ISI Independent Schools Inspectorate

School inspection report

15 to 17 September 2026

Reddish Hall School

Denstone Road

Reddish

Stockport

SK5 6UY

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. Leaders provide effective education for pupils whose social, emotional and mental health (SEMH) and special educational needs and/or disabilities (SEND) have disrupted their prior schooling. Teachers, therapists and support staff initially strive to ensure that each pupil feels comfortable being in school, then work to remedy any gaps in prior learning and understanding before embarking on bespoke programmes that prepare pupils effectively for their future lives.

2. The proprietor arranges for a local governing body, comprising headteachers of similar schools and chaired by a regional director, to provide appropriate oversight of the school's policies and procedures. They provide appropriate challenge to leaders and assure that the Standards are met.

3. The proprietor, leaders and teachers share a common understanding of risks that need to be mitigated by the school as pupils explore the world in which they live. A comprehensive bank of risk assessments that detail measures to be applied for particular activities or locations is complemented by bespoke assessments for every pupil.

4. Leaders implement a curriculum that provides younger pupils with an effective grounding in the required areas, such as English, mathematics, science, sport, humanities and the arts, alongside activities outside the classroom which are designed to broaden each pupil's thinking and experience. Pupils select from a range of academic and vocational courses during their final years in school. These lead to the achievement of nationally recognised qualifications, including 16 GCSEs and parallel qualifications in subjects such as English, mathematics, psychology and art.

5. Leaders maintain comprehensive assessment and adaptation frameworks, which teachers use to inform their lesson planning so that pupils are able to learn effectively. However, additional material to challenge pupils who rapidly achieve initial lesson goals is not provided consistently and effectively in all subjects. As a result, pupils' progress is not maximised.

6. Teachers encourage pupils to be physically and mentally healthy. Pupils apply their knowledge in the food that they choose from the school canteen and in their enthusiasm to participate in the various sports to which they are introduced.

7. Many pupils who join Reddish Hall initially find it challenging to attend school and to regulate their behaviour when they are there. They receive successful support and guidance from staff, which typically results in marked improvements in both their conduct and attendance.

8. Teachers develop pupils' financial understanding through explaining concepts such as saving and borrowing, interest and debt. Pupils develop their entrepreneurship effectively through running enterprises in which they sell products and services, often in aid of charity or to fund social events.

9. Teachers encourage pupils to influence the development of their school through participation in the school council, to which they are elected by their peers. This application of democracy is reinforced when pupils meet their own member of parliament, with whom they discuss matters of concern to them such as local environmental issues.

10. Staff members receive thorough training in child protection both at their point of entry to the school and through regular refresher sessions. As a result, they are confident and competent to carry out their duties effectively. A team of safeguarding leaders handles concerns diligently, including liaison

with local authorities when necessary. Leaders ensure that an appropriate range of safeguarding checks are completed before adults begin working at the school. The results of these checks are recorded accurately in the school's single central record of appointments (SCR).

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:

- develop how teachers structure activities in lessons, so that pupils have enhanced opportunities to reinforce their understanding through increasingly challenging tasks.

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Section 1: Leadership and management, and governance

11. Leaders take the active promotion of pupils' wellbeing as the starting point for managing the school's operations. Pupils typically join the school following considerable disruption to their education. In line with the school's stated aims to increase pupils' self-belief, foster their positive behaviours and develop a sense of belonging, leaders' initial priority is to ensure they feel settled and comfortable within the school community. Once this is achieved, leaders gradually encourage pupils to consider their personal interests and talents, eventually leading to careful consideration of possible careers and pathways into the world beyond school, such as colleges and apprenticeships. Leaders then provide bespoke preparation to equip pupils with the knowledge, skills and public qualifications they need to make such transitions successfully, so they are well prepared for the next stage of their life.

12. The proprietor arranges for a group of skilled and experienced professionals to work as governors of the school. Chaired by a regional director, a cluster of experienced headteachers meets regularly to discuss all aspects of the school's operations, to evaluate leaders' diligent school self-evaluation and development planning documentation and to set targets for future success. They visit the school frequently, scrutinise a range of reports, receive presentations and issue appropriate challenge to leaders in order to ensure that the Standards are met. The regional director then reports to the proprietors, who provide an additional dimension of governance and evaluation at a national level. As a result, leaders refine and deliver an education which meets the Standards and is constantly reviewed to ensure its suitability for individuals' needs and aspirations.

13. The proprietor takes appropriate steps to ensure that policies are clear, comprehensive and accessible to staff, parents and pupils. Governors carry out regular reviews and audits to ensure that leaders and staff implement policies appropriately.

14. The proprietor, leaders and teachers have a shared understanding of risk and the particular hazards faced by the school. These are addressed through measures set out in a comprehensive raft of risk assessments. They include specific areas such as the science laboratory, venues used by teachers for off-site learning of physical education (PE), and the organisation of numerous trips to locations both in the United Kingdom and abroad. Additionally, separate risk assessments relating to each pupil are created and regularly reviewed. These outline the circumstances under which each individual learns most effectively, and specify anything that should be avoided in order to protect each pupil's mental wellbeing. As a result, the school runs smoothly across both of its sites and in the wider world, offering a wide range of opportunities and experiences to pupils while implementing appropriate risk mitigation.

15. Leaders make appropriate provision for the communication of required information to the parents of current and prospective pupils. Much of this information is delivered through a helpful and informative website. Additionally, teachers engage in frequent telephone and electronic communication with parents to discuss pupils' circumstances and achievements. Three written reports are produced during the academic year detailing each pupil's progress in school, some of which are supplemented by formal parent consultation events.

16. Leaders liaise appropriately with external agencies, including local authorities. This includes detailed and effective communication and review of pupils' education, health and care plans (EHC plans), escalation of safeguarding matters whenever necessary, transfer of pupils' attendance data should

repeated absence give cause for concern, and details of any pupils who join or leave the school at non-standard transition points.

17. Teachers' frequent and effective communication with parents results in the vast majority of concerns being dealt with at an informal stage. Matters rarely escalate to become formal complaints. Nevertheless, leaders implement effective policies for the handling of any such complaints that are received. Appropriate timescales and procedures are in place and observed. Leaders maintain suitable records which detail how the school investigates and resolves each concern.

18. A comprehensive accessibility plan details measures that leaders are taking to ensure that all pupils can access the curriculum, the physical environment and relevant information. Explicit teaching about diversity and equality, and leaders' commitment to ensuring that pupils are able to access appropriate activities in a fair and equitable manner, mean that the school and its operations are compliant with the requirements of the Equality Act 2010.

Section 2: Quality of education, training and recreation

19. The decision of leaders to place increasing emphasis on ambitious goals for pupils' academic achievements, appropriately influenced by aspirations for their future employment, has been clearly successful, as evidenced by the uninterrupted rise in qualifications gained and examination results achieved over the past five years. All pupils who left the school in 2026 obtained recognised qualifications in English language and mathematics, which reflects leaders' consistent ambition for all members of the school to succeed and their determination that pupils' aspirations and achievements should not be compromised because of prior negative experiences in childhood.

20. The school curriculum is diverse, and particular combinations from within it are compiled individually for each pupil to ensure that their needs, including targets identified on their EHC plan, are addressed. Classes are arranged by chronological age, but the activities and external qualifications that pupils undertake are not. Rather, each individual sits assessments when teachers deem these to be necessary and helpful. Pupils of all ages experience bespoke individual timetables, which include additional help and support from teachers, assistants and therapists as necessary. Pupils in younger year groups enjoy a varied curriculum that includes one day per week learning outside the classroom, exploring nearby places of interest or engaging in adventurous activities. On the other four days of each week, pupils learn a broad range of subjects, including diverse areas such as Spanish and horticulture, so that they are introduced to a variety of topics, interests and activities.

21. The school curriculum includes a sufficiently varied range of subjects to ensure that all required areas are covered appropriately. In addition to core studies in English language, mathematics, separate sciences, PE, personal, social, health and economic education (PSHE) which is known as 'Aspire' in the school, and life skills, pupils in the oldest two year groups enhance their curriculum with selections from a wide range of additional optional academic and vocational possibilities. These include, for example, computing, English literature, psychology, motor vehicle maintenance, electronic media, and hair, beauty and barbering. Teachers facilitate such options by canvassing pupils' preferred interests, passions and views on potential careers or pathways for future study. They combine this information with their detailed knowledge of individual pupils' abilities and talents alongside extensive networking with nearby colleges and employers to provide practical planned pathways for each pupil that result in successful placements for the next stage of their life in either college or employment.

22. Throughout the school, leaders maintain a comprehensive assessment system that is successful in recognising pupils' achievements, identifying their next steps for learning and tracking their progress against both school-based and national norms. Teachers use this to plan appropriate learning experiences for each pupil. In addition, leaders develop and maintain a thorough and detailed adaptations tracker which outlines the particular measures required for each pupil to ensure they access the curriculum effectively. This is disseminated to all staff, who use it effectively to plan appropriate lessons which meet pupils' individual needs so that all can learn and make progress.

23. In lessons, teachers apply appropriate subject knowledge. Teachers first demonstrate effective techniques for approaching tasks constructively and solving problems successfully before pupils rehearse examples together and finally undertake tasks individually, having understood what is required of them. As a result, pupils are successful and make good progress. For example, in mathematics, pupils in Year 11 create and use factorisation tree diagrams. In English they write

analytical paragraphs about figurative language used in literary texts after seeing examples from their teachers, practising questions collaboratively, then working independently. Teachers are mostly effective in clarifying pupils' understanding and refining their thinking by posing challenging and probing questions, and they emphasise that there is nothing negative in not knowing something, in revising opinions as they develop, or in making a mistake. Pupils therefore have positive experiences in lessons and enjoy the activities that they undertake. Teachers make effective use of extensive resources and specialist facilities available to them to make lessons appealing to pupils through their practical application such as, for example, during activities in the motor vehicle workshop, hairdressing salon and teaching kitchen. However, in some lessons, teachers miss opportunities to challenge pupils fully because they do not provide additional tasks to reinforce or extend concepts.

24. Teachers effectively deliver lessons that accommodate pupils' particular learning needs, as outlined in their EHC plan and identified through ongoing assessments. Longer-term help to address specific conditions or tackle omissions in prior learning is provided in six-week targeted blocks through a specially tailored programme. Pupils are assessed after each stage of help to determine the effectiveness of what has been provided, and to inform appropriate next steps.

25. Teachers understand that pupils who attend the school typically experience anxiety when approaching unfamiliar events and major transitions. They therefore place appropriate emphasis on preparing pupils so that they are able to take these in their stride. Measures include 'now and next' boards in classrooms, which provide familiarity with and information and reassurance about imminent changes. For example, pupils are alerted to an English lesson that starts after the current mathematics lesson ends, and they spend the final three weeks of each academic year experiencing the class grouping, curriculum and timetable of the subsequent term, thus smoothing the return to school each September after the summer holidays.

26. A wide range of clubs and other extra-curricular opportunities enable pupils to practise and refine their existing interests and to explore new ones, as they engage in purposeful opportunities to develop social skills such as collaboration, co-operation and teamwork. Examples of these include horticulture, sports, coding, careers, hair and beauty, and cookery. Pupils influence the options available to them each term by making requests and expressing preferences.

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

27. Leaders are aware that pupils typically join the school with low self-esteem, having had negative experiences of education in other settings. Teachers therefore praise pupils frequently in recognition of their progress and achievements. They hold daily meetings, which conclude with a summary of 'big wins and brilliant things' to highlight pupils' achievements. Staff use this information to praise pupils subsequently as they meet them around the campus, thus reinforcing self-esteem. An additional school-wide points system leads to earned reward activities such as bowling, mini-golf or clay modelling each Friday. The regular opportunities that teachers provide for pupils' self-reflection, including consideration of the consequences of inappropriate choices when insufficient points for a 'gold' award are gained, are effective in improving pupils' self-knowledge and determination to improve.

28. Pupils' self-confidence is developed through the three distinct strands of learning outside the classroom that occupy a day each week during the first three years. Based on the premise that experience leads to success, these include outdoor and adventurous activities such as tree climbing, abseiling, archery, bushcraft and paddleboarding, alongside a programme of visits to locations such as theatres, castles and museums that support pupils' studies in various subjects. The third element of the outdoor education programme involves enriching pupils' thinking and experience by providing opportunities to visit environments that may hitherto have been unfamiliar, such as a beach, a zoo and sites of geographical interest.

29. Leaders develop pupils' spiritual and moral understanding through discussion work across the curriculum, for example within English lessons. Matters, such as how characters' beliefs and motivations depicted in stimulus texts influence actions, are debated and evaluated. Weekly religious education (RE) lessons explore different world religions and support the values of tolerance, respect and inclusion. For example, in RE lessons, pupils examine how Mary's portrayal in the Bible compares to, and contrasts with, that of Maryam in the Qur'an.

30. Leaders implement a bespoke curriculum for PSHE and citizenship that leaders have designed to meet the needs of pupils as they prepare to take their place in society. Topics range from healthy eating and water safety to substance misuse and suicide awareness. Leaders are proactive in adapting this curriculum to reflect local and national events to ensure that pupils refine their understanding of the world in which they live and are well prepared to make informed choices as they interact with the wider community.

31. The school's programme for relationships and sex education (RSE) meets the requirements of current statutory guidance and is taught in an age-appropriate way. Older pupils learn about themes such as safe sex and mutually supportive relationships. Younger pupils explore the nature of friendship and practise techniques for resolving conflict. Pupils confidently explain their understanding of consent and appreciate the importance of not pressurising others to commit acts against their will.

32. Pupils are taught how to live physically healthy lifestyles through science, life skills and PSHE lessons, in which activities such as the design of a healthy meal and an appreciation of the effect of exercise on the body are explored. They apply their knowledge in their choice of food from the school canteen and understand the benefits of a nutritionally balanced diet.

33. Teachers provide lessons in PE to all groups on at least a weekly basis. They include experiences in a diverse variety of sports, including football, badminton, pickleball and athletics, from which teachers encourage pupils to find their favourites. As a result, pupils understand the contribution that physical activity makes to their health and are well prepared to continue pursuing their passions in their lives beyond school. Pupils' achievements in this work are assessed and recorded on the school's central tracker in line with their academic subjects, and this core provision is enhanced for older pupils who wish to gain public qualifications in sport, such as a BTEC Introductory award.

34. Leaders communicate clear behavioural expectations to pupils. They implement appropriate systems that are successful in minimising disruptive conduct. Some pupils find it challenging to moderate their behaviour when they first join the school, and this can occasionally impact negatively on the learning of others, but their conduct gradually improves as they become familiar with the support available to them. Pupils are closely supervised throughout each school day, though levels of direct staff oversight are appropriately matched to pupils' maturity and ability to regulate their actions independently. As a result, pupils who are about to leave the school are able to manage their own behaviour and are well prepared to take their places in colleges, workplaces and future society.

35. Leaders implement effective anti-bullying measures, characterised by carefully managed discussions between teachers and pupils that explore issues and develop mutual understanding. Rare incidents of bullying that occur are therefore managed by staff thoroughly and effectively.

36. Leaders ensure that the latest restraint guidance is implemented by the school and provide suitable training for staff, who thoroughly and effectively document incidents on an electronic platform in a timely manner. Leaders inform parents in line with statutory guidance whenever such measures are necessary.

37. Leaders take appropriate steps to ensure that the school's admission and attendance registers comply with all requirements. The school takes proactive steps to maximise pupils' attendance in school. Staff are prompt in making enquiries into daily unexplained absences, including, when necessary, visiting the homes of absent pupils in order to encourage their regular attendance.

38. Health and safety is effectively managed in all school buildings by a well-qualified team of staff who are efficient in completing any remedial measures that may be necessary in a timely manner. Facilities, such as appropriately equipped medical rooms, are therefore suitably maintained. A significant number of staff hold appropriate first aid qualifications. They provide pupils with effective support and administer first aid or medication appropriately when required.

39. Leaders take appropriate steps to mitigate against the risk of fire. A comprehensive fire risk assessment, produced by a specialist company, is in place and all recommendations are addressed. Alarm systems are regularly tested, and fire prevention equipment such as extinguishers are serviced appropriately. The school carries out termly fire evacuation drills on both sites, enabling pupils to know what they should do when they hear the alarm.

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

40. Leaders successfully encourage a culture of mutual respect. Members of the school community take a clear pride in their acceptance and celebration of diversity. Through leaders' emphasis on equality, tolerance and empathy in PSHE, RE and life skills lessons, pupils learn to listen politely to each other and understand the importance of difference and originality as they broaden their cultural knowledge and appreciate the diversity to be found in society. They realise the value of constructive, challenging conversations where they propose their own viewpoints while acknowledging those of other people, even when these may be different.

41. Pupils' education in careers centres around the motto 'I deserve to decide', emphasising how each individual member of the school is in charge of their own destiny. Lessons in all curriculum areas delivered to younger year groups highlight which careers might be appropriate for those who enjoy a particular subject. Pupils study appropriate role models of expert practitioners who have followed particular routes into the world of work. Teachers encourage pupils to reflect on these so that, by the time they reach Year 9, they are able to discuss possible career pathways with an impartial specialist careers coach and determine which subjects and qualifications they should pursue in their final years at school. Over time, they come to decide on what they will do once the time comes for them to leave. Typically, they go on to a college placement for higher level studies or an apprenticeship, further informed by work experience in an appropriate area.

42. Pupils' financial education is initially delivered through activities in mathematics which develop competence in carrying out financial calculations. These are extended through modules in the PSHE and life skills programmes that cover topics such as bank accounts, savings and loans, interest payments, mortgages and credit and debt. Pupils also have the option to complete a recognised qualification in personal development and employability. These curriculum areas are reinforced by practical opportunities for pupils to build and run enterprises, for example car-washing or selling produce from the school garden, often in aid of charity or to fund class social events.

43. Teachers provide opportunities for pupils to make valuable contributions to their local environment, such as installing bughouses in a nearby park and creating a brown field garden plot to showcase nature reclamation for a local Royal Horticultural Society flower show. Pupils therefore come to appreciate the importance of fulfilling their responsibilities and recognise the reward and satisfaction that can be gained from helping wider society.

44. Teachers encourage pupils to play an active and dynamic role in the development of the school through participation in various initiatives co-ordinated by the school council, which has been successful in improving aspects of the school's operations such as activities during breaktimes, Friday reward options and lunchtime menus. Pupil representatives on the council are elected in a practical application of democracy. As part of pupils' learning about government and politics and how democracy works, leaders provide opportunities for them to meet with their local member of parliament and attend a mini-surgery where they can voice concerns such as, for example, about the health of a local river.

45. Leaders arrange a varied programme of visits and visitors, including representatives of public bodies such as the police, the National Health Service (NHS), the Department of Work and Pensions and the fire service. The programme reinforces units in the PSHE and life skills curriculum such as

'community, crime and law', where pupils explore concepts such as the rule of law and the differences between right and wrong. As a result, pupils are aware of the public services they can access and are effectively prepared to understand the expectations made of them in contemporary British society.

46. School policies and their effective implementation, such as the staff code of conduct and the policy for visiting speakers, ensure that balanced perspectives are presented to pupils when political issues are discussed.

Safeguarding

47. Leaders maintain a vigilant safeguarding culture throughout the school. Adults recognise their responsibilities to keep pupils safe and follow national statutory guidance. A rigorous induction programme blends external training with a thorough and detailed explanation of school practice and procedures undertaken on site. Leaders check each employee's understanding and provide all staff with regular refresher training to ensure they remain up to date.

48. Leaders, working with the regional director, maintain a safeguarding policy that is reviewed when necessary, and at least annually, so that it reflects statutory guidance. Topics covered include the 'Prevent' duty, whistleblowing, and procedures to follow if staff are concerned about the conduct of any adults on site. Staff attendance at all training sessions is monitored, and appropriate opportunities are provided for any absentees to catch up with material that they have missed. Consequently, staff are confident and competent to carry out their duties appropriately.

49. Safeguarding leaders have the appropriate status, time and higher-level training to fulfil their responsibilities thoroughly. They maintain detailed records of concerns, realising that a range of small incidents can combine to inform a bigger picture. Leaders consult appropriately with a variety of external agencies, including the local authorities where pupils reside, and refer matters to them when it is necessary to do so. Safeguarding is a standing item during the daily staff briefing, with information shared as required. This is effective in maintaining a climate of constant vigilance and care towards the pupils, which results in effective measures being taken to manage the particular safeguarding risks faced by the school.

50. Leaders encourage pupils to feel comfortable about approaching any member of staff in the school should they have any worries or concerns, and work with each pupil to establish the names of at least two members of staff with whom they feel particularly confident to talk when necessary.

51. Leaders complete all required recruitment checks when appointing new members of staff. These are carried out so that no new employees commence work in the school until satisfactory results are received. Checks are recorded assiduously in a single central record of appointments (SCR) that is regularly reviewed and overseen by the regional director.

52. Pupils are taught how to keep themselves safe, both in the real world and when they are online. For example, a programme of travel training delivered to pupils in the older years covers how they can get themselves to school safely each day when using public transport, as well as to future colleges and workplaces. This builds on experiences provided to classes throughout the school when they go out on trips. Pupils are aware of the need to avoid sharing certain information online, including images that could be used inappropriately. They know that not everything they read or see in the media, including electronic media, is real and they appreciate the need to verify information that they discover by finding an alternative source.

53. Leaders carry out regular checks of the school's mechanisms for filtering and monitoring internet content and access. They investigate any causes of concern in a timely manner and keep appropriate records, liaising with the safeguarding team if necessary. Online safety is overseen effectively by the regional director, as required.

School details

School	Reddish Hall School
Department for Education number	356/6012
Address	Reddish Hall School Denstone Road Reddish Stockport Cheshire SK5 6UY
Phone number	0161 442 1197
Email address	admin@reddishhallschool.co.uk
Website	www.reddishhallschool.co.uk
Proprietor	Acorn Care and Education Limited
Chair	Mr Richard Power
Headteacher	Ms Sarah Makin
Age range	5 to 18
Number of pupils	111
Date of previous inspection	26 to 28 September 2023

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Information about the school

54. Reddish Hall School is a co-educational day school for pupils who have special educational needs and/or disabilities, including social, emotional and mental health needs. It operates across two sites in Stockport, Greater Manchester. The main school building is in the North Reddish area and 'The Hive', the base for pupils in Year 11, is located two miles away at 3 Raleigh Street, South Reddish, SK5 7ER. The Hive is also the centre for the school's vocational classrooms. The school is owned by Acorn Care and Education Limited, whose chief executive officer is also the chair of the proprietor body. The company is a division of the Outcomes First Group, who provide management support to the school. The proprietor and the management team are advised and supported by a local governing committee. The school's last full standard inspection was conducted by Ofsted in September 2023. This is the school's first inspection by the Independent Schools Inspectorate (ISI).

55. At the time of the inspection, the school provided education to pupils in Years 7 to 11 only; there were no younger pupils or children in the early years.

56. All pupils in the school have special educational needs and/or disabilities and an education, health and care plan.

57. The school has not identified any pupils who speak English as an additional language.

58. The school states that its aims are to enable pupils to improve their academic performance, develop their social skills and raise their aspirations. The school aims to underpin an ambitious curriculum with strong social and behavioural support, including a structure based on rewards and incentives reinforced by a strong sense of boundaries, so that pupils increase their self-belief, foster positive behaviours and develop a strong sense of belonging.

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Inspection details

Inspection dates	15 to 17 September 2026

59. A team of four 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 extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- a visit to one of the facilities used for physical education
- scrutiny of samples of pupils' work including with staff and pupils
- 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.

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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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