

School inspection report

20 to 22 May 2025

Demetae Academy

17a King Street

Newcastle under Lyme

ST5 1JF

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
MATERIAL CHANGE REQUEST.....	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	8
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	10
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	12
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	14
SAFEGUARDING	15
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	15
SCHOOL DETAILS	16
INFORMATION ABOUT THE SCHOOL.....	17
INSPECTION DETAILS	18

Summary of inspection findings

1. The proprietor, school leaders and advisory governors have a clear and shared vision for the school. Leaders actively promote the aims and ethos of the school so that these are widely known and understood by pupils, staff and parents. The proprietor ensures that leaders have the necessary knowledge and skills required to fulfil their roles effectively. However, the proprietor and school leaders do not always monitor policies as effectively as possible. At the start of the inspection, some policies, including those relating to health and safety and to safeguarding, did not reflect the school's practice and procedures fully or accurately, and some staff files did not contain accurate information about the safer recruitment checks that had been undertaken. Leaders rectified these issues effectively during the inspection.
2. Pupils benefit from a thoughtfully designed curriculum that is planned to develop pupils' subject knowledge methodically as they progress through the school. Leaders draw on the expertise of external specialists to deliver specific subject areas. All areas of the curriculum are covered in depth, enabling pupils to acquire secure knowledge and develop their skills across the range of disciplines.
3. Teachers demonstrate secure subject knowledge and, in most cases, plan and teach effectively to meet the needs of pupils with a range of abilities, some of whom have special educational needs and/or disabilities (SEND). Leaders and teachers make skilled use of a wide range of resources, to promote pupils' learning. However, not all teaching consistently provides sufficient challenge to extend pupils' thinking and enable them to progress as effectively as possible.
4. Staff provide children in the early years with a well-planned introduction to school that supports the development of their communication and language skills well. Children develop their ability to listen carefully and articulate ideas clearly.
5. Leaders are effective in identifying and supporting the academic and therapeutic needs of pupils. The pastoral support provided fosters pupils' personal and academic development in a respectful environment where pupils can express their feelings and thoughts.
6. Leaders and staff promote positive behaviour effectively. Pupils behave well and have high expectations of themselves and others. The mutual respect between staff and pupils supports pupils to be encouraging and supportive of each other. Bullying of any kind, including online, is not tolerated. As they mature, pupils develop their understanding that people have different beliefs and worldviews. Staff teach pupils about the importance of treating people from diverse groups with respect and dignity.
7. The premises are maintained to a high standard. Health and safety arrangements are thorough. Required maintenance and checks are completed routinely, and accurate records are kept of these. Detailed risk assessments are in place, including for school trips and visits, and these are monitored regularly by leaders and advisory governors.
8. Leaders provide pupils with effective careers guidance within the curriculum, ensuring that pupils are well informed about potential pathways. Teaching across subjects makes purposeful links to possible careers, supported by the programme of educational visits. Experiences such as visits to local colleges and businesses broaden pupils' awareness of the world of work.

9. Safeguarding procedures are effective and reflect current statutory guidance. Staff understand how to record and report any safeguarding concerns that may arise.

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 provides sufficient challenge so that all pupils engage in meaningful learning that results in good progress
- all staff files and policies, including those relating to health and safety and safeguarding, contain accurate information and fully reflect the procedures and practice of the school.

Material change request

10. Inspectors considered the school's request for a change to the details of its registration to increase the school's capacity from 40 to 60 pupils.

- Safeguarding practice in the school is effective, with leaders demonstrating a clear understanding of their responsibilities and carrying out thorough checks to ensure the suitability of staff to work with pupils. The safeguarding team has the capacity to cater for the proposed maximum number of pupils.
- Health and safety procedures, including fire safety protocols, are effective. They are likely to remain so once the proposed material change takes place.
- Supervision is effective across the school, including in the early years. The school employs sufficient staff to be able to supervise the proposed maximum number of pupils.
- Leaders and staff assess and address potential risks thoroughly and effectively. Leaders have risk assessed the proposed increase in pupil numbers appropriately.
- The school's safer recruitment procedures are effective. The school has carried out all required pre-employment checks on staff, including those employed to support the additional pupils that the school has applied to cater for.

- The classroom spaces, learning environment, toilets, washing and medical facilities, and outdoor areas are maintained effectively. They are suitable to accommodate the proposed increase in pupil numbers.
- Leaders have planned effectively for the proposed increase in the maximum number of pupils. Leaders are likely to continue to ensure that the school meets the Standards once the proposed material change takes place.

11. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

12. The proprietor monitors the school effectively overall, ensuring that school leaders demonstrate the knowledge and skills required to fulfil their roles and enable the school to meet the Standards. Leaders conduct typically robust self-evaluation, including through regular lesson observations, the tracking of pupils' progress, staff appraisals, and consideration of feedback from stakeholders. This systematic approach enables leaders to identify priorities, monitor impact, and plan strategically for continuous improvement. The school has a clear and informed vision for its future development.
13. However, the proprietor and school leaders do not monitor school policies as effectively as possible. At the start of the inspection, several policies, including those for safeguarding and health and safety, did not reflect the school's procedures and practice fully and accurately. For example, in the safeguarding policy, the contact details for safeguarding partners and certain references to statutory guidance were not up to date. Leaders rectified this situation during the inspection.
14. Early Years leadership is effective. Leaders are thoughtful in their approach and plan thoroughly to ensure a well-structured and responsive learning environment. Leaders meet with early years staff to review practice, support their professional development, and promote a culture of continuous development. Leaders actively promote pupils' wellbeing in accordance with the school's aims. They provide proactive pastoral care, and a well-planned curriculum, enhanced by a range of appropriate co-curricular activities. These, alongside additional support for individual pupils when required, provide pupils with an effective education.
15. Leaders maintain an accessible and informative website that provides key information for both current and prospective parents. Parents are kept well informed of their child's progress through regular updates from staff and an annual written report.
16. Leaders work closely with external agencies, including local safeguarding partners, to ensure that pupils receive appropriate support. This includes pupils who have education, health and care plans (EHC plans), which are reviewed annually in line with statutory requirements. Leaders provide the relevant local authority with timely and accurate information, including a clear statement on how public funds are utilised to support pupils who have EHC plans.
17. Leaders and staff implement robust risk assessment procedures. These ensure that potential risks are identified, assessed, and mitigated effectively. Comprehensive risk assessments are conducted regularly across all aspects of the provision, including with regard to health and safety, safeguarding, educational trips, and operational procedures, and put forward clear measures to address any identified risks. Leaders review and update risk assessments to reflect any changing circumstances and lessons learned from any near misses. Staff receive appropriate training to implement effective risk management strategies to support pupils' safety throughout the school.
18. Leaders implement the school's suitable complaints policy effectively and in a transparent manner. Leaders take action to prompt early resolution of concerns when possible. Leaders maintain effective relationships with parents, which help inform them of parental perspectives on the school's provision and support the resolution of complaints.
19. Leaders ensure that the school meets the requirements of the Equality Act (2010). There is a suitable accessibility plan in place which identifies clearly how the school supports inclusion. Leaders utilise the school's comprehensive personal, social, health and economic (PSHE) education scheme of work

to promote the importance of treating people equally. They ensure that pupils are not discriminated against by any aspect of the provision, including teaching and the curriculum.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders have created a well-planned and structured curriculum that covers all the required areas. The curriculum is responsive to pupils' needs and progress, evolving to ensure appropriate challenge and support at each stage. Teachers plan and deliver a well-sequenced curriculum that builds systematically on pupils' prior knowledge and skills. This approach enables pupils to make secure connections in their learning and achieve high outcomes over time. Leaders regularly review the curriculum content to make sure that it is relevant and likely to prepare pupils effectively for their future lives. The curriculum takes into account pupils' individual developmental stages and abilities, offering a balanced mix of academic, social, and emotional learning. Subjects such as swimming, dance, music and some elements of the science curriculum which are not taught physically in the school are taught off site.
22. Staff make effective use of resources, including the school's indoor and outdoor environment, to promote and develop pupils' learning. For example, in mathematics, pupils develop measurement skills in the classroom and subsequently consolidate and apply these skills in the school's outdoor environment through tasks such as measuring plant growth and the dimensions of pathways. In science, pupils use the outdoor provision to conduct scientific investigations, such as looking at leaves under the microscope.
23. Teaching and educational support for pupils who have SEND is tailored, flexible, and rooted in an understanding of individual pupils' needs. Teachers adapt their strategies thoughtfully, using a range of approaches to ensure pupils can access the curriculum and participate fully in school life. For example, when appropriate, pupils with particular learning or emotional requirements may engage with learning in quieter or alternative spaces, such as the wooded outdoor areas, where they feel more secure. This personalised approach, underpinned by regular review and collaboration with specialist staff, ensures that pupils make meaningful progress and feel well supported both academically and emotionally.
24. Teachers have secure subject knowledge and lessons are generally well planned to enable pupils to make good progress from their individual starting points. When activities are appropriately matched to meet pupils' varying needs and abilities, progress is often rapid. However, in some lessons, teaching does not provide sufficient challenge for some pupils to enable them to learn and make progress as effectively as possible.
25. Pupils' learning is supported through a well-planned programme of educational visits focused on specific aspects of the curriculum. These include visits to World War II sites, the local church, and a nearby college for science activities, as well as age-appropriate trips to local establishments for younger pupils. These experiences deepen pupils' understanding of the historical, cultural, and scientific subject matter that they study.
26. The early years curriculum is structured around the seven areas of learning identified in the statutory framework for the early years foundation stage (EYFS). Teaching in the Early Years is effective because it is well informed by assessment, and responsive to children's developmental needs. Practitioners use effective grouping strategies to facilitate focused interaction and develop children's language through rich dialogue, questioning, and sustained shared thinking. An effective emphasis is placed on developing children's communication and language skills across all areas of learning, with adults modelling precise vocabulary, encouraging back-and-forth conversations, and

creating language-rich environments. In mathematics, teaching builds firm foundations through practical, meaningful contexts that help children develop number sense, spatial reasoning, and early problem-solving skills. Continuous assessment informs planning, ensuring that learning builds cumulatively and prepares children well for the next stage.

27. Leaders make effective use of regular assessments to benchmark, monitor and track pupils' progress. They use their analysis of assessment data to inform revisions to the curriculum and teaching strategies. For example, leaders responded to assessment data about pupils' reading progress to make revisions to the planning and teaching of English that have had a positive impact on pupils' progress.
28. Teachers provide feedback that supports improvement. Verbal feedback happens consistently within lessons to enhance understanding, modify behaviour or encourage pupils to stay on task. Pupils typically receive immediate feedback on their work that helps consolidate their understanding or inform them how they can improve their work further.
29. Leaders provide effective support for pupils who speak English as an additional language (EAL) through specialist teaching and tailored support that address individual language needs. Teachers use strategies such as scaffolding, visual aids, and well-planned questioning to help pupils access the curriculum fully. Ongoing assessment and collaboration with families enable the school to respond effectively to pupils' progress and promote language development.
30. Pupils have access to a small range of co-curricular opportunities, including a construction brick club at lunchtime and after-school activities such as mindfulness. These activities promote creativity, concentration, and well-being, providing pupils with valuable opportunities to develop skills beyond the classroom. As a result, pupils demonstrate engagement, focus, and a sense of calm and resilience.

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

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

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

32. The school promotes good behaviour effectively. Behavioural routines and expectations are well established and clearly understood by pupils, resulting in a calm and orderly environment both in and out of the classroom, with very few incidents of poor behaviour. The school's behaviour management is effective, supported by clear policies consistently applied by leaders and staff. Fair and proportionate rewards and sanctions reinforce positive behaviour and address issues constructively. Leaders regularly review behavioural incidents to identify patterns and provide additional guidance when needed. This approach creates a supportive environment where pupils understand expectations and behave responsibly.
33. The school's anti-bullying strategy is effective because it is proactive, clearly communicated, and consistently applied. Pupils are educated about respectful relationships through assemblies, tutor time, and the PSHE programme, which includes age-appropriate discussions on recognising and responding to different types of bullying, including cyber-bullying. Staff receive regular training to identify and respond promptly to bullying, and pupils learn about empathy through age-appropriate education. Leaders carefully record, investigate, and follow up any bullying incidents, providing appropriate support to any pupils affected. Older pupils demonstrate empathy and emotional maturity, frequently supporting peers whose behaviour reflects a younger developmental stage. Pupils are articulate when discussing how behaviour can affect the feelings of others and demonstrate a well-developed sense of moral responsibility, showing kindness, patience, and understanding. As a result, relationships throughout the school are characterised by mutual respect and a genuine culture of care.
34. Pupils develop their self-knowledge and self-confidence through the school's consistent emphasis on promoting emotional wellbeing and the encouraging and nurturing tone of everyday interactions between staff and pupils. Pupils respond positively to the use of effective questioning, which enables them to articulate personal ideas and share real life experiences with assurance. When faced with challenges, such as mastering a physical skill, pupils benefit from sensitive and timely adult support, which fosters perseverance and a belief that difficulties can be overcome. Across all age groups, pupils develop understanding of their emotional states, supported by staff's consistent reference to what the school terms the *zones of regulation*. Leaders provide pupils with dedicated spaces, such as the sensory area, that pupils can use to reflect on and manage their emotions.
35. The school offers a broad and engaging physical education (PE) programme, including activities such as netball, swimming, dance, and balance-based tasks. Lessons are well structured, and PE teaching results in high levels of engagement and participation. It enables pupils to work effectively together showing support, co-operation, and enjoyment in shared activities. Pupils develop their skills in areas such as throwing techniques and footwork and are motivated to improve. Children in the early years develop their physical skills through outdoor activities such as using the cars and trikes, and indoor activities such as cutting which require fine motor control and co-ordination.
36. The PSHE curriculum promotes emotional wellbeing, personal responsibility, and respect for others. It effectively supports pupils in developing the skills and understanding necessary to make positive choices and fosters their sense of community and moral responsibility. Pupils follow a well-planned relationships and sex education (RSE) programme that meets statutory requirements, covering key topics such as consent, puberty and different types of healthy relationships. RSE is delivered

sensitively and age appropriately, ensuring pupils gain a clear and balanced understanding of these important issues.

37. The premises and accommodation contain suitable facilities and are well maintained and fit for purpose. Health and safety checks and maintenance are thorough and effective, ensuring a suitable environment for all pupils.
38. Effective supervision is achieved through effective deployment of vigilant staff. Staff are strategically positioned to monitor pupils' safety, engagement, and wellbeing both indoors and outdoors, enabling timely support when necessary. Regular training and clear protocols allow staff to respond confidently to any incidents. Leaders maintain appropriate staff-to-child ratios in the early years, ensuring children receive the attention and support they need at all times. Leaders actively promote good attendance through communicating the school's expectations and regular monitoring and tracking, ensuring any issues are addressed promptly. The school maintains close communication with the local authority, notifying them when pupils join or leave the school at non-standard times of transition.
39. The school has a suitable designated medical room. Staff administer first aid or medication appropriately when required and maintain detailed records of any first aid treatment given. Pupils are well informed about what to do if they are injured or feel unwell. A large number of staff are trained in first aid, including paediatric first aid in the early years, and provide prompt and effective care when needed.

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. Pupils develop cultural understanding and respectful attitudes through a broad curriculum that includes religious education lessons on faiths such as Hinduism, Islam, and Judaism, enriched by visits to different religious places of worship. Assemblies and PSHE lessons further explain and reinforce the importance of tolerance and respect for others. The school promotes pupils' understanding of democracy through lessons on Parliament, elections, and the role of MPs, integrated into subjects such as history and PSHE. Pupils take part in democratic processes such as voting for how classroom spaces can be best used, as well as in school council elections and mock debates. All discussions involving political content are conducted in an impartial and balanced manner, encouraging pupils to consider different viewpoints respectfully. Leaders provide a well-integrated approach to careers education. In the early years, children are introduced to the world of work through visits from professionals such as doctors and nurses, helping them to understand different roles in the community. As pupils progress through the school, regular events such as *Life Skills Day*, featuring visiting professionals from a range of industries, broaden their awareness of future career possibilities. These experiences help pupils to understand the skills and attributes needed beyond school and encourage them to begin thinking about their own futures.
42. The school provides effective opportunities for pupils to develop financial and economic literacy, including, when appropriate, through real life, practical experiences. Pupils engage in role play and practise shopping and purchasing goods, learning how to add totals, calculate change, and make purchasing decisions based on the price of goods and the money available. The use of price tagged goods and shopping baskets enhances pupils' understanding of budgeting and money management. Pupils learn how to open and manage bank accounts, and, in PSHE, develop their understanding of income tax in the United Kingdom and exchange rates when travelling abroad.
43. The school develops pupils' understanding of differences between right and wrong. Pupils regularly explore moral principles such as honesty, fairness, justice, and the importance of contributing positively to society. These themes are taught across the curriculum, such as through balanced discussions of ethical dilemmas in religious studies, debates on justice and human rights in history, and the exploration of fairness, integrity, and identity in English literature. Pupils are encouraged to reflect on moral choices and develop their empathy.
44. The school develops pupils' sense of responsibility towards others effectively. Older pupils support and help mentor children in the early years and younger pupils. Many take on roles such as pupil council representatives, where they contribute to decision-making and represent the views of their peers. Leaders and staff also encourage pupils to take on various roles of responsibility, including playground monitors and library monitors. The school provides a wide range of opportunities for pupils to develop leadership skills through such roles. These roles foster pupils' sense of accountability towards others and enable them to contribute positively to the school community.
45. Leaders provide pupils with meaningful opportunities to engage with and support the local community, strengthening their social awareness. For example, pupils raise money for a local charity that supports those with autism by developing and making craft products and then selling them in the local community. Regular visits to libraries, parks, and churches are embedded into the curriculum, enabling pupils to interact with and contribute to their local area. Leaders organise

themed days and activities linked to key community events, such as VE Day and the coronation of King Charles, often making effective use of local resources and partnerships.

46. Pupils develop a clear understanding of the importance of respecting peoples' protected characteristics, such as race, sex and religion, through teaching and reinforcement across the school's curriculum, particularly in PSHE, and through assemblies, discussions and classroom activities. Pupils learn about topics such as respect for different family structures, the importance of gender equality, and the importance of acknowledging and respecting diverse cultural and religious identities. For example, in PSHE lessons, pupils explore scenarios related to disability and inclusion, helping them to develop empathy and challenge stereotypes. As a result, pupils speak confidently and respectfully about diversity and demonstrate inclusive attitudes in their daily interactions.

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

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

Safeguarding

48. Leaders implement a vigilant culture of safeguarding across the school. The school's safeguarding procedures are effective and in line with current statutory guidance. The proprietor, supported by the advisory governors, maintains appropriate oversight of these procedures and the school's response to any safeguarding concerns that arise.
49. Leaders with designated safeguarding responsibilities respond swiftly and appropriately whenever safeguarding concerns arise. They maintain effective relationships and work collaboratively with safeguarding partners and specialist services, promptly engaging with external support and referring concerns to the appropriate agencies when the thresholds to do so are met.
50. Staff receive regular and comprehensive safeguarding training, including about the 'Prevent' duty that refers to the dangers of radicalisation and extremism and how to respond to these. Staff understand potential indications of abuse and identify and respond to concerns as they arise. They have a clear understanding of their safeguarding responsibilities and are fully aware of the expectations set out in the staff code of conduct. Staff understand how to report any low-level concerns or allegations about adults working with pupils that may arise.
51. Leaders ensure that all required pre-employment checks are undertaken and recorded accurately in the single central record of appointments. However, during the inspection, not all staff files accurately reflected the checks that had been carried out, particularly with regard to checks on the right to work and references. Leaders took prompt action to rectify this oversight so that records contained accurate information by the end of the inspection.
52. The school implements effective filtering and monitoring systems for internet use. Leaders check these regularly to ensure they remain robust. Pupils are taught how to stay safe, including when online, developing their understanding of responsible digital behaviour and what to do if concerned. These measures work together to protect pupils from accessing harmful or inappropriate content.

The extent to which the school meets Standards relating to safeguarding

53. All the relevant Standards are met.

School details

School	Demeter Academy
Department for Education number	860/6086
Address	Demetae Academy 17a King Street Newcastle under Lyme ST5 1JF
Phone number	01782 893079
Email address	office@demetaeacademy.org.uk
Website	https://demetaeacademy.org.uk
Proprietor	Demetae Academy Ltd
Chair	Mr Matthew Davies
Headteacher	Mr Matthew Davies
Age range	3 to 13
Number of pupils	40
Date of previous inspection	10 to 12 May 2022

Information about the school

54. Demetae Academy is an independent co-educational day school that provides education for pupils from ages 3-13. The school was founded in 2021 and is owned and governed by a sole proprietor, who is also the headteacher, supported by an advisory board of governors. It is located in an urban area near Newcastle-under-Lyme.
55. There are currently five children in the early years comprising one Reception class.
56. The school has identified a number of pupils as having special educational needs and/or disabilities. Twelve pupils in the school have an education, health and care plan (EHC plan).
57. The school has identified English as an additional language for four pupils.
58. The school states its aims are for all children to be happy, courageous and to develop a belief in themselves.

Inspection details

Inspection dates

20 to 22 May 2025

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

60. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extracurricular activities that occurred during the inspection
- discussions with the proprietor
- discussion with an associate member
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

62. The school was previously inspected by Ofsted. This is the first inspection of the school by ISI.

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, 912 Long Lane, London, EC1A 9HA

For more information, please visit isi.net