

School inspection report

3 to 5 February 2026

Reigate Grammar School

Reigate Road

Reigate

RH2 0QS

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. Governors provide effective oversight of the school which ensures that leaders promote pupils' wellbeing effectively and that the Standards are met consistently. Leaders evaluate provision rigorously and use this evaluation to plan improvements to the school. Leaders are well informed about contextual and individual risks and implement suitable measures to reduce these. They train staff effectively to manage and mitigate risk. Leaders ensure that the school's policies and procedures reflect current statutory guidance and are implemented consistently by staff.
2. Leaders place the development of pupils' leadership skills at the centre of their ambitious vision. They have created a carefully structured programme that develops such skills systematically across all year groups. The programme teaches pupils that leadership has a moral purpose and is about service, responsibility and making a positive difference to others. Through this framework, pupils progress from leading themselves well, to serving others, to taking on wider responsibility, including executive leadership roles in the upper years and sixth form. Pupils lead a wide range of clubs and societies and provide structured support to others in sport, in academic study and in day-to-day activities. Pupil leaders work with staff to refine how revision skills are taught and lead campaigns that promote more sustainable practice across the school. As a result of these systematic opportunities to develop their leadership skills, pupils gain confidence, act with integrity, contribute thoughtfully to their community and are well prepared for life in British society. This is a significant strength of the school.
3. Leaders provide a broad, ambitious curriculum. They review the curriculum regularly to ensure that it achieves the school's aims and meets the needs of pupils. A secure framework for assessing pupils' progress is in place. Teachers have high levels of subject knowledge and plan stimulating lessons that develop pupils' independence of thought. The provision for pupils who have special educational needs and/or disabilities (SEND) is effective. A rich programme of enrichment activities enables pupils to develop new skills and extend their interests.
4. Leaders identify the needs of pupils who speak English as an additional language (EAL) accurately. However, not all teaching supports pupils who speak EAL so that they always develop their understanding of subject-specific technical vocabulary as well as possible.
5. Pupils know how to seek help from adults when they require it, including from specialist staff trained in pastoral care. As a result, they feel well cared for. Effective programmes in personal, social, health and economic education (PSHE) and relationships and sex education (RSE) support pupils in developing self-confidence, self-esteem and resilience. A coherent programme of physical education (PE) and sport promotes pupils' physical health. A well-understood and implemented behaviour policy supports pupils in upholding high standards of conduct. Leaders address any instances of bullying promptly and effectively. Suitable health and safety procedures are in place. Admissions and attendance procedures and registers meet requirements.
6. The curriculum provides effective opportunities for pupils to learn about a range of cultural and religious traditions. Pupils develop a clear understanding of issues related to identity and diversity and recognise how people may differ from one another. As a result, they treat each other with respect and interact positively across the school community. Pupils contribute widely to the local community, supporting and enriching the lives of others. The school provides effective economic education and a well-structured careers programme that enables pupils to make informed decisions

about their next steps. Pupils gain a secure understanding of British institutions and the concept of citizenship.

7. Leaders prioritise safeguarding. Staff receive comprehensive training and regular updates. They remain vigilant about pupils' welfare and report concerns promptly. Pupils learn how to keep themselves safe, including online. Leaders maintain appropriate internet filtering and monitoring systems and review them regularly. Staff understand how to raise concerns about the behaviour of adults, and leaders respond promptly to any referral. The school maintains robust safer recruitment procedures.

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 teaching consistently enables pupils who speak EAL to develop their understanding of subject-specific technical vocabulary as effectively as possible.

Section 1: Leadership and management, and governance

8. Leaders set out an ambitious vision that places the development of pupils' leadership skills at the centre of school life. Leaders' decision-making consistently reflects their aspiration to nurture a community where pupils feel known, valued and supported as individuals. As a result, pupils contribute positively to the school community and uphold high standards of conduct within an atmosphere of respect and mutual trust.
9. Governors ensure that leaders promote pupils' wellbeing systematically and apply their knowledge and skills to meet their responsibilities effectively. Governors' responsibilities for overseeing the school are clear and well structured, supporting their informed oversight.
10. Governors probe leaders' decision-making through structured meetings and regular professional dialogue. They assure themselves that the Standards are met by scrutinising leaders' reports, reviewing safeguarding procedures and attainment data, and visiting the school to evaluate the impact of leaders' decisions. Governors evaluate the effectiveness of their oversight through commissioning external advisers and by considering feedback from parents and pupils on the school's provision.
11. Leaders review the effectiveness of the school's provision systematically. This evaluation informs a well-structured and comprehensive development plan that sets out clear priorities for improvement and future development. For example, leaders recently identified the need to extend their approach to inclusion, equity and diversity, and, as a consequence, have developed and implemented a coherent plan to address this successfully. Leaders review policies regularly, ensuring that they are updated when required, reflect current statutory guidance and that staff understand and implement them consistently.
12. Leaders adopt a structured approach to risk management. This enables them to identify and address risks to pupils' wellbeing effectively. Leaders have a clear understanding of contextual and individual risks that might affect the school. Comprehensive risk assessments identify potential hazards and set out suitable control measures to mitigate these, which leaders review and update regularly. Leaders ensure that staff receive regular training in risk evaluation and management. As a result, risks are anticipated and managed consistently across the school.
13. Leaders ensure that pupils' health needs are met through effective PSHE and PE programmes. Pupils receive well-structured support for their mental health and emotional wellbeing. Pupils can access help from adults and peer mentors promptly when needed.
14. All required policies, procedures and documents are published on the school's website or made available to parents and others as appropriate. Parents receive detailed and regular information about their child's attainment, effort and conduct. The school provides structured and informal opportunities for parents to discuss their child's progress with teaching and pastoral staff.
15. Leaders maintain a comprehensive accessibility plan. Regular reviews of pupils' needs and the accessibility of the school site inform the plan, which sets out clear actions to remove or reduce obstacles to pupils' access to the curriculum, the premises and wider school life. Leaders ensure that the school complies with the Equality Act 2010.

16. Leaders maintain effective relationships with external agencies, including the local authority and safeguarding partners, to promote pupils' wellbeing. Leaders ensure that staff notify the local authority when pupils join or leave the school at non-standard transition times.
17. The school operates a suitable complaints procedure, which leaders implement consistently. Leaders respond promptly to concerns, managing complaints in line with published timescales. They maintain clear records of complaints and the school's responses to these, identifying and addressing any recurring issues. Leaders review the outcomes of complaints diligently to determine whether changes to the school's policies or practice are required.

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

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

Section 2: Quality of education, training and recreation

19. Leaders have established a broad, challenging and ambitious curriculum. It provides stimulating opportunities for pupils to develop a wide range of skills across academic, aesthetic and creative disciplines. Pupils in Year 7 initially study five languages, enabling them to explore a range of languages and cultures, before they specialise in three. An 'electives' programme enhances the curriculum by introducing pupils to subjects such as art history and psychology. The sixth-form curriculum offers a wide range of A-level and BTEC subjects.
20. Leaders review and adjust the curriculum to respond to pupils' needs and interests. For example, in response to pupils' feedback, leaders have provided a BTEC Extended National Diploma course in business together with GCSE options and offer a one-year Latin A-level course in Year 12, supporting pupils to study both Latin and ancient Greek at A level. Leaders embed opportunities systematically within the curriculum for pupils to explore cross-curricular themes such as environmental sustainability.
21. Leaders implement an effective framework for assessing pupils' progress. Leaders systematically monitor and track pupils' progress in relation to their assessed starting points. They use their analysis of assessment information to ensure that teachers provide timely support for pupils who require additional support, including structured workshops and subject-specific drop-in sessions. Pupils receive precise and personalised feedback on their work, supporting them to make improvements. Pupils regularly receive subject-specific targets that encourage them to aim for the highest grades. Teachers provide effective opportunities for pupils to reflect on the quality of their work and to develop their own strategies for improvement.
22. Teachers demonstrate high levels of subject knowledge. They design stimulating lessons that build methodically on what pupils know. They use questioning purposefully to test pupils' understanding and to develop their independence of thought. Teachers typically use high-quality resources to support pupils' learning. As a result, pupils progress well and achieve high grades in their GCSE, A-level and BTEC examinations. Leaders oversee the quality of teaching and learning closely and provide structured opportunities for teachers to develop their practice.
23. Teaching motivates pupils so that they demonstrate high levels of enthusiasm for their work and persevere well when undertaking challenging tasks. Teachers consistently foster a constructive learning environment that enables pupils to take well-considered risks in their learning. For example, in Year 9 drama, pupils confidently try out a range of complex dramatic techniques in front of their peers to evaluate their effectiveness. Similarly, in Year 8 history, pupils analyse military strategy in the First World War and propose tactics from different national perspectives, testing their reasoning and refining their ideas through discussion. Through the consistent use of praise and by encouraging pupils to express a range of views, teachers promote positive behaviour and model the values of respect, tolerance and mutual understanding, so that pupils engage with each another thoughtfully and listen attentively to differing viewpoints.
24. Pupils who speak EAL receive support that is tailored to their needs. Leaders identify pupils' needs promptly and provide specialist lessons to develop pupils' linguistic competence. Leaders review this provision regularly and adjust it in response to feedback from pupils, staff and parents. However, teaching does not consistently support pupils who speak EAL in developing their understanding of subject-specific technical vocabulary as effectively as possible.

25. Leaders responsible for provision for pupils who have SEND work closely with pupils and parents to develop individual learning plans (ILPs) that reflect pupils' needs and views about what helps them learn. Academic and pastoral staff use these plans to inform their practice. Teachers adapt their teaching in response to ILPs, such as by providing worksheets with more spacious layouts where this supports learning or by modelling processes step by step. Leaders review ILPs regularly to check their effectiveness and adjust provision where required.
26. Leaders provide a wide range of enrichment activities for pupils. These include the Combined Cadet Force (CCF), The Duke of Edinburgh's Award scheme (DofE), Model United Nations and activities in areas such as music, dance, art, competitive gaming and chess, and academic societies. Through these opportunities, pupils extend their skills and interests, develop leadership skills and learn to work collaboratively with others.

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

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

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

28. Leaders ensure that pupils know how to seek timely support from adults, including tutors and heads of year. Pupils can access specialist staff trained in pastoral care, safeguarding leaders and a school counsellor in a dedicated health and wellbeing centre when required. Pupils also receive structured and informal support from trained peer mentors. For example, all pupils in Year 7 are supported by a mentor in Year 13.
29. The PSHE programme teaches pupils how to manage their emotions, helping them to build confidence and self-esteem. Leaders structure the programme so that key themes are revisited as pupils mature, enabling them to deepen their understanding and apply earlier learning with greater insight. Teaching encourages open discussion and reflection, which supports pupils in developing self-awareness and making considered choices about issues relating to their emotional and physical wellbeing.
30. Leaders foster pupils' spiritual awareness effectively. A regular 'thought for the week' supports pupils' understanding of the non-material aspects of life, for example through discussion of the Japanese practice of repairing broken pottery with gold leaf to explore ideas relating to wholeness, renewal and resilience. Regular assemblies held in a local church provide a calm setting for reflection. Pupils reflect on the nation's collective sacrifice and on personal experiences of loss during remembrance commemorations. The theology and philosophy programme gives pupils clear insight into different faiths and spiritual practices.
31. Leaders promote pupils' physical development effectively through a well-planned and comprehensive PE programme. This is complemented by a wide range of co-curricular sport and fitness activities that develop pupils' resilience, teamwork and self-discipline in conjunction with their physical health. Leaders ensure that pupils in all year groups take part in a broad range of physical activity, including sports such as football, cricket, netball and rugby. This supports pupils in developing their strength, co-ordination and stamina, and in understanding how regular exercise contributes to long-term health. The provision provides structured opportunities for pupils to support their peers during training and competitive fixtures, helping those they support to refine their skills and build confidence in their physical abilities. Through the curriculum, including the PSHE and food and nutrition programmes, pupils learn how to make informed decisions that support a healthy lifestyle, for example in relation to diet.
32. A well-structured, suitable and effective RSE programme teaches pupils about topics such as healthy relationships, consent and the implications of coercive behaviour. Teachers check pupils' understanding regularly through structured questioning, assessed tasks, surveys and discussion. Staff provide meaningful opportunities for pupils to feed back on their learning and leaders use this information to adjust the programme accordingly.
33. Staff and pupils understand the school's behaviour policy well. Staff apply the policy consistently and fairly. Leaders set high expectations for conduct and implement a clear and well-understood system of sanctions and rewards, which reinforces positive behaviour and promotes an orderly environment. Leaders monitor positive and negative behaviour through systematic record-keeping. As a result, pupils uphold high standards of conduct.

34. Bullying is rare. Staff implement rigorous anti-bullying procedures, supported by a clear and detailed policy, to address any instance of bullying. Leaders review the log of bullying incidents regularly to identify and address any patterns. Pupils learn about the different types of bullying in PSHE. They learn about their responsibility to challenge and report any instance of bullying.
35. Prefects and pupil leaders receive suitable training. They mentor younger pupils and help organise events and activities, developing their teamwork, communication and problem-solving skills. Leaders provide opportunities for pupil leaders to give meaningful feedback on the school's operations. The inclusive leadership development programme supports pupils effectively in developing self-confidence, self-knowledge and self-esteem.
36. Leaders implement effective health and safety procedures. They ensure that the required checks and maintenance are undertaken across the school site. Staff are trained well in health-and-safety matters. Health and safety records are maintained accurately. Staff understand how to report any health and safety issues, which leaders address swiftly. Leaders implement a suitable fire risk assessment and schedule regular fire evacuation drills. The school premises are maintained to a high standard.
37. Leaders deploy staff trained in first aid effectively across the site. Medicines are stored securely. Leaders check that they are administered appropriately and in line with school procedures. Leaders maintain detailed records of pupils' medical needs and incidents. The school has well-resourced facilities for pupils who are unwell or injured.
38. Staff maintain admission and attendance registers in accordance with current statutory guidance. They monitor pupils' attendance carefully and respond swiftly when any concerns about absenteeism arise. Leaders implement clear and purposeful plans to support pupils who require help in improving their attendance.
39. Leaders deploy staff effectively to ensure that pupils are supervised well during the school day, including before school, at breaktimes and lunchtimes, and during activities.

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. Leaders have embedded a coherent and highly effective programme of leadership development for pupils across all year groups. Pupils in Years 7 and 8 learn how to make responsible choices about their learning and participate in activities that develop their oracy and confidence in public speaking. The programme systematically provides opportunities for older pupils to lead an extensive range of activities. These include a vocal polyphony group, a young economists' group, an engineering society and a film club. Pupils undertaking the DofE at gold level help teach those working towards the bronze award particular skills, such as the practical principles of camp craft. Through formal roles, including on the school council and responsibilities in house families, pupils successfully influence the life of the school and contribute to tangible, positive change. For example, they have worked with staff to review the order in which curriculum topics are taught so that key knowledge and skills build more logically over time. Pupils have reviewed the sports scholar programme within PE and lead sustainable enterprise initiatives, including projects to recycle unwanted clothing. This carefully structured programme develops pupils' communication skills, social confidence and resilience very well. As a result, they contribute constructively to the school community and are well prepared for life in British society.
42. Leaders extend pupils' social and leadership skills by encouraging them to contribute responsibly to the local community. Pupils lead musical performances for residents in a local care home, read to pupils in local primary schools and coach pupils at local schools in sport.
43. The curriculum teaches pupils to respect and value people's different backgrounds and identities. The PSHE programme provides structured opportunities for pupils to explore diversity, for example by learning that some personal characteristics, such as neurodiversity, are not always visible. Pupils consider the consequences of intolerance, prejudice and discrimination, including through studying the significance of Holocaust Memorial Day. In Year 9, pupils study female war poets, through which they consider perspectives which differ from traditional accounts of conflict. Leaders organise events that mark world cultures and faiths, enabling pupils to learn about festivals such as Diwali and Lunar New Year.
44. Leaders effectively develop pupils' appreciation of music, drama, literature, art and other forms of cultural expression. Pupils in all year groups take part in musical activities, including mattins and evensong in the local church, concerts in London venues and informal recitals. Pupils participate in school productions and visits to theatres, deepening their understanding of dramatic works and theatrical traditions from a range of cultures. Pupils develop their aesthetic sensibility through a broad range of activities in the curriculum and regular visits to galleries.
45. Through the curriculum and presentations by visiting speakers, pupils learn about democratic participation and the role of Parliament. They develop clear understanding of public services and British values such as individual liberty and mutual respect. Pupils learn how misinformation can shape public debate through discussions and presentation on themes such as war photography. Year 8 pupils learn how to test the accuracy and limits of responses generated by artificial intelligence. Leaders ensure that teachers present political topics in a balanced way.
46. The curriculum develops pupils' moral and ethical understanding. In Latin, pupils in Year 7 discuss slavery in Pompeii and link this to a year-group assembly on child labour in the clothing industry. In

PSHE, pupils in Year 10 examine ethical consumer choices, and, in theology and philosophy, pupils in Year 8 debate themes such as whether any action can be unforgivable.

47. Pupils receive effective economic education through the PSHE programme. Pupils in Year 8 learn about different types of insurance. Pupils in Year 12 plan events that require budgeting, pricing, negotiating with suppliers and identifying the point at which activities raise funds for charity. Pupils develop enterprise skills through activities such as an externally organised investment challenge.
48. The school's careers programme is effective. The school organises themed careers fairs for pupils in all year groups. Pupils develop an understanding of different careers through informative weekly careers newsletters, tailored to each year group. Visits from professionals introduce pupils to a wide range of career pathways. The school supports pupils in making informed decisions about their next steps. Pupils in the sixth form receive high-quality, individual guidance on higher-education options, including courses at UK and international universities, and degree apprenticeships.

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

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

Safeguarding

50. Leaders promote a robust culture of safeguarding. They are well informed about the contextual and individual risks pupils may face. They implement suitable measures to protect pupils from these risks.
51. Safeguarding leaders and staff receive comprehensive training for their roles. Leaders provide staff with regular updates on safeguarding practice, including scenario-based training. They check staff's understanding of safeguarding issues and procedures systematically, arranging further training where any gaps are identified. New staff receive a thorough induction into safeguarding practice. As a consequence, staff at all levels remain vigilant about pupils' welfare and report concerns promptly in line with the school's safeguarding policy, which aligns with current statutory guidance.
52. Governors maintain an effective overview of the school's safeguarding arrangements. They check that procedures are secure through regular reviews of safeguarding practice and discussions with leaders, staff, pupils and parents. Governors are appropriately trained in safeguarding and receive regular updates to keep their knowledge current.
53. Safeguarding leaders liaise effectively with pastoral and healthcare teams to monitor concerns and evaluate risk. They provide timely support for pupils affected by safeguarding issues. Records relating to safeguarding matters are comprehensive and include the rationale for decisions, referrals made and details of actions taken.
54. Leaders liaise effectively with external agencies, including children's services, when required. Leaders maintain suitable arrangements to ensure that safeguarding remains effective when external organisations use the school premises.
55. Staff understand their responsibility to report concerns or allegations about the conduct of adults and know how to do so. Leaders act promptly on any such concerns, maintaining detailed records and reviewing them to identify patterns or emerging issues that may require further action. Where appropriate, leaders seek advice from the local authority in relation to concerns about the behaviour of adults.
56. Through the PSHE programme and assemblies, pupils learn how to keep themselves safe, including online. They are well informed of digital risk and know how to report concerns to trusted adults in the school.
57. Leaders ensure that suitable internet filtering and monitoring systems are in place to protect pupils from accessing inappropriate, harmful or illegal material. Leaders test these systems regularly to check their effectiveness.
58. All required safer-recruitment checks are completed before staff or governors begin working at the school. Where a Disclosure and Barring Service (DBS) certificate has not been received, leaders implement a risk assessment and appropriate supervision. The single central record of appointments (SCR) is maintained accurately and diligently.

The extent to which the school meets Standards relating to safeguarding

59. All the relevant Standards are met.

School details

School	Reigate Grammar School
Department for Education number	936/6531
Registered charity number	1081898
Address	Reigate Grammar School Reigate Road Reigate Surrey RH2 0QS
Phone number	01737 222231
Email address	info@reigategrammar.org
Website	www.reigategrammar.org
Proprietor	The Governors of Reigate Grammar School
Chair	Mr Mark Elsey
Headteacher	Mr Shaun Fenton OBE
Age range	11 to 18
Number of pupils	1196
Date of previous inspection	7 to 9 February 2023

Information about the school

60. Reigate Grammar School is an independent co-educational day school located in Reigate, Surrey. It was founded in 1675. In 2003, Reigate St Mary's Preparatory and Choir School became the preparatory school of Reigate Grammar School. Both schools run as a single charitable trust, administered by the same board of governors. Reigate St Mary's Preparatory and Choir School was inspected separately at the same time.
61. The school has identified 260 pupils as having special educational needs and/or disabilities. No pupil in the school has an education, health and care plan.
62. The school has identified 88 pupils as speaking English as an additional language.
63. The school states its aim is to provide an exceptional education that enables every pupil to thrive in and beyond the classroom, academically, emotionally and socially.

Inspection details

Inspection dates

3 to 5 February 2026

64. A team of eight inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. 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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