

School inspection report

11 to 13 March 2025

Laleham Lea School

29 Peaks Hill

Purley

Surrey

CR8 3JJ

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. Laleham Lea is an inclusive Catholic school that recognises and nurtures pupils' talents successfully. However, leaders do not have the skills and knowledge to evaluate risk carefully enough, such as when responding to risk assessments from external providers relating to fire arrangements. Therefore, fire doors are not always useable when pupils are on-site, and pupils are not able to exit safely in the event of evacuation. This means that Standards in this area are not met.
2. At the time of the inspection, the number of formal complaints from the previous academic year was not being made publicly available. This was amended during the inspection.
3. Leaders provide a broad and appropriate curriculum. Leaders adapt the curriculum thoughtfully to ensure that it meets the needs of all pupils. Teachers communicate high expectations. As a result, pupils are well motivated in lessons and have a clear understanding of what they need to do in order to complete tasks. Regular feedback enables pupils to understand the steps needed to improve their work and they act on their initiative to do so. Pupils, including those in the early years, make good progress as a result.
4. Leaders use a range of assessment data to inform planning and ensure that learning is adapted to meet the needs of pupils, particularly in English and mathematics. Leaders and teachers meet regularly to review the progress that pupils are making so that measures can be put in place for those who require further support or challenge.
5. Leaders and teachers implement the behaviour policy consistently. They set high expectations for behaviour. Leaders monitor pastoral concerns closely and encourage pupils to be respectful towards one another. Teachers use a well-understood system of rewards for pupils. Pupils are well behaved and polite.
6. The school provides a combined programme of relationships and sex education (RSE) and personal, social, health and economic (PSHE) education, which meets the statutory requirements and reflects the school's Catholic ethos. Pupils are taught how to manage their emotions, which, alongside the support provided by the emotional literacy support provision, develops their wellbeing and self-awareness.
7. Pupils are well prepared for senior school and their future lives. Leaders enable pupils to develop financial awareness through projects requiring them to budget and plan fundraisers. Taking on leadership roles such as prefects and eco-club representatives from the early years onwards engenders a sense of social responsibility in pupils. Pupils show care and kindness to others and are actively involved in their local community.
8. Safeguarding leaders implement appropriate arrangements to protect pupils from harm. Staff are well trained and knowledgeable in safeguarding matters.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- fire doors are always unlocked while pupils are on-site to allow pupils to exit the building safely in the event of fire
- governors and leaders always evaluate risk carefully, such as when responding to risk assessments from external providers in relation to fire arrangements.

Recommended next steps

Leaders should:

- ensure that the required information regarding the number of complaints made in the preceding year is made available to parents.

Section 1: Leadership and management, and governance

9. Governors understand the academic and pastoral needs of the school and the community it serves. However, leaders and governors do not have suitable oversight with regard to the management of fire safety and risk assessment within the school.
10. There are detailed risk assessments in place for various activities, including educational visits, outdoor learning and the suitable use of teaching spaces. These risk assessments identify suitable control measures to minimise the potential risks identified. However, leaders do not have the skills and knowledge to evaluate risk effectively, such as when responding to risk assessments from external providers relating to fire arrangements.
11. Leaders set out a clear vision for the development of the school. In consultation with teachers, senior leaders draw up a self-evaluation of the positive aspects of the school's practice and its areas for development. Leaders regularly review the school's priorities and actions for development, and share the findings with governors. Recent priorities have included changes to the school's system of assessment tracking and monitoring and the development of further links with the local community. In the early years, leaders provide opportunities for staff to undertake appropriate training and to reflect regularly on their own practice. This enables leaders and staff to plan effectively to meet children's needs.
12. Staff receive the training, guidance and support that they need to carry out their roles effectively. Leaders ensure that the behaviour policy, including the appropriate use of sanctions, is implemented consistently well by teachers across the school.
13. Leaders provide helpful information for parents via the school's website. This includes the required policies and details of pupils' academic performance from the previous academic year. Parents receive regular newsletters and updates about what their child is learning in school as well as annual and interim written reports about their child's progress and attainment. At the end of Reception, parents receive their child's profile, which marks the end of the early years.
14. Leaders ensure that the local authority is provided with an annual account of income and expenditure in relation to pupils who have an education, health and care (EHC) plan, where the provision is funded by the local authority. Where a pupil registered at the school has an education, health and care (EHC) plan which is wholly or part-funded by the local authority, an annual account of income received, and expenditure incurred by the school in respect of the pupil is provided to the local authority.
15. Leaders have an effective complaints process in place. The correct procedures are followed for each stage in the process in accordance with the school's policy. Complaints are dealt with within the stated timeframes. At the start of the inspection, information was not available for parents to find out how many formal complaints were made in the previous academic year. This was rectified during the inspection.

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

16. **Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

17. Leaders have designed a well-structured curriculum that enables pupils to acquire knowledge and skills across a wide range of subjects. Teachers' high expectations and the provision of specialist teaching in music, art, Spanish, computing and drama means that pupils are engaged in their learning, apply high levels of effort and develop new skills and knowledge.
18. In the early years there is a well-considered thematic programme of learning, covering the prime and specific areas of learning and development. Teachers provide wide-ranging learning activities which draw on the interests of the children and which incorporate different areas of learning. A handwriting scheme is implemented consistently across the school, starting in the early years. This helps pupils to develop writing fluency. Children in Reception can write common words independently using cursive script. They use their knowledge of the sounds that letters make to name unfamiliar words correctly. They are encouraged to communicate with each other and with adults confidently. Staff use carefully crafted questions and model spoken language to support children's language development. Children are asked about their play and describe what they are doing. Children in the early years achieve a good level of development by the end of Reception and are well prepared for the next stage of their education.
19. Leaders ensure that schemes of work for all subjects are detailed and well planned. Pupils' knowledge and understanding is developed well through the opportunities they have to revisit and build upon important concepts as they make progress through different years. In science lessons, pupils in Year 1 group and investigate waterproof materials through testing umbrellas and pupils in Year 4 use scientific vocabulary to classify and compare solids, liquids and gases, and study the effect of heating and cooling on states of matter. This enables pupils to build their conceptual understanding over time and deepen their understanding through engagement with increasingly complex content.
20. Teachers have secure subject knowledge and plan lessons well. They include ambitious activities that enable pupils to be challenged in their thinking. Pupils in Year 5 summarise key ideas from historical events and use new vocabulary relating to the Second World War with accuracy. They can evaluate the impact of the conflict on the lives of individuals, demonstrating the ability to make connections in their learning and form their own judgments. In mathematics lessons, pupils in Year 6 complete complex work on linear graphs and simultaneous equations confidently and accurately, extending prior learning. High-quality resources are used which help pupils to engage with challenging concepts and support their learning. In mathematics lessons, Year 1 pupils use different objects to practise measuring carefully and accurately.
21. Teachers design thoughtful opportunities for pupils to develop as writers. Pupils in Year 1 extend their spelling skills through accurate identification and recording of patterns of letters in words that make specific sounds. Teachers plan purposeful contexts in which pupils develop their writing knowledge and fluency. In Year 2, pupils see how the quality of their story-writing has developed over time as they add each term to their individual written pieces on display in their classroom. Pupils write coherently and imaginatively. Pupils take pride in the presentation of their work.
22. Teachers provide pupils with constructive feedback on their work both in their books and through face-to-face discussions, for example at the start of each day. Pupils use this feedback and their own self-assessment to identify clearly how they can improve their knowledge and skills and take the next steps in their learning.

23. Opportunities are provided for pupils to complete extra work outside of school, for example in creative writing and art. Pupils develop independence in their learning and deepen their understanding of areas of the curriculum being taught in lessons.
24. Leaders have put in place an assessment programme consisting of internal testing and feedback from teachers to monitor pupils' progress in English and mathematics over time. Pupils' progress is reviewed and discussed with parents at key points throughout the academic year. This means that extra support and challenge can be put in place for those who need it and also helps facilitate the smooth transition of pupils as they move up from one year to the next. This helps pupils make good progress because they are well prepared for the next stage of their learning.
25. Teaching and the use of resources are adapted well to meet the different needs of pupils. Through the use of assessment data, regular pupil progress meetings and the effective deployment of specialist and support staff, leaders work closely with class teachers to ensure that strategies to support pupils who have SEND are implemented effectively in the classroom. Pupils who have SEND make good progress.
26. The school maintains a register of pupils who speak English as an additional language (EAL). All pupils on the register are fluent English speakers and their progress is monitored carefully by school leaders. Suitable provision is in place.
27. Leaders provide specialist teaching for creative and performing arts subjects. Pupils develop their skills and enthusiasm in these subjects, with high expectations and ambitious targets set by teachers, which ensure that pupils acquire expertise and confidence. In music lessons, pupils gain knowledge and skills in reading musical notation, improvisation, composing and performance. An inclusive culture is promoted and all pupils in Years 3 to 6 are members of the choir and perform in concerts. In art lessons, pupils from Years 2 to 6 are inspired by the work of well-known artists and maintain meticulous sketchbooks, recording the development of their skills in areas including drawing, painting, printmaking and clay modelling.
28. Leaders ensure the provision of a broad range of extra-curricular activities. Pupils participate enthusiastically in at least one activity and develop new skills and interests. For example, during netball club, pupils develop their skills in teamwork and enhance their ability to dodge their opponents as they copy movements demonstrated to them. In origami club, pupils in Year 2 are confident in folding and constructing their own paper models, enjoying the opportunity to work independently and with precision.

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

29. **All the relevant Standards are met.**

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

30. Leaders promote an inclusive community and effectively communicate the importance of mutual respect. However, leaders do not ensure that health and safety is managed effectively on the school site. Leaders do not check that fire doors are consistently unlocked while pupils are on-site to ensure that pupils can evacuate buildings safely. Leaders have not taken appropriate action in response to risks which were identified in an external fire risk assessment undertaken in October 2023.
31. The school's Catholic ethos is embedded in the curriculum. Children of all faiths are fully engaged in the religious life and teaching of the school. Pupils' sense of belonging in the school community is deepened through the principles of Catholic teaching, which promote pupils' understanding of how Catholic principles can be translated into social actions and deeds. These values are communicated through the weekly 'Wednesday word', a gospel message intended for the whole family, led by Year 6 for younger pupils. All pupils know the school's mission statement and prayer, which is recited by pupils in Nursery to Year 6 each morning, building a sense of community.
32. Teachers plan lessons that encourage self-knowledge and reflection. Pupils in Year 5 think deeply about what it means to have a conscience and the feelings we have that help us to distinguish right from wrong. Children in the early years learn to show sensitivity to others' needs and develop strategies to manage their emotions, for example adapting their independent play to co-operate with others when building a dinosaur den. Early years staff support children well to be sensitive to each other's needs.
33. Leaders ensure that there is a suitable combined programme of RSE and PSHE which is appropriate for the ages and needs of the pupils. Pupils develop an understanding of valuing themselves and their bodies as the basis for navigating personal relationships. Through discussion of real-life scenarios, pupils develop empathy and understand how to report their concerns, for example in relation to cyber-bullying.
34. Pupils respond positively to the high expectations leaders have for their learning and behaviour. A culture of mutual respect is fostered between pupils and their teachers. Pupils are well behaved and courteous around the school. Positions of responsibility such as prefects and play buddies for older pupils, along with the role of 'little disciples' for those who are younger, encourage pupils to be kind and to support others.
35. Leaders have put in place comprehensive policies for behaviour and anti-bullying which are followed consistently by staff. Leaders' weekly review of the school's behaviour and anti-bullying logs enables their detailed oversight of pastoral matters and allows for patterns and trends to be swiftly identified and acted upon appropriately. Incidents of bullying or misbehaviour are rare, but where they do take place, measures are put into place to address them. Where necessary, sanctions are applied appropriately, and parents informed.
36. Staff provide worry boxes and worry monsters to enable pupils to report any concerns. These concerns are promptly followed up by teachers. Teachers help pupils to develop their awareness of their own emotions, with dedicated teaching in this area for all pupils and access to the school's emotional literacy support assistant for those pupils who have been identified as more vulnerable, including those who have SEND. This provision helps pupils to manage their feelings and wellbeing, appropriate to their age and stage.

37. The physical development of children in the early years as well as older pupils is promoted by daily opportunities to play outdoors in dedicated separate spaces, where they can use a variety of appropriate play equipment. Weekly lessons off-site at a local sports centre mean that pupils in Years 3 to 6 develop skills and knowledge in a variety of sports including squash, cricket and athletics, with lessons in swimming delivered on rotation. A programme of fixtures with local schools develops pupils' ability to work as a team.
38. Supervision is effective. Teachers supervise playtimes closely. The appropriate staff-to-child ratios are consistently maintained for children in the early years.
39. Leaders ensure that attendance registers are maintained using the correct codes to record reasons for absence. Leaders follow up on persistent absence, contacting parents and explaining to them the impact on their child's education and offering support. The school informs the local authority when pupils join or leave the school at non-standard transition points.
40. Suitable arrangements and facilities are in place to care for pupils who become unwell or who have specific medical needs. Staff receive regular training in first aid. All staff in the early years are fully trained in paediatric first aid, with a suitably qualified member of staff always available when children in the early years are on-site or go off-site on a trip.

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

41. **Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

42. Teachers reinforce the importance of personal principles throughout the curriculum and daily life, so that pupils understand the importance of respect and rules. Older pupils carry out projects that centre on human rights, including the problems associated with organisational corruption. Pupils explore inequality and the role of global leadership in cancelling debt.
43. Leaders prepare children well for their future lives. This is done through initiatives that include a dedicated careers week for Years 5 and 6, during which they learn about different types of career pathways and jobs through talks given by parents. Visits from firefighters, police and a dentist are made to those who are younger.
44. Teachers create a range of opportunities for pupils to develop their economic understanding. In Reception, teachers set up a toy shop enabling children to engage in role-play activities that help them learn about how money is used. Pupils in Years 5 and 6 take part in a banking challenge and learn how to budget as they plan a party. The whole-school summer challenge equips pupils with project-management skills as they plan and deliver a fundraising project for the Catholic charity CAFOD.
45. Leaders forge links with the local community and church through activities such as pupils visiting local care homes and giving concerts. Pupils develop a sense of social responsibility and an awareness of the needs of others around the world. This is encouraged through the school's connection with worldwide initiatives such as the Jubilee Pledges and Pilgrims of Hope project. Through their involvement in these projects, pupils develop skills in leadership and teamwork as they plan and deliver whole-school fundraising projects which in turn support bigger projects overseas.
46. Pupils gain insight into democratic processes by delivering speeches and voting for pupils in their school community to be awarded positions of responsibility such as prefects and eco-club representatives. Pastoral roles for younger children include the opportunity to be 'little disciples', which involves befriending children in the playground and being a source of help and support. Pupils express pride in their school and understand the importance of following rules and promoting respect. For example, children in Nursery recognise that being kind and a role model are important aspects of being a friend as they mix a friendship cake.
47. Pupils engage in a wide range of educational visits which develop their understanding of services and institutions in British society. Older pupils visit the Houses of Parliament, where they gain an appreciation of the democratic process, the importance of debating different viewpoints and the processes by which legislation is made. Leaders and staff ensure pupils are familiarised with their neighbourhood through educational trips to places nearby. Pupils' visits to the local river for field studies include a survey of litter that has been dropped there to raise pupils' awareness of the importance of looking after their natural environment.

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 maintain effective oversight of the school's safeguarding arrangements. They use regular meetings with the headteacher and school leaders to check that an effective safeguarding policy is implemented in keeping with statutory guidance. This includes undertaking an annual safeguarding review.
50. Those with designated safeguarding responsibilities are fully trained, including in areas relevant to the local context of the school. All staff are kept up to date with the most recent safeguarding policy and practice. This involves termly training as well as reminders and refreshers across each school year. There is a detailed log of staff training, and staff understand their obligations and the important role they play in keeping pupils safe.
51. The staff code of conduct contains guidance on how low-level concerns about adults working with children should be managed. Staff understand how to report their concerns. Records of concerns are reviewed regularly and held centrally.
52. There are many ways for pupils to report any concerns they may have. These include worry boxes and worry monsters for younger pupils and children in the early years. Pupils know how to report concerns to adults within the school. Adults follow up all concerns promptly and take appropriate action.
53. Leaders are proactive in following up any concerns. Leaders make sure that records are maintained effectively and shared appropriately. Leaders have well-established relationships with the local multi-agency safeguarding hub and early support team. This helps ensure that pupils and their families get the support that they need.
54. Pupils are taught how to keep themselves safe online, both at home and in school. They speak confidently about how to avoid online fraud or deception, and the steps required to protect their passwords. They know to whom they should report concerns about e-safety in school. Leaders ensure filtering and monitoring systems are in place. These systems are tested by leaders to ensure that they are robust.
55. Governors and leaders have a clear understanding of their responsibilities in the safe recruitment of staff. All required checks are carried out before any person starts work at the school and these are recorded in an appropriate single central record (SCR) of appointments.

The extent to which the school meets Standards relating to Safeguarding

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

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
EYFS 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risk if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
EYFS 3.65	Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency. Providers must have: <ul style="list-style-type: none"> • An emergency evacuation procedure. • An appropriate fire detection and control equipment (for example fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

School details

School	Laleham Lea School
Department for Education number	306/6008
Registered charity number	1118598
Address	Laleham Lea School 29 Peaks Hill Purley Surrey CR8 3JJ
Phone number	020 8660 3351
Email address	headteacher@lalehamlea.co.uk
Website	www.lalehamlea.co.uk
Proprietor	Laleham Lea School
Chair	Ms Mary Ryan
Acting Headteacher	Mrs Maria Reece
Age range	3 to 11
Number of pupils	129
Date of previous inspection	22 to 25 February 2022

Information about the school

57. Laleham Lea School is an independent Catholic day school located near Croydon in Purley, Surrey. It caters for male and female pupils aged between three and eleven years. The school has existed since the start of the twentieth century, initially as a school for male pupils. It became co-educational and opened a Nursery in 1997. Owned by the Diocese of Southwark, the school is an independent charitable trust with its own board of governors, who have proprietorial oversight. The current acting headteacher has been in post since 2023.
58. There are 29 children in the early years, comprising one Nursery and one Reception class.
59. The school has identified five pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school have an education, health and care (EHC) plan.
60. The school has identified English as an additional language (EAL) for three pupils.
61. Laleham Lea aims to create an environment in which Gospel values are central to the school. The school intends children to grow intellectually, socially and emotionally and to create an environment in which their talents are recognised and fostered, and their weaknesses treated with compassion. Laleham Lea aims to provide a curriculum which helps every child to reach their true potential.

Inspection details

Inspection dates

11 to 13 March 2025

62. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

63. 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 of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the off-site facilities used for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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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