

Progress monitoring inspection report

23 January 2026

International School of Creative Arts

Framework Road
Wexham
Buckinghamshire
SL2 4QS

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'.

Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1 and 8.3

1. The school has an appropriate safeguarding policy that is updated annually and implemented effectively. Leaders ensure that suitable arrangements are in place to safeguard and promote the welfare of pupils and boarders at the school.
2. Leaders have increased the number of staff with designated safeguarding responsibilities. All members of the safeguarding team undertake the appropriate training they need to fulfil their roles effectively. They now have a clear understanding of local safeguarding procedures. Leaders, for instance, seek timely advice from local safeguarding partners when serious allegations are raised about adults who work at the school. They consult with local safeguarding partners appropriately and refer concerns to them, when required. Leaders discuss the actions they take carefully and maintain clear safeguarding records that reflect current statutory guidance.
3. Leaders ensure that pupils know how to report any concerns they may have. Staff respond promptly to pupils' concerns and ensure that they receive the help they need. Boarders have access to an appropriate independent person and know how to make contact, if required.
4. Leaders with designated safeguarding responsibilities ensure that all members of staff receive updated safeguarding training in line with current statutory guidance. Staff attend regular briefings and complete quizzes to assure themselves and leaders that they have the knowledge and understanding they need to identify, respond to and record safeguarding concerns appropriately. Staff are provided with suitable training relating to contextualised risks, for example the latest updates to the 'Prevent' duty, so that they remain alert to the dangers of extremism and radicalisation. Staff demonstrate a secure understanding of how to respond to, and report, any low-level or more serious safeguarding allegations about adults who work at the school.
5. Leaders have implemented the recommendations from a local authority safeguarding review. They have developed a comprehensive system to record and report concerns, supported by a coherent approach to the ongoing monitoring of any concerns that are raised. For example, the safeguarding team co-ordinate their work effectively through ongoing purposeful communication. They hold weekly team meetings to discuss safeguarding concerns so that the actions they take are carefully considered. Information is shared appropriately with staff through the cycle of weekly meetings.
6. Governors provide thorough oversight of the school's safeguarding procedures, for example by meeting regularly with leaders and spending time in school consulting with pupils. They scrutinise safeguarding reports and discuss safeguarding practices at governors' meetings. Governors assure themselves that leaders fulfil their safeguarding responsibilities effectively and promote an effective safeguarding culture.
7. Leaders have reviewed and improved the programme for personal, social, health and economic education (PSHE) to ensure that pupils begin to learn about online safety in their first term at the school. As a result, pupils are well educated about the risks and potentially harmful behaviours they may encounter online. Boarders are provided with clear guidance about how to use digital platforms responsibly and inclusively. Leaders implement a robust internet monitoring and filtering system.

Any alerts received are directed to senior staff who investigate promptly, take appropriate action and maintain thorough records. As a result of these measures, pupils understand how to use social media and the internet responsibly.

8. Suitable arrangements are in place to provide pupils who speak English as an additional language (EAL) with effective support. Pupils know that they can speak to a member of staff about any concerns they may have. The pastoral staff team are readily available to support pupils who speak EAL during the day and in boarding time.
9. The school meets the Standards.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR paragraphs 18(1), 18(2)(e), 18(2)(f) and 18(3); NMS 19.1

10. Leaders maintain a suitable single central record of appointments (SCR) for all adults who work at the school, including governors and boarding staff. Leaders have undertaken appropriate safer recruitment training. They conduct all the required checks before adults commence employment, including police checks for adults who move from an international setting to work at the school.
11. Staff personnel files are systematically organised and include the documentation required by current statutory guidance. Governors and senior leaders provide thorough and regular oversight of the school's safer recruitment procedures.
12. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

13. Leaders meet the requirements to provide parents with appropriate safeguarding information. A suitable safeguarding policy is published on the school's website.
14. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), 34(1)(b), 34(1)(c) and 34(2); NMS 2.1, 2.2, 2.4 and 2.5

15. Since the previous inspection, leaders and governors have ensured the successful implementation of the school's action plan. Leaders have widened their knowledge and understanding by undertaking thorough training so that they fulfil their responsibilities effectively. Pupils' wellbeing is supported and promoted consistently and effectively. As a result, the Standards are now met consistently.
16. Governors provide leaders with appropriate challenge and support. Leaders write detailed reports about different aspects of the school's provision, which governors scrutinise and discuss thoroughly. This informs the school's development plan, which is reviewed and implemented effectively.
17. Leaders now provide a thorough and robust safeguarding culture throughout the school. Boarding leaders manage the boarding provision well and promote a secure, supportive and inclusive boarding environment. Leaders have developed constructive and timely links with local safeguarding partners. The school's safeguarding procedures reflect current statutory guidance.
18. The school meets the Standards.

School details

School	International School of Creative Arts
Department for Education number	825/6050
Address	International School of Creative Arts Framewood Road Wexham Buckinghamshire SL2 4QS
Phone number	01753 208820
Email address	enquiries@isca.uk.com
Website	www.isca.uk.com
Proprietor	International School of Creative Arts Limited
Chair	Mr Colin Kerrigan
Headteacher	Mr Robert Hunter
Age range	14 to 19
Number of pupils	43
Number of boarding pupils	43
Date of previous inspection	8 to 10 April 2025

Information about the school

19. The International School of Creative Arts was registered in 2021. It is an international co-educational day and boarding school situated in Wexham, Buckinghamshire. The school educates pupils aged 14 to 19 and provides a curriculum dedicated to creative arts. The site is shared with a Japanese school. A board of governors, supported by a board of directors, provides governance and oversight of the school's work.
20. All current pupils are boarders, accommodated in a single boarding house on the school site.
21. The school has identified ten pupils as having special educational needs and/or disabilities. No pupil in the school has an education, health and care plan.
22. The school has identified that all current pupils speak English as an additional language.
23. The school states that its aims are to prepare pupils to apply for university courses in creative arts and design. It aims to create a safe and stimulating environment in which pupils can develop the technical and intellectual skills required for their chosen university creative arts courses.

Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the Department for Education. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, National Minimum Standards for boarding schools and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection date

23 January 2026

24. Two reporting inspectors visited the school for one day.

25. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the school site with pupils
- discussions with the executive director
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work.

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

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