

# School inspection report

1 to 3 July 2025

## **Susi Earnshaw Theatre School**

68 High Street

Barnet

Hertfordshire

EN5 5SJ

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

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
AREAS FOR ACTION.....	4
RECOMMENDED NEXT STEPS .....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>5</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO QUALITY OF EDUCATION, TRAINING AND RECREATION.....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	10
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>11</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	12
<b>SAFEGUARDING .....</b>	<b>13</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	13
<b>SCHEDULE OF UNMET STANDARDS .....</b>	<b>14</b>
<i>Section 1: Leadership and management, and governance.....</i>	<i>14</i>
<i>Section 3: Pupils’ physical and mental health, and emotional wellbeing .....</i>	<i>14</i>
<i>Safeguarding .....</i>	<i>14</i>
<b>SCHOOL DETAILS .....</b>	<b>15</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>16</b>
<b>INSPECTION DETAILS .....</b>	<b>17</b>

## Summary of inspection findings

1. The proprietor and leaders are committed to the school's aims which are reflected in the school's promotion of a sense of community, active local engagement and pupils' confident, inclusive attitudes.
2. However, leaders do not have the knowledge and skills to ensure that all Standards are met. Leaders do not always liaise with external safeguarding partners in line with statutory guidance. Safeguarding records do not consistently include a sufficiently detailed rationale for the decisions taken. In addition, leaders do not consistently produce comprehensive risk assessments related to safeguarding concerns. The school does not consistently check visitors' identities on arrival where required.
3. Leaders do not adhere to current statutory guidance in relation to attendance. The attendance and admission registers are not maintained electronically, as required, and the attendance policy is not easily accessible to parents. In addition, not all required inspection reports since 2015 are published on the school's website. Leaders do not consistently implement the risk assessment regarding the storage of hazardous chemicals.
4. Leaders ensure that expert, knowledgeable teachers equip pupils to achieve high standards in the performing arts. Pupils' achievement is supported by a wider culture that prioritises pupils' mental health, emotional wellbeing and personal development. For instance, leaders have allocated curriculum time to a well-structured 'life skills' programme which includes a weekly lesson promoting mental wellbeing. For all these reasons, pupils develop self-awareness and confidence.
5. Leaders implement a curriculum that provides pupils with a rich experience in the performing arts. However, leaders have not reviewed how consistently subjects in the humanities and technology are covered in the wider curriculum. As a result, they lack a clear understanding of how well these subjects are represented in the curriculum.
6. Teachers check understanding effectively in lessons and provide helpful feedback. However, leaders' tracking and analysis of pupils' progress is not sufficiently rigorous to allow teachers to consistently plan and teach in ways which meet the needs of all pupils.
7. Pupils behave well. They show high levels of mutual respect and value diversity, supported by a curriculum that encourages reflection on identity, belief and the non-material world, including through creative expression.
8. The 'life skills' programme prepares pupils well for modern British life, covering topics such as citizenship, the rule of law, financial literacy and careers. Pupils show initiative and maturity, for instance in reflecting on moral choices, exploring employment pathways or contributing to the local community through volunteering activities.
9. Teachers consistently promote fundamental British values, such as individual liberty, mutual respect and democracy. Through the 'life skills' curriculum and in tutor time, pupils explore these principles in meaningful ways and express their views about them confidently.

## 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 not 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
- actively promote the wellbeing of the pupils

so that:

- the school refers safeguarding concerns promptly to relevant external agencies when required
- safeguarding records systematically include the rationale for decisions taken in sufficient detail
- the school always checks the identity of visitors to the school where required
- an attendance policy reflecting current statutory guidance is easily accessible to parents
- the attendance and admission registers are maintained electronically
- suitable risk assessments relating to safeguarding concerns and health and safety are drafted and consistently implemented.

### Recommended next steps

Leaders should:

- systematically review how subjects are planned and taught across the curriculum, so they can ensure pupils receive a suitably balanced education
- regularly evaluate data relating to pupils' progress and achievement so they can plan effectively to meet pupils' changing needs consistently
- ensure that all required inspection reports since 2015 are always published on the school's website.

## Section 1: Leadership and management, and governance

10. Proprietorial oversight is not consistently effective. As a result, leaders do not consistently demonstrate the skills and knowledge required to fulfil their responsibilities effectively. Leaders do not ensure that all Standards are met or promote pupils' wellbeing consistently effectively.
11. Leaders do not ensure that risk assessments are always implemented effectively. In addition, leaders do not consistently produce comprehensive risk assessments or safety plans to manage safeguarding risks. Leaders have an understanding of the specific risks associated with the school's context and take appropriate steps to manage them. These include a comprehensive local area risk assessment. Leaders are aware of their duty to liaise with safeguarding partners, including the local authority designated officer (LADO) and local authority children's services. However, they do not consistently contact external agencies as required by current statutory guidance.
12. Leaders and the proprietor are committed to the school's aims, values and ethos. They foster a positive culture rooted in trust and mutual respect, which they model in their own conduct. Leaders encourage pupils to believe in themselves without feeling pressure to conform to fixed expectations and place an emphasis on service to others. They promote the view that contributing to the community elicits happiness and fulfilment, a belief clearly reflected in the school's active community links.
13. Leaders and the proprietor carry out self-evaluation to recognise the school's successes and identify areas that require further development. For example, through their review of the school's provision and consideration of pupils' feedback, they have identified art as an area they wish to develop further. Leaders provide staff with regular opportunities for professional development and effectively monitor the quality of teaching through formal and informal observation. They encourage staff to reflect on their practice and consider how they can improve it.
14. Leaders ensure that parents receive most required information, including regular reports on their child's progress. However, at the start of the inspection the school had not made all previous inspection reports since 2015 available on the school's website. This has now been rectified. The school provides local authorities with the necessary financial information relating to the funding of pupils who have an education, health and care (EHC) plan.
15. Leaders implement a suitable complaints procedure and respond to any complaints within published timescales. They keep a suitable record of any complaints received and review it regularly to identify any patterns or emerging issues.
16. The school complies with the Equality Act 2010, and the accessibility plan is detailed and appropriate. Leaders ensure that pupils are not discriminated against by any aspect of the provision.

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

17. Standards are not met consistently with respect to safeguarding, attendance and admission, health and safety and risk assessment.
18. As a result, Standards relating to leadership and management, and governance are not met.
- 19. The relevant Standards are not met. A schedule of unmet Standards is included in the report.**

## Section 2: Quality of education, training and recreation

20. Leaders have developed a curriculum that provides pupils with experience in the performing arts alongside a broader education in subjects such as English, mathematics, science, French, humanities and technology. The curriculum is well suited to pupils' ages and stages of development. For example, in music pupils engage with lyrics appropriate to their age and respond to musical challenges that reflect their growing command of harmony and vocal technique. In drama, teachers judiciously select plays and musicals that relate well to pupils' age and aptitude.
21. The humanities and technology are explored through links with other subjects. For instance, in history pupils often study historical periods that relate to the texts they study in English literature. However, leaders do not review how effectively the humanities and technology subjects are represented across the wider curriculum. As a result, leaders lack a clear understanding of the extent of the inclusion of these subjects in the curriculum.
22. Leaders have appointed specialists in the performing arts who draw on their industry experience, subject knowledge and practical skill to plan and teach lessons. Their enthusiasm, professionalism and well-developed communication skills consistently inspire pupils to aim high and perform with assurance. As a result, pupils develop their skills effectively across all areas of the performing arts.
23. During lessons, teachers check pupils' understanding effectively through targeted questioning and observation. Teachers prompt pupils to recall prior learning to ensure pupils' knowledge is secure before introducing new material. They monitor pupils' progress through regular assessments. Teachers provide helpful written feedback for pupils, clearly identifying what they have done well and what they need to improve. However, leaders and staff do not systematically review information about pupils' progress and achievement. As a result, they cannot consistently be certain that pupils are making the progress they should.
24. Teachers have high levels of subject knowledge. They plan lessons thoughtfully to develop pupils' knowledge and understanding effectively. In drama, for example, pupils learn that effective teamwork and collaboration depend on mutual respect. Teachers typically use high-quality resources, including well-chosen props and visually striking costumes in theatre work.
25. Pupils consistently show high levels of effort and engagement in their work. In English, for example, they persevere with challenging tasks, such as writing in the style of Shakespeare. They are eager to refine their skills, and show determination. Pupils routinely reflect on their progress and achievement, for instance after performances, to consider how they might improve further. They exhibit highly developed speaking skills, projecting their voices with clarity and assurance. Pupils are articulate in explaining the rationale behind their creative decisions, confidently weighing the advantages and limitations of their approaches. They achieve notable success in the London Academy of Music and Dramatic Art (LAMDA) performance examinations, frequently attaining the highest grades.
26. The school assesses pupils on admission to identify any specific learning needs. Leaders ensure that pupils who have special educational needs and/or disabilities (SEND), including any who have an EHC plan, receive effective support. Specialist staff design individual learning plans where needed and review them regularly with parents and pupils. Teachers make effective use of these plans and adapt their teaching to suit pupils' needs and provide effective tailored support where required. Leaders

have assigned a teaching assistant to every class to provide further support for pupils who have SEND or who have an EHC plan so that pupils can access the curriculum and make good progress. Staff make suitable adjustments for pupils with sensory differences. For example, pupils severely affected by noise are offered time away from the classroom to regain calm and focus.

27. The school provides some opportunities for pupils to develop their skills and extend their interests through recreational activity, such as clubs focused on computer coding and makeup. Leaders respond promptly to pupils' requests for new activities. For example, they recently established a British Sign Language club on the pupils' suggestion.

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

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

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

29. Leaders ensure that appropriate health and safety policies are in place and reviewed annually. However, not all health and safety arrangements are effective. Hazardous chemicals are not always stored securely in line with the school's written risk assessments.
30. Leaders do not follow current statutory guidance with regard admission and attendance registers. Both registers are maintained manually, rather than electronically as required. Leaders inform the local authority promptly when pupils join or leave the school at non-standard times.
31. In the school's theatre, leaders take effective steps to promote safety, for instance, relating to the use of the stage. They manage fire safety appropriately through a comprehensive fire risk assessment. Evacuation drills take place regularly. Staff know how to report health and safety concerns, which leaders address promptly. Leaders ensure that the premises are routinely checked and suitably maintained.
32. Leaders monitor pupils' emotional wellbeing and mental and physical health vigilantly, responding promptly when concerns arise. Leaders ensure that pupils have ready access to adult support and receive a high level of care. Leaders allocate appropriate curriculum time to a well-structured 'life skills' course, which effectively promotes pupils' personal development. As a consequence, leaders are successful in supporting pupils in developing resilience, self-belief and confidence, and encouraging them to reflect thoughtfully on their own identity and emotions.
33. Leaders support pupils' physical, mental and emotional wellbeing effectively. They have identified mental health as a priority and provide focused, effective support to help pupils manage their emotional needs, including a weekly lesson on promoting mental wellbeing. Staff are approachable, consistently available, and offer timely and effective support for pupils' emotional and mental health needs. Respectful, trusting relationships between pupils and staff foster a deep sense of community. This supportive environment helps pupils develop self-belief and self-confidence. In their theatre work, pupils consistently show a well-developed sense of self-awareness, for example recognising how a character's traits might reflect their own, and self-belief, remaining composed and focused when things go wrong. They demonstrate a steady confidence in their ability to improve and succeed.
34. The school teaches pupils about different religions and their spiritual perspectives and practices. Pupils deepen their appreciation of the non-material world through, for example, reflective writing that explores themes such as their inner selves and their place in the world.
35. Leaders deliver suitable personal, social, health and economic (PSHE) education and relationships and sex education (RSE) through the age-appropriate 'life skills' programme, which includes topics such as anxiety, grief and consent. Teachers help pupils to understand consent through activities which encourage pupils to reflect on boundaries and develop sensitivity to others' autonomy. Teachers are well trained and adeptly draw on contemporary themes that resonate with pupils' life experiences. Pupils reflect thoughtfully on their learning.
36. Leaders implement a clear and effective behaviour policy fairly and consistently, setting high expectations. Pupils are courteous and consistently maintain high standards of conduct. They

understand the consequences of behaviour that falls short of expectations and respond well to the calm, consistent approach adopted by staff.

37. Bullying is rare. Where it does occur, leaders respond appropriately, including by supporting pupils who are affected. Leaders keep suitable records of bullying incidents.
38. A suitable number of staff hold up to date first aid qualifications. They administer first aid promptly when needed. Medicines are stored securely. Pupils know how to access medical assistance. Leaders maintain suitable records of accidents and injuries.
39. Leaders ensure that all pupils take part in physical activity, primarily through a planned curriculum of dance and high-energy routines on stage. Through the 'life skills' course, pupils learn how to keep fit and make healthy choices. They develop their knowledge of topics such as nutrition, maintaining their physical health and the effects of stimulants such as caffeine. In physical activities, including dance, teachers lead pupils in body conditioning and warm-up routines to help prevent injury. Staff closely supervise pupils throughout the day in order to ensure pupils' safety and wellbeing.

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

40. Standards are not met consistently with respect to health and safety and admissions and attendance.
41. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 42. 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

43. Leaders use many aspects of the performing arts as a vehicle to develop pupils' understanding of diverse cultural perspectives and experiences, and aspects of identity. As a result, pupils appreciate people's differences and express their respect for diversity in their daily interactions. Pupils also show respect for those whose needs are different to their own and reflect this understanding in the way they interact with their peers.
44. Teachers consistently promote British values across the curriculum. In music, for example, pupils develop respectful ways of supporting one another to sing, understanding that it can feel exposing to sing in front of others. Through the life skills curriculum and tutor period activities, pupils explore concepts such as individual liberty and consider how these apply in everyday life. Pupils express their views confidently, knowing they will be heard and treated with respect. Pupils show high levels of mutual respect in their interactions. They speak clearly and confidently about the importance of valuing others' identities and characteristics. Teachers deepen pupils' understanding of diversity, inclusion and identity through carefully choosing dramatic works and musicals that explore these themes.
45. The 'life skills' curriculum places a clear emphasis on citizenship and prepares pupils well for life in modern British society. Pupils explore the complexities of contemporary life and learn how to navigate them with confidence. They speak knowledgeably about democratic processes and link their understanding to their own experience of selecting class representatives. Leaders ensure that staff do not promote partisan views and that any discussions with political content are conducted without bias. Pupils also examine the rule of law, recognising its role in upholding justice and maintaining social order. They reflect thoughtfully on the difference between right and wrong and the importance of being law-abiding citizens. Pupils demonstrate understanding of these ideas in practice and accept the consequences of their actions.
46. Pupils gain a well-developed understanding of the career and further education options available to them through the 'life skills' programme. They research a range of pathways, both within and beyond the performing arts, and evaluate the potential demands and rewards of each. Pupils take part in varied activities that give them direct insight into different professions. For example, some pupils achieved success in a competition that required them to work in a film studio, produce a short film and pitch it to potential clients or investors, developing their skills in marketing and entrepreneurship. Others gain experience of the performing arts industry through placements on the professional stage, including in West End productions and with a national opera company. Leaders regularly invite alumni and parents to speak to pupils about their careers, broadening pupils' knowledge and aspirations.
47. The school provides an effective economic education, which helps pupils to develop practical financial understanding. They learn to distinguish between credit and debit cards, recognising the advantages and disadvantages of each in different contexts. Pupils learn about interest rates and how to manage a savings account. Pupils gain insight into self-employment and the responsibilities it entails. Pupils also learn about independent living, including how to budget effectively and rent property, preparing them well for adult life.

48. Pupils develop a clear sense of commitment to the local community. They take initiative in organising and leading a range of community-focused activities. For example, they visit a dementia ward in a nearby hospital to sing for patients, and perform a Christmas show for local primary schools. Pupils perform in local fairs and festivals. Through these experiences, they gain much awareness of the positive contribution they can make to the lives of others.

**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. The proprietor and leaders with responsibility for safeguarding conduct an annual review of the school's safeguarding arrangements. The review takes account of lessons learned from past safeguarding incidents, identifies the training needs of staff and checks the accuracy of contact details for local safeguarding partners. However, the proprietor's oversight does not ensure that all safeguarding arrangements are effective and in line with current statutory guidance.
51. Leaders do not always refer safeguarding concerns promptly to relevant agencies, such as the police and local children's services when appropriate.
52. Leaders' safeguarding records do not include a sufficiently detailed rationale for the decisions taken and leaders do not consistently produce comprehensive risk assessments or safety plans in response to identified safeguarding concerns. Safeguarding records maintain a clear chronology of events.
53. Leaders do not always ensure that visitors' identities are checked on arrival when required.
54. Leaders have drawn up a safeguarding policy that reflects current statutory guidance. Staff understand procedures for reporting low level concerns about the behaviour of adults at the school.
55. Staff know pupils well and are alert to their individual needs. This enables them to recognise changes in behaviour that may signal a safeguarding concern. Staff understand how to report any safeguarding concerns to safeguarding leaders about pupils' welfare. They also know how to report any concern about the behaviour of adults at the school.
56. Safeguarding leaders, the proprietor and staff receive appropriate training for their roles, supported by regular and relevant updates, including changes to national guidance. Leaders ensure that new staff have a suitable induction, so that they understand their safeguarding responsibilities and the school's procedures.
57. Pupils feel safe at school. They know how to seek help from adults when needed. Staff respond promptly and provide helpful support when pupils report concerns to them.
58. Effective internet filtering and monitoring is in place which leaders regularly review and adjust in response to any concerning activity. Pupils learn how to stay safe online and use social media responsibly. As a result, pupils show a secure understanding of how to recognise and manage the risks linked with online activity.
59. Leaders maintain an accurate single central record of appointments. They ensure that staff who begin teaching prior to the receipt of a disclosure and barring certificate are appropriately supervised.

### The extent to which the school meets Standards relating to safeguarding

60. Standards are not met consistently with respect to safeguarding.
- 61. All the relevant Standards are not met. A schedule of unmet Standards is included in the report.**

## 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 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.
ISSR 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.

### 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 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

### Safeguarding

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

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that—
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

## School details

<b>School</b>	Susi Earnshaw Theatre School
<b>Department for Education number</b>	302/6111
<b>Address</b>	Susi Earnshaw Theatre School 68 High Street Barnet Hertfordshire EN5 5SJ
<b>Phone number</b>	020 8441 5010
<b>Email address</b>	info@susiearnshaw.co.uk
<b>Website</b>	www.susiearnshaw.co.uk
<b>Proprietor</b>	Mrs Susi Earnshaw
<b>Headteacher</b>	Mrs Julia Hammond
<b>Age range</b>	9 to 16
<b>Number of pupils</b>	35
<b>Date of previous inspection</b>	26 to 29 April 2022

## Information about the school

62. Susi Earnshaw Theatre School is an independent co-educational day school. It has its origins in a Saturday-morning theatre school established in 1989. It became an independent school in 1999, initially based in a church hall in Whetstone, north London, before relocating to its current premises, the Bull Theatre in High Barnet, in 2004. The school is overseen by the sole proprietor.
63. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND). Six pupils in the school have an education, health and care (EHC) plan.
64. No pupils at the school speak English as an additional language.
65. The school states its aims are to provide pupils with a vocational and academic education through the performing arts, in the context of a happy, supportive environment where pupils can thrive in their academic, vocational, social and emotional development.

## Inspection details

### Inspection dates

1 to 3 July 2025

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

67. 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 proprietor
- 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.

68. 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](http://www.isi.net)**.

**Independent Schools Inspectorate**

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

For more information, please visit [isi.net](http://isi.net)