

School inspection report

20 to 22 January 2026

Godolphin School

Milford Hill

Salisbury

SP1 2RA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	11
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	13
SAFEGUARDING	14
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	14
SCHOOL DETAILS	15
INFORMATION ABOUT THE SCHOOL.....	16
INSPECTION DETAILS	17

Summary of inspection findings

1. The local governing body provides scrutiny and support for school leaders on behalf of the proprietor body. They ensure that leaders have the necessary skills and knowledge to support their roles, as well as checking the effective implementation of suitable policies and procedures. Governors visit the school regularly and know it well. They meet with staff, pupils and boarders to ensure that the provision meets the school's aims and fulfils all regulatory requirements so that the Standards, including the National Minimum Standards for boarding schools (NMS), are met consistently.
2. The school's aims and ethos are at the centre of leaders' planning. Pupils' wellbeing is prioritised in their strategic thinking, in reviews of the strengths of the school, and in identifying the areas that need further development. The supportive school and boarding environments underpin pupils' positive academic progress, their regular access to highly competitive sports, and the well-considered activities, educational visits and opportunities for service to the wider community that are available to them.
3. Leaders and staff in school and boarding are well trained. They understand their safeguarding responsibilities. All the required checks are completed before individuals are allowed to work at the school. The relevant records are maintained meticulously. The safeguarding team works closely with external agencies, regularly seeking guidance and making referrals when the need arises. They inform the local authority when pupils join or leave at non-standard transition points in the academic year. Pupils know who they can turn to if they have any concerns. They are taught how to stay safe, including when online.
4. Pupils experience a broad and rich curriculum. This combines effectively with the well-considered support they receive, so they make good progress. The flexibility in teaching approaches to meet pupils' different needs, the breadth of the subject content, the enrichment programme and individualised teaching mean that pupils of all abilities fully access the curriculum. As a result, they enjoy their learning and have a sense of personal achievement. Pupils who have special educational needs and/or disabilities (SEND) have their needs identified accurately. Effective adaptations to support their learning are used throughout the school. Pupils are interested in their work. They are reflective and self-motivated as they develop their intellectual, social and creative skills, while overcoming barriers to learning. The curriculum equips pupils with financial awareness and digital competencies. These experiences prepare pupils to lead meaningful, responsible and outward-looking lives, within and beyond school.
5. The personal, social, health and economic education (PSHE) programme includes relationships and sex education (RSE) and meets statutory requirements. The programme is well planned and responsive to pupils' needs. Staff encourage respectful dialogue. This allows pupils to feel confident to express views and to engage with different perspectives. Pupils appreciate the school's diverse community. They show respect for different ethnicities and backgrounds, benefitting from opportunities to explore different views in a balanced way. The school recognises the challenges in the world that pupils may face. Consequently, pupils are taught to review evidence, using critical thinking skills to evaluate what they hear and see, to arrive at their own viewpoint.
6. Teachers encourage and expect high standards of behaviour. Policies and procedures related to any incidents of behaviour falling below expectations or of bullying are implemented consistently.

Behaviour systems, commendations and wider opportunities recognise good behaviour. The school's approach to promoting pupils' positive behaviour reinforces pupils' accountability and supports their moral development. These experiences prepare pupils to lead meaningful and responsible lives in school and in boarding.

7. Careers guidance is detailed and well resourced. The school uses recognised benchmarks to monitor and assess the quality of the careers provision. Careers fairs and talks broaden pupils' understanding of opportunities overall. This allows older pupils to gain knowledge of routes into higher education and employment. However, younger pupils do not receive the same breadth of careers education to guide their early aspirations.
8. Boarders are valued, happy and safe. They live together in caring and supportive houses, so they have a strong understanding of inclusion and mutual respect. They demonstrate high levels of self-esteem and self-knowledge. Boarders benefit from contributing to the life of their community through social activities and helping their peers. This includes taking on roles such as acting as prefects and boarding committee members. Boarding staff encourage boarders to express their views. They welcome their suggestions for change. Staff are quick to respond to any concerns raised. Boarders feel safe and valued. The boarding accommodation provides a clean, warm and comfortable environment, supporting pupils' wellbeing effectively.
9. Leaders manage complaints about the school and boarding appropriately. Information is accurately recorded and monitored to prevent recurrence.
10. Leaders identify, manage and mitigate risk effectively. They promote pupils' wellbeing through a whole-school approach to risk management and assessment. The school site, subject-related activities, boarding, wider activities and educational visits are all appropriately risk assessed. Risk assessments are detailed and regularly reviewed to ensure that pupils' wellbeing is managed appropriately.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that careers guidance for younger pupils develops their knowledge of careers and qualifications so that they can make routinely well-informed decisions about their future pathways.

Section 1: Leadership and management, and governance

11. Governors ensure that those with leadership responsibilities have appropriate skills and knowledge to fulfil their duties effectively. Governors work closely with leaders to provide both scrutiny and support. Consequently, they assure themselves that the Standards are met, including the NMS for boarding schools. They visit the school regularly to monitor the work of senior leaders and to understand the impact of their decision-making.
12. During a period of change, governors and leaders work together to create an environment in which every pupil is encouraged to discover their strengths and to grow in confidence. The aims and ethos of the school underpin leaders' strategic decision-making. They continually reflect on the strengths of the school and engage fully in supporting areas that need improvement and further development.
13. Previously admitting only female pupils, the school has recently become co-educational. Leaders are acting to ensure that both male and female pupils have full access to the school's provision. They encourage pupils to be ambitious, courageous and compassionate. They continue to maintain a school that values kindness and authenticity. Leaders ensure that the school and boarding houses are inclusive. They promote tolerance and respectful relationships, and encourage pupils' high standards of behaviour. Leaders consciously and systematically consider the social, cultural, moral and spiritual development of pupils. They ensure that pupils have a range of experiences that enhance their deeper understanding of the world and their place in it. The school offers a wealth of opportunity both in and beyond the curriculum.
14. Leaders have a clear understanding of potential risks to pupils and boarders. They are knowledgeable and well trained to identify risks. Leaders maintain thorough systems for recording and tracking concerns about pupils' wellbeing. They liaise effectively with local agencies and know how to monitor and escalate concerns when necessary. Suitable risk assessments are in place covering a variety of aspects, including the site, the curriculum, boarding, wider activities and educational visits. Leaders are thorough and careful in implementing appropriate health and safety measures.
15. The boarding provision is led effectively to meet the aims and ethos of the school. Boarding houses provide a warm and caring environment with well-trained staff. Academic, house and medical staff communicate regularly to promote boarders' wellbeing. Leaders ensure that effective policies and procedures are in place and understood by all, including the boarding staff.
16. Leaders are respectful of the protected characteristics, such as race and belief. They ensure that teaching does not discriminate against any pupil. The school has a suitable accessibility plan, which is reviewed by leaders. This minimises any potential barriers to pupils' learning and supports participation across the school's premises. Consequently, the school meets its obligations under the Equality Act 2010.
17. Leaders implement the complaints policy effectively. The complaints log is both appropriately maintained and monitored regularly to ensure that trends are identified. Leaders respond promptly to any parental concerns raised, including those related to boarding. Complaints are dealt with appropriately in the timeframe stated in the school's policy.
18. Parents receive regular reports about pupils' progress, attainment and attitudes. All other required information is made available to parents. The website includes an extensive range of policies, such

as details about the school and boarding procedures. The school provides the local authority with all required information relating to any pupils who have an education, health and care plan (EHC plan).

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. The school's broad and balanced curriculum develops pupils' intellectual, aesthetic and creative skills, and independent thinking. The curriculum is engaging and ambitious. Leaders regularly review it, undertaking learning walks and work scrutiny to inform refinements to teachers' classroom practice. Leaders ensure that checks on pupils' learning, schemes of work and teaching approaches meet pupils' needs.
21. Teachers are enthusiastic as they promote pupils' love of learning. Well-planned teaching deploys an effective range of teaching strategies to engage pupils' interest. Subject leaders demonstrate strong specialist knowledge and skills when preparing pupils for GCSE and A level, so pupils achieve well. The thoughtfully considered, cohesive schemes of work across the school, good resources, skilled classroom management, intelligent use of assessment information and robust academic leadership result in pupils' positive outcomes over time.
22. Across the departments, pupils benefit from age-appropriate and effective teaching which promotes linguistic, creative, aesthetic, human and social development. Activities such as writing to international pen pals, provide authentic opportunities for language use and cultural understanding. Focused work on vocabulary, linguistic roots and text analysis strengthens pupils' precision, creativity and ability to interpret meaning. Teaching also integrates linguistic, aesthetic and creative elements, building pupils' speaking and listening skills, as well as supporting their confident communication. In drama, pupils work closely throughout performances, co-ordinating dialogue, movement and timing with one another, promoting collaboration, problem-solving and imaginative thinking.
23. Pupils benefit from the specialist and skilled support they receive. This improves their self-motivation and ambition as well as their enjoyment of the subject. Pupils thrive on the independence they develop. Well-considered academic challenges encourage pupils to discover and develop their own interests. Pupils are well motivated to learn. As a result, they develop secure subject knowledge and intellectual curiosity. Pupils appreciate their teachers' enthusiasm and subject expertise. Teachers offer high-quality feedback, highlighting areas where pupils could improve their work. Pupils respond with care and attention.
24. Pupils settle rapidly to the tasks set. They are well organised and thoughtfully prepared for learning. The atmosphere in lessons is purposeful. Pupils are attentive, well-motivated and follow teachers' guidelines. They listen attentively, support each other and learn how to solve problems independently.
25. There are robust policies and procedures in place to identify and support pupils who have SEND. Pupils' needs are identified through analysis of checks on learning and professional dialogue. This results in a highly personalised and inclusive approach for each pupil, so they make good progress. Staff are well trained and adapt their teaching using tailored strategies and resources. Pupils who have EHC plans are thoughtfully supported so that their needs are met.
26. Pupils who speak English as an additional language (EAL) are also well supported in their learning. As appropriate, levels of English language fluency are tested on admission and, if needed, additional support is provided. This builds pupils' confidence and increases their proficiency in spoken and

written English. Pupils' achievements are monitored closely. Specialist lessons and resources are provided, helping them to access the curriculum and make good progress in their learning.

27. Outside the classroom, pupils pursue a diverse choice of recreational and enrichment activities covering sport, music and creative arts. This results in busy, happy, well-socialised and multi-skilled pupils, who gain a sense of achievement through their accomplishments in the co-curricular field. Sporting opportunities form a core part of the programme. Most pupils embrace these opportunities. The weekend activities programme for boarders is equally varied and encourages pupils to develop their skills further. There is a focus on community and meaningful social activity. Pupils benefit from investing time and energy in house projects, competitions, charity work and personal development.

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

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

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

29. The school provides a range of opportunities for pupils. As a result, they learn new skills, become creative and successful, and build their sense of wellbeing. Pupils thrive in an environment where they can explore and develop their skills as well as build relationships. Pupils are confident, articulate, engaging and friendly. The school promotes a strong sense of community, ensuring that every pupil discovers their individual strengths and becomes confident in their ability to succeed.
30. The school's ethos emphasises kindness, integrity, authenticity and responsibility, fostering an inclusive environment in which diversity is recognised as a strength. Pupils are encouraged to develop respect, empathy and an informed sense of social responsibility. Inclusive chapel services play an integral role in the life of the school. They offer a unifying space for reflection, worship and community. Pupils of all faiths and none feel welcomed and respected. Spiritual development is reinforced by regular visits to Salisbury Cathedral, which plays an important role in the life of the school.
31. The school places a strong emphasis on physical development and wellbeing through a variety of activities, such as the Combined Cadet Force (CCF), The Duke of Edinburgh's Award scheme (DofE), the Ten Tors challenge, a variety of house activities and sports tours. Pupils learn first aid and survival skills. They participate in demanding activities, all of which build self-knowledge, resilience and self-esteem. These activities not only promote physical fitness but also contribute to pupils' overall emotional wellbeing by providing opportunities for teamwork, leadership and personal growth.
32. The school develops pupils' wellbeing through PSHE. This includes RSE, wider pastoral care and enrichment programmes. The 'future skills' programme includes elements such as mental health and personal development. This provision is bespoke and meets all regulatory requirements. The well-planned, age-appropriate curriculum is taught by staff who are suitably skilled and experienced. Pupils understand how to establish and maintain positive relationships. Pupils learn about the differences between people, such as in race, religion, disability and sexual orientation. The programme encourages respect for these protected characteristics and promotes pupils' emotional development. Pupils are encouraged to participate actively in lessons. They are invited to present questions and to be curious. Teachers are aware of pupils' needs. They check understanding through regular discussion and routine assessment of pupils' learning.
33. Pupils' good behaviour is reinforced through clear expectations, strong relationships and purposeful learning experiences. This maintains pupils' interest and motivation. Pupils respond readily to guidance. They make changes to their work when required and offer encouragement to their peers. Classroom environments are calm, nurturing and inclusive. Teachers model empathy and provide emotional reassurance. Pupils benefit from enabling spaces such as the quiet assessment areas, which promote regulation and emotional stability. Together, these elements create a respectful and aspirational atmosphere in which every pupil feels supported, valued and able to succeed. Pupils are polite, engaging and hospitable. There is a culture of deep listening and respect. Reports of rare unkind behaviour or bullying are taken seriously by leaders and acted upon immediately.
34. Boarding provision makes a strong contribution to pupils' personal development and wellbeing. Boarders benefit from a warm, nurturing environment in which they feel safe, valued and well

supported. Relationships between staff and boarders are consistently positive. These are characterised by mutual respect and trust, enabling boarders to seek guidance and engage fully in house life. The boarding houses provide a calm, comfortable and welcoming atmosphere, with clear routines promoting pupils' independence, organisation and self-discipline. The supervision of boarding houses is effective. Pupils are safe, well cared for and supported in their daily routines. Staff presence is consistent and visible. Boarders are confident because they know help is available whenever needed. They enjoy a broad and well-planned programme of evening and weekend activities, encouraging participation, collaboration and the development of individual interests. As a result, boarders build strong social skills, confidence and a clear sense of belonging within the school.

35. Overall, arrangements to supervise pupils are effective. This ensures pupils' safety at school and during educational trips and visits.
36. Health and safety protocols are implemented effectively, with thorough risk assessments covering different aspects of school life. Leaders ensure compliance with relevant health and safety legislation. Procedures for the prevention of fire are rigorous. Regular evacuation drills include boarding arrangements. All aspects of maintenance and routine testing are followed effectively across the school premises.
37. Pastoral leaders meet regularly to ensure that there is constant oversight of attendance. Any pupils' emerging attendance improvement needs are quickly identified, with supportive plans put in place. Leaders liaise with local agencies and families to continue to improve pupils' attendance. The school maintains an accurate admission register. They report appropriately to the local authority, including to share the names of pupils who leave or join the school at non-standard times of admission.
38. The health and wellness centre provides medical assistance when needed. Trained medical staff work closely with pastoral staff and counsellors to ensure that pupils receive the support they need. In addition, boarders have access to local medical services. First aid kits, including those for use during trips and physical education (PE), are maintained effectively.
39. Prefects enjoy taking responsibility for different aspects of school life. They enjoy leading assemblies, hosting guest speakers, giving speeches and commendations, and mentoring other pupils. Prefects act as role models, using their own school experiences to help younger pupils, all of which further strengthens pupils' confidence, autonomy and moral awareness.

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

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

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

41. The school curriculum promotes pupils' human, social and economic understanding. The sense of community is well established. This encourages pupils to work co-operatively and to develop personal qualities, such as thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect. All pupils are supported to develop their ability to distinguish right from wrong. They build their understanding of alternative ways of making moral decisions, both secular and religious, as well as their confidence to develop their own principles and to live consistently by them. This helps pupils to secure their appreciation of the consequences that their behaviour and that of others has on individuals and the wider world.
42. Fundamental British values are well promoted and embedded through the curriculum. In modern foreign languages (MFL), for example, pupils discuss voting in elections. In English, pupils explore the rights of women in literature and in other subjects. Pupils are led towards a greater understanding of the need for the rule of law and democratic institutions. The co-curricular activities also encourage pupils to explore these values. The seminar society, which explores current events, philosophy, science and literature, fosters intellectual curiosity, debate and critical thinking. Pupils attend Model United Nations conferences which encourage them to engage with contemporary issues. The school's aims and ethos emphasise kindness, integrity, authenticity and responsibility, fostering an inclusive environment in which diversity is recognised as a strength. Pupils are encouraged to develop respect, empathy and an informed sense of social responsibility.
43. Pupils feel well informed and well supported in terms of careers choices, preparation for university applications and work placements. They are taught how to write a curriculum vitae and are assisted in arranging work experience placements. Programmes such as 'future skills' and 'bright futures' prepare pupils effectively for life and work in modern Britain and the world. The school hosts a careers fair which attracts employers, universities and apprenticeship providers. There is a society that promotes applications and support for medicine, dentistry and veterinary science applicants. Guest speakers and regular careers talks help to broaden pupils' professional awareness, preparing them for their next steps as they gain knowledge of routes into higher education and employment. Teachers frequently highlight how particular knowledge and skills gained in the classroom can be used in the workplace, for example, in constructing and carrying out procedures and experiments. Pupils receive greater exposure to careers guidance as they move through the school. In Years 7 and 8, the guidance is more limited. This restricts their capacity to make informed choices.
44. Pupils benefit from a variety of international trips, visiting artists, alumni talks and community volunteering. Mentoring, public speaking, assemblies and pupil-led initiatives help pupils to become articulate and confident contributors who can exercise responsibility and engage with democratic processes. Several co-curriculum initiatives provide opportunities for pupils to contribute to society. The pupils' 'green group', for example, focuses on sustainability and is currently considering ways of reducing the school's energy usage.
45. The curriculum teaches pupils to be financially literate. They learn about practical matters such as national insurance, saving money, pensions and family budgets. In older classes they reflect on economic policies and their impact on society. Pupils benefit from opportunities to explore their own cultural assumptions and values through participation in literature, drama, music, art, crafts and other cultural events.

46. Pupils are encouraged to participate in the local community through activities such as reading in local primary schools, befriending in a care home, bake sales, contributing to a foodbank and organising a fashion show. House charities and an annual charity day provide a framework for orchestrated, co-ordinated and meaningful fundraising for chosen charities. Such activities also provide opportunities for teamwork, initiative, leadership, creativity, planning and communication. Pupils have a keen sense of right and wrong. They build strong, meaningful relationships, developing a sense of responsibility, including for those around them and for the environment in which they live and learn.
47. Relationships in boarding are strong and promote mutual respect. In the sixth form, boarders have a strong sense of community. They appreciate the need to behave in a manner that promotes healthy relationships when living in a shared space. Boarding helps to prepare pupils for life beyond school, for example, in practical skills, such as laundry, money management and building independence, self-reliance, decision-making and in the capacity to make healthy choices.

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

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

Safeguarding

49. Governors are highly committed to keeping pupils safe. They know the school and understand local safeguarding risks. Their effective oversight of safeguarding arrangements ensures that safeguarding leads receive both appropriate challenge and support. Governors regularly review the associated policies and procedures so that the school meets regulatory requirements in keeping pupils safe.
50. Members of the safeguarding team have a strong understanding of safeguarding and risk management. They work closely with external agencies. Consequently, they understand local thresholds and welcome the specialist advice offered when needed. Records of low-level concerns, safeguarding and pastoral issues are logged carefully and reviewed systematically.
51. Recruitment of school and boarding staff is planned with care. All the required checks are in place. These are recorded accurately and in a timely fashion. The nominated governor with responsibility for this area reviews the effectiveness of safeguarding arrangements, including recruitment checks.
52. A responsive safeguarding culture is embedded across the school, including in boarding. Staff are aware of both the regulatory requirements and broader contextual safeguarding issues. They are confident in their knowledge of pupils, which supports early identification of potential concerns. Safeguarding induction and training are thorough and in line with requirements.
53. The school's culture of openness and approachability further strengthens the capacity to identify and respond to safeguarding concerns promptly. Warm relationships, a calm environment and clear behaviour expectations help pupils to know that their concerns will be taken seriously. There are several different ways for pupils to express any concerns, and the school values pupils who are trained as peer mentors.
54. Pupils learn how to keep themselves safe, including when using social media and online. Guidance helps them to understand risk and to make informed choices. An internet filtering and monitoring system is in place. Alerts are monitored by the safeguarding team, which acts to protect pupils, for example, from harmful websites.
55. Recruitment of staff in school and boarding is planned with care. The nominated governor with responsibility for this area reviews the effectiveness of safeguarding arrangements, including recruitment checks.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Godolphin School
Department for Education number	865/6006
Registered charity number	309488
Address	Godolphin School Milford Hill Salisbury Wiltshire SP1 2RA
Phone number	01722 430500
Email address	head@godolphin.org
Website	www.godolphin.org
Proprietor	United Learning
Chair	Sir Jon Coles
Headteacher	Mrs Jenny Price
Age range	11 to 19
Number of pupils	255
Number of boarding pupils	62
Date of previous inspection	28 February to 2 March 2023

Information about the school

57. Godolphin School is a co-educational day and boarding school in Salisbury, Wiltshire. The school has a Christian foundation with links to Salisbury Cathedral. It was founded in 1726 before moving to its present site in 1890. The proprietor is United Learning, who delegates specific responsibilities to a local governing body.
58. There are two boarding houses on site which accommodate pupils aged 11 and above.
59. The school has identified 91 pupils who have special educational needs and/or disabilities. Seven pupils in the school have education, health and care plans.
60. The school has identified 13 pupils who speak English as an additional language.
61. The school states its aims are to instil a strong sense of community and to ensure that every pupil discovers their individual strengths, becomes confident in their abilities and is well prepared to embrace the challenges of an ever-evolving, interconnected world.

Inspection details

Inspection dates

20 to 22 January 2026

62. A team of five inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of co-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- 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.

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

How are association independent schools in England inspected?

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

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net