthy dancer programme. People learn to work positively and collaboratively with others and to appreciate the importance of peer support to enable all members of the group to be successful.
55. Leaders have embedded the understanding of British values across the provision. Lessons in the PSHE programme develop pupils' understanding and experience of democracy and the institutions of government. Pupils take part in well-informed and thoughtful debate about topics such as whether the age to vote should be lowered to 16.
56. Leaders develop pupils' economic understanding. Lessons in the PSHE programme debate questions such as 'why are people uncomfortable talking about money?' and factors involved in starting a business. The development of older pupils' economic education relates directly to the world of dance. Pupils learn about contracts and taxation and wider aspects of money management. Pupils in Year 14 work with an experienced athlete to understand the importance of budgeting for living independently while maintaining suitable levels of nutrition for working as a dancer. Pupils explore real-life scenarios based on possible income and how to allow for expenses such as rent and bills. Leaders ensure that pupils' economic education in the upper school is effective. However, the planned curriculum for the non-examination years does not consistently provide pupils with a rounded understanding of economic and financial matters.
57. Pupils are well prepared for their next steps and future education and training. Pupils learn relevant techniques and skills for interviews, completing application forms and developing a personal brand. Pupils discuss employment opportunities alongside the career of a ballet dancer. Leaders provide pupils with guidance for having difficult conversations with an employer. They explore themes

relating to ethical relationships and appropriate employment expectations to ensure that dancers are safeguarded in their employment and that employers' expectations are appropriate.

58. The boarding experience also helps prepare pupils well for life beyond school. Pupils take responsibility for their actions and for living as members of the boarding community through their commitment to the boarders' charter. Provision is in place in the boarding house for pupils to cater for themselves from Year 14.
59. Leaders provide suitable careers education. Pupils take part in workshops to understand the importance of transferable skills and employability. Pupils develop their understanding of how dance skills make them employable in a range of careers beyond ballet. Staff give individual advice to pupils about next steps, whilst encouraging them to conduct their own research. The pre-professional careers sessions support pupils in writing a CV and how best to prepare filmed audition material.
60. Leaders develop pupils' understanding of charity. Pupils vote on a charity for the year and lead a range of events including bake sales and costumed days to raise funds, such as for a local charity supporting rough sleepers.

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

61. All the relevant Standards are met.

Safeguarding

62. Leaders ensure that staff are suitably trained in safeguarding and are aware of any changes in safeguarding arrangements as a result of statutory guidance. Leaders and staff understand their responsibility under the 'Prevent' duty. Higher level training is in place for leaders of safeguarding who work effectively with the local authorities, taking and acting upon advice as needed. Leaders make effective use of external expertise to support safeguarding training for staff. Leaders assess staff understanding to ensure that they are clear about how to identify and report safeguarding concerns
63. The safeguarding policy reflects current statutory guidance and is implemented effectively. Staff respond quickly when a concern is raised. Leaders ensure that staff are secure in their knowledge and implementation of the policy for physical contact within the context of ballet. They work effectively with leaders of safeguarding in other institutions where pupils perform, including the Royal Ballet, so that this policy is shared and followed to ensure the safeguarding of pupils at all times.
64. Staff understand the importance of sharing low-level concerns, including making self-referrals, as part of their safeguarding responsibilities. Staff training for this includes working through scenarios that relate to the school's context. Considering these scenarios helps staff understand how misunderstandings or inadvertent mistakes can cause concern. Low-level concerns are logged appropriately and action taken if needed, such as arranging further training for a staff member involved. Leaders monitor any patterns and use this information to inform their work with staff.
65. Pupils know where to go should they have a concern. Pupils can also raise any concerns they may have anonymously. Leaders ensure through the dance curriculum and wider work to support pupils' wellbeing that pupils understand how to keep themselves safe.
66. Suitable safeguarding records are kept with details of timelines and actions taken to follow up concerns. Leaders of safeguarding ensure that appropriate confidentiality is observed, in line with statutory guidance. Leaders review safeguarding records and monitor trends to ensure that the arrangements to safeguard pupils are robust.
67. Pupils learn how to stay safe online. Staff make sure that pupils develop their understanding of the risks related to their own activity and behaviour online, including in relation to their future career. The school has effective internet filtering and monitoring systems in place. Leaders receive daily reports and ensure that appropriate measures are taken if staff or pupils access inappropriate content online. The system is tested frequently to ensure that it is effective and robust.
68. A single central record of recruitment checks is appropriately kept. Checks are completed before an adult begins work or volunteers at the school. Recruitment files are well maintained. Staff trained in safer recruitment are involved in every appointment.
69. Governors exercise suitable oversight of the school's procedures. The boarding governor visits the boarding houses, to talk to and eat with the pupils. The designated governor for safeguarding holds weekly meetings with the designated safeguarding lead and regularly visits the school. She assesses reports from leaders and audits documentation so that governors are well informed about safeguarding in the school.

The extent to which the school meets Standards relating to safeguarding

70. All the relevant Standards are met.

School details

School	The Royal Ballet School
Department for Education number	318/6074
Registered charity number	214364
Address	The Royal Ballet School 46 Floral Street London WC2E 9DA
Phone number	020 7836 8899
Email address	enquiries@royalballetschool.org.uk
Website	www.royalballetschool.org.uk
Proprietor	The Royal Ballet School Limited
Chair	Ms Natasha Kaplinsky OBE
Headteacher	Mr David Gajadharsingh
Age range	11 to 19
Number of pupils	228
Number of boarding pupils	218
Date of previous inspection	11 to 13 October 2022

Information about the school

71. The Royal Ballet School is a co-educational day and boarding school. The school has two sites. White Lodge in Richmond Park is for pupils aged 11 to 16 years. The upper school, for pupils aged 16 to 19, is in Covent Garden. All members of the upper school are boarders. The school is a charitable foundation, overseen by a board of governors.
72. There are four boarding houses. Two are in White Lodge. The boarding house for pupils aged 16 to 18 years is in Pimlico. The boarding house for pupils in their final year is in Covent Garden.
73. The school has identified 62 pupils as having special educational needs and/or disabilities. A very small number of pupils in the school have an education, health and care plan.
74. The school has identified English as an additional language for 29 pupils.
75. The school states its aims are to nurture, train and educate exceptional young dancers for The Royal Ballet, Birmingham Royal Ballet and other leading UK and international companies and to inspire the future of classical ballet training.

Inspection details

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

77. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with 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
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

How are association independent schools in England inspected?

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

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For more information, please visit isi.net