

School inspection report

2 to 4 June 2026

Aysgarth School

Newton-le-Willows

Bedale

North Yorkshire

DL8 1TF

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, supported by governors, demonstrate clear ambition for the school through their curriculum design and preparation of pupils for life beyond school.
2. Governors provide leaders with challenge and support. However, their oversight of the school does not ensure that all of the Standards are met. Leaders do not ensure that potential risks relating to access to school buildings other than the early years building are always effectively mitigated, nor that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of Disclosure and Barring Service (DBS) check.
3. Leaders provide pupils with a broad and balanced curriculum with a wide range of academic, creative and co-curricular opportunities that enhance pupils' confidence, creativity and personal development. Effective recreational provision supports pupils' physical, social and emotional wellbeing.
4. Teachers deliver consistently effective and inclusive teaching, informed by good subject knowledge and the use of a range of effective strategies to deepen understanding and maintain pupils' engagement. Positive relationships between staff and pupils create a purposeful learning environment and enable pupils to demonstrate resilience, confidence and pride in their achievements.
5. Effective teaching enables pupils who have special educational needs and/or disabilities (SEND) to make good progress. However, leaders do not evaluate the impact of the support provided to those pupils who have SEND in relation to their social and emotional needs as systematically as possible to ensure that it is as effective as desired.
6. In the early years, leaders and practitioners plan effectively to support children's progress towards the early learning goals. Staff build successfully on children's interests and prior experiences, enabling children to develop independence, communication and confidence within a nurturing and responsive environment that supports both academic and emotional development.
7. Leaders promote pupils' physical and mental wellbeing effectively through effective and well-structured pastoral support. Staff know pupils well and respond promptly to any concerns that they might have. As a result, pupils are well supported within the school community.
8. Leaders of boarding provide a supportive and inclusive environment in which boarders develop respectful relationships. Boarders develop their independence and confidence over time. Effective induction arrangements, secure supervision and a wide range of recreational opportunities contribute positively to pupils' wellbeing and their enjoyment of boarding life.
9. Leaders provide regular staff training on safeguarding. They ensure that there is effective monitoring of vulnerable pupils and clear reporting procedures. The safeguarding team responds effectively to any safeguarding concerns that are raised by pupils.

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 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 persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- potential risks relating to access to school buildings are always mitigated effectively
- the school ensures that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of Disclosure and Barring Service (DBS) check.

Recommended next steps

Leaders should:

- strengthen their evaluation of the impact of the support provided to pupils who have SEND in relation to their social and emotional needs to ensure that such support is as effective as possible.

Section 1: Leadership and management, and governance

10. Leaders and governors have developed increasingly strategic oversight, supported by the board. Governors provide leaders with challenge and support through regular visits, scrutiny of leaders' reports, committee meetings and oversight of areas aligned to governors' particular professional expertise. Governors demonstrate awareness of the school's priorities and contribute positively to its strategic development.
11. However, governors' oversight does not ensure that leaders meet all of their responsibilities effectively. As a result, the school does not promote the wellbeing of the pupils effectively in all respects or meet all of the Standards.
12. Leaders have put suitable risk assessments and equipment checks in place for many identified high-risk areas, including the swimming pool, theatre, science laboratories and playing fields. However, leaders do not ensure that potential risks relating to access to school buildings are always effectively mitigated. Prior to the inspection, leaders had taken some measures to restrict such access. However, leaders have not implemented all of the suggested high-priority actions related to risks in this area that were identified by external specialists in recent previous months, allowing some vulnerabilities to remain.
13. Leaders demonstrate clear ambition for the school in accordance with its aims. They utilise self-evaluation to identify the school's own priorities for future development, such as broadening the range of activities available to pupils and enhancing continuity across different phases of the school. Leaders have taken effective steps to develop the curriculum and wider provision, including the introduction of a science, technology, engineering and mathematics (STEM) initiative and enhanced personal, social, health and economic education (PSHE) and relationships and sex education (RSE) provision. Leaders have maintained the school's traditional ethos whilst carefully managing change, including the introduction of co-education. They provide pupils with a well-structured education which promotes character development, courtesy and preparation for life beyond the school.
14. Leaders provide parents with regular reports on their child's progress. They also provide and make available all required information about the school through the school's website or on request.
15. Leaders ensure that parents can access an appropriate complaints policy. They take prompt and appropriate action in response to parental concerns and maintain detailed records of formal complaints, including of their nature and resolution.
16. Leaders maintain effective links with external agencies, including the local authority, children's services and educational professionals. They inform the local authority whenever pupils join or leave the school outside standard transition points. Leaders also provide the local authority with all the required information about the use of funding for pupils who have an education, health and care plan (EHC plan).
17. Leaders ensure that the school meets its responsibilities under the Equality Act 2010. They implement an appropriate accessibility plan covering both the school environment and the curriculum.

18. The early years provision, which is situated in a separate building, is led effectively, with well-informed practice supporting children's early development. Leaders of the early years provide a curriculum which inspires curiosity and teaching that develops children's learning effectively.

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

19. Standards are not met consistently with respect to risk assessment and safeguarding.
20. Standards relating to leadership, management and governance are not met.
- 21. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

22. Leaders provide a broad curriculum supported by an extensive co-curricular programme, which reflects the school's aims of promoting confidence, resilience and enjoyment of learning. The curriculum covers a wide range of subjects and is designed well to enable pupils to gain knowledge and develop skills. Opportunities for cross curricular learning support pupils in developing practical, creative and problem-solving skills. Pupils are able to make links between their knowledge from different subjects. For example, pupils in Year 5 apply their scientific knowledge about space when engaged in a sculpture project. Similarly, pupils in Year 3 combine their scientific knowledge of the senses with design and technology (DT) skills to create a 'sweet treat' inspired by a visit to a chocolate factory.
23. Teaching is consistently effective, underpinned by secure subject knowledge, which contributes effectively to pupils' creativity, learning and development of skills and knowledge. For example, in art, teachers clearly communicate their subject knowledge. This informs pupils' understanding of how the architecture and fashion of New York in the 1920s inspired comic book artists, allowing some pupils to make links to the Art Deco movement. In swimming lessons, teachers demonstrate a clear awareness of pupils' differing starting points and abilities. Staff carefully adapt activities to meet pupils' needs, ensuring that all pupils are appropriately supported and challenged to develop their skills and confidence in the water. In French lessons, the teachers' depth of subject knowledge and high expectations promote good progress and outcomes. Teachers make effective use of precise modelling, explanation and questioning to enable pupils to develop increasing accuracy in their work, including with regard to spelling and grammar. Teachers' feedback to pupils enables them to reflect on and improve their work.
24. Lessons are carefully sequenced to enable pupils to make good progress, build on prior learning and apply their reasoning and knowledge. Teachers use well-chosen resources effectively to deepen pupils' understanding and engagement. For example, in geography lessons, younger pupils apply their understanding of considerations such as temperature patterns and ocean currents to discussions and extended written responses about a range of themes. Relationships between pupils and staff are warm and positive, contributing to pupils' purposeful learning and confident participation. Pupils demonstrate high levels of engagement, resilience and pride in their work, and often produce work of a high standard for their age, taking increasing responsibility for their learning.
25. Teachers' planning takes account of pupils' needs, including those of pupils who speak English as an additional language (EAL). When required, leaders and staff provide pupils with carefully structured support, including through the use of well-chosen resources such as translated materials, sentence starters and visual instructions and examples. Leaders regularly review pupils' targets and assess their progress towards these.
26. Leaders ensure that ongoing assessment, weekly review meetings and updated individual learning plans (ILPs) are shared with staff and used to inform provision for pupils who have SEND. Teachers use a range of pertinent strategies such as building up tasks and learning points sequentially, repetition and activities that require pupils to recall and apply previous knowledge and understanding effectively to promote pupils' confidence, learning and progress. When appropriate, teaching makes use of dyslexia-friendly resources to support pupils to engage with challenging texts in English confidently and with increasing understanding. Similarly, well-structured activities and use

of resources such as keyword banks enable pupils to produce extended written work in geography. Pupils who have SEND make good progress from their starting points. However, leaders' evaluation of the impact of the support provided to pupils who have particular social and emotional needs is not developed as effectively as possible to ensure that such support always has the desired impact.

27. A suitable and extensive extra-curricular programme is provided for pupils, including horse riding, sports clinics, tennis and shooting, leading to high participation rates. Pupils' social and emotional development is promoted through their participation. Pupils also have the opportunity to practise and develop their skills in areas such as debating and poetry recital.
28. Leaders implement a robust assessment framework. They utilise continual assessment, standardised testing and analysis of examination results to monitor the progress of individuals and cohorts. Leaders and staff discuss assessment information regularly and use it to identify pupils requiring additional support. Reporting to parents is regular and detailed, including attainment and effort grades alongside clear commentary on the most successful aspects of pupils' work and its areas for development.
29. In the early years, the curriculum is carefully planned and responsive to children's interests and prior experiences. Planning identifies clear learning objectives across all areas of learning and staff adapt provision successfully to children's emerging interests. For example, staff responded to children's interest in gardening by developing their learning further through visits to the local garden centre and planting the seeds and plants purchased. Teaching promotes children's communication and language development effectively, such as by encouraging children to use vocabulary such as 'I see', 'I think' and 'I wonder' to express their thoughts and feelings. Staff are responsive to individual children's needs, and leaders track children's progress carefully to ensure that the early years provision is effective.
30. Boarders benefit from a wide range of evening and weekend activities that support their social development and wellbeing. Boarders engage in activities such as climbing, cricket fixtures and specialist coaching sessions. Evening recreation is complemented by organised academic study sessions which support pupils' learning and encourage increasing independence and responsibility. The boarding provision provides a positive and supportive environment which balances recreation and academic support effectively.

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. Leaders promote pupils' physical and mental health and emotional wellbeing effectively through a caring and structured pastoral culture which reflects the school's aims and values. Tutors, pastoral staff, counsellors and targeted programmes provide pupils with effective support in developing their social skills and for their emotional and mental health. Relationships between staff and pupils are warm, respectful and supportive, encouraging pupils to feel safe to ask questions, seek help and express their own identities. Leaders' promotion of the importance of mutual respect supports pupils in listening respectfully to others whilst confidently expressing and appropriately challenging ideas.
33. The school successfully develops pupils' self-confidence, resilience and emotional awareness. Weekly pastoral meetings effectively consider information about the academic progress and pastoral wellbeing of pupils, including those who have SEND, so that any concerns are identified promptly and appropriate support implemented. Leaders use programmes, including 'Teenagers Translated', which are designed to promote emotional wellbeing and mental health. These programmes are well embedded and help pupils to understand their behaviour, reflect on the impact they have on others and develop a high level of self-awareness. Leaders use information from a wellbeing survey to identify trends linked to emotional wellbeing, including perfectionism and examination anxiety amongst older prep pupils. The school responds through personal, social, health and economic education (PSHE) lessons and by providing tailored support, including counselling, where appropriate.
34. The PSHE and relationships and sex education (RSE) curriculum is effective and thoughtfully planned. Pupils gain an age-appropriate understanding of healthy relationships, how to support their own personal safety, including when online, and aspects of mental health. Leaders adapt the programme responsively to any contextual concerns identified within the school community. Leaders work collaboratively with external specialists and provide parents with regular information regarding the content of the RSE programme. Pupils develop an understanding of the importance of respecting people who are protected under the Equality Act 2010. They learn about different family structures and are encouraged to reflect thoughtfully on respect, bias and personal responsibility.
35. Leaders promote respect for diversity and develop pupils' understanding of different faiths, cultures and communities through a broad range of curricular and enrichment opportunities. For example, pupils benefit from visits, such as to a Hindu temple, and visitors, including representatives from different faith communities. Through the religious education (RE) curriculum, pupils learn about different religions and explore themes such as the diversity of life, cultures and communities, living in a multicultural society, and the movement of people and cultures across the world. This teaching develops pupils' respect for others and a growing appreciation of the diverse world in which they live.
36. Provision for physical education (PE) is comprehensive and effective. Pupils benefit from daily physical activity. Teaching features clear instructions and communication about key learning points, so that pupils develop their physical skills and techniques effectively. Pupils learn about the importance of nutrition and healthy lifestyles. Pupils are provided with nutritious, balanced meals which they enjoy. Boarders have suitable access to snacks, fruit and drinks outside mealtimes.

37. Boarding provision supports pupils' wellbeing effectively. Boarders benefit from approachable and caring staff, including those with responsibilities for pupils' medical needs. Staff supervise boarders effectively and any concerns about bullying in boarding are dealt with promptly. Boarders have regular communication with home and feel safe within the boarding community. Accommodation is comfortable and well maintained, and common room areas provide suitable recreational opportunities. Pupils have the opportunity to personalise their areas, and facilities to keep any valuables safe. Gap-year students understand the importance of their role and provide an additional source of informal support for pupils who may be worried or anxious.
38. Staff apply the school's behaviour policy consistently as a result of effective training, so that pupils exhibit positive behaviour throughout the school. Pupils are courteous, co-operative and respond well to the school's high expectations. Relationships between staff and pupils are respectful, and teachers provide effective encouragement and reassurance, enabling pupils to participate confidently in lessons and engage enthusiastically in their learning. Leaders implement a clear system of rewards and sanctions and encourage pupils to reflect on their actions and behavioural choices. Training for pupils, including about bullying, encourages them to report any concerns about poor behaviour or bullying that they might have. Leaders monitor behaviour and bullying robustly, supported by detailed record-keeping, and respond swiftly to any emerging trends or incidents. As a result, instances of bullying and inappropriate behaviour are uncommon and are addressed promptly and effectively when they occur.
39. Children in the early years benefit from nurturing and responsive staff and an environment designed to support early emotional development, communication and independence. Staff enable children to move calmly between different learning experiences, listen attentively during story time and respond positively to clear routines and expectations.
40. Leaders ensure that health and safety and fire safety arrangements are effective across the school, including in boarding. The premises are well maintained through regular health and safety inspections and the servicing of fire safety equipment and gas, electrical and water systems. Regular critical incident and fire evacuation drills, including during boarding hours, ensure that pupils understand how to respond safely and appropriately in the event of an emergency.
41. Appropriate procedures are in place for first aid and medical care. Pupils are supported by trained nursing staff, including in boarding and by staff trained in paediatric first aid in the early years. Suitable medical provision is accessible throughout the school day and during boarding hours. Staff responsible for first aid maintain records carefully and apply appropriate procedures for any administration of medication or first aid.
42. Pupils are suitably supervised throughout the school through effective deployment of staff. Required staff-to-child ratios are maintained at all times in the early years. In boarding, pupils are supported by house parents assigned to each dormitory.
43. Leaders maintain accurate admission and attendance registers in accordance with statutory requirements and analyse attendance data carefully to identify patterns or concerns. Should there be a concern about absenteeism, leaders work closely with parents, providing timely and effective support to promote regular attendance.

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

44. All the relevant Standards are met.

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

45. Through the PSHE, religious education (RE) and humanities programmes, pupils learn about democracy and the rule of law. Pupils understand the importance of democratic representation. They engage in the democratic process through elections to the school council and learn that voicing their perspectives can influence decision-making within the school, such as with regard to the development of new facilities. They are also able to reflect critically on political bias and differing viewpoints, drawing effectively on their learning in subjects such as history and PSHE. Weekly engagement with current affairs further supports pupils' understanding of the wider world and public institutions in England. Leaders and staff ensure that any discussions that contain political themes or content are conducted impartially and in a non-partisan manner.
46. Leaders implement a curriculum and wider pastoral programme which develops pupils' social and cultural understanding. Pupils learn about the importance of tolerance and inclusion and explore themes such as equality, prejudice and respectful disagreement. For example, pupils in Year 5 reflect on scenarios relating to exploitation or discrimination and discuss what might be the most appropriate moral responses to these. In PSHE, older pupils explore the importance of respecting people who are protected under the Equality Act 2010.
47. Pupils develop their understanding of ethical values such as kindness, fairness, honesty and respect through their learning and everyday experiences. In the early years, children learn the difference between right and wrong through the examples set by positive role models, sharing resources, taking turns and considering the feelings of others. Older pupils explore moral and ethical issues through discussion and collaborative learning. For example, in geography lessons, pupils debate the impact of human activity on weather patterns and climate and consider the consequences for people and environments around the world. Pupils also demonstrate responsibility through pupil-led initiatives such as the 'green team', which organises toy swaps, promotes recycling and creates posters encouraging everyone to switch off lights.
48. The school promotes opportunities for leadership and contribution within the community. Pupils undertake responsibilities through roles such as prefects, school council representatives and contributions to environmental initiatives, including recycling, litter collection and tree planting. Charity fundraising activities and community events, such as village bonfire celebrations, carol singing and links with local sports clubs, contribute positively to pupils' understanding of service and community engagement. Boarding further supports pupils' social development through shared living experiences and opportunities to contribute to house life.
49. Pupils benefit from opportunities to develop economic understanding through PSHE, mathematics and discussions around future aspirations. Pupils learn to understand the numerical value of money and older pupils enjoy a year-long stock market trading game, developing an understanding of financial risk, and of career opportunities in finance. Older pupils receive effective early careers guidance, including through talks delivered by parents and visiting speakers representing a range of professions such as law, film production and sport. Pupils feel encouraged to aspire broadly and are able to discuss future ambitions confidently.

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

50. All the relevant Standards are met.

Safeguarding

51. Leaders ensure that governors receive safeguarding training. Governors maintain oversight of the school's safeguarding arrangements through scrutiny of leaders' reports, visits to the school and regular review. However, the oversight by governors does not ensure that all safeguarding arrangements are effective. Leaders do not establish that all contracted staff who work at the school have been subject to the appropriate level of DBS check.
52. Leaders provide regular training for staff and ensure that there are clear systems for reporting and monitoring concerns. Leaders with responsibility for safeguarding, including in boarding and the early years, work closely together to review concerns through regular safeguarding and pastoral meetings.
53. The safeguarding team receives regular training to equip them for their role. Staff receive suitable safeguarding training, including when they first join the school. This training is regularly updated, including whenever there are changes to statutory guidance, such as in relation to restrictive interventions. As a result, staff demonstrate a secure understanding of safeguarding procedures, including the reporting of low-level concerns, child-on-child abuse and online safety risks.
54. Leaders maintain safeguarding records that are detailed and well maintained, which they use to identify any patterns and support vulnerable pupils. Leaders engage appropriately with external agencies, including the local authority, and demonstrate a clear understanding of thresholds for referral and multi-agency working. They escalate safeguarding concerns to the appropriate external agency when required.
55. Pupils report that they feel safe, well supported and listened to. They know who to approach if they have concerns. Boarders also have access to an independent person, should they wish to raise any worries.
56. Staff teach pupils how to keep themselves safe, including when online, and promote the importance of reporting concerns about themselves or others. Leaders maintain a suitable internet filtering and monitoring system and follow up any alerts swiftly and appropriately.
57. Leaders ensure that all required pre-employment checks are carried out on staff and governors. These checks are accurately recorded in the single central record of appointments (SCR). When required, additional checks are carried out on persons living on the school site.

The extent to which the school meets Standards relating to safeguarding

58. Standards are not met consistently with respect to safer recruitment.
59. Standards relating to safeguarding are not met.
- 60. Not all the relevant Standards are 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 ¹ Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that—
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
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.
NMS ² 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
NMS 2.7	The school follows and maintains the policies and documents described in Appendix A.
NMS 2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.
NMS 9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

² National Minimum Standards for boarding schools ('NMS')

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.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
NMS 8.1	The school should ensure that: <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State
NMS 19.1	Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.

School details

School	Aysgarth School
Department for Education number	815/6009
Registered charity number	529538
Address	Aysgarth School Newton-le-Willows Bedale North Yorkshire DL8 1TF
Phone number	01677 450240
Email address	enquiries@aysgarthschool.co.uk
Website	www.aysgarthschool.com
Proprietor	Governing Body of Rugby School
Chair	Mr Nick Bacon
Headteacher	Mr Jonathon Anderson
Age range	2 to 14
Number of pupils	232
Number of boarding pupils	137
Date of previous inspection	14 to 15 June 2023

Information about the school

61. Aysgarth School is an independent co-educational day and boarding school situated in Bedale, North Yorkshire. The pre-prep department comprises early years and Years 1 to 4, and the prep department comprises Years 5 to 8. The school became co-educational and opened a boarding house for female pupils in September 2025. Since July 2025, the school has been overseen by the governing body of Rugby School, supported by a local advisory board.
62. Boarding, is subdivided into three 'houses' for male pupils and one 'house' for female pupils. Pupils can begin boarding when they are eight years old. The prep school provides boarding options which include full, weekly and part-week boarding
63. The school has identified 66 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
64. The school has identified English as an additional language for 18 pupils.
65. The school states its aims are to develop confident, kind, ambitious, and resilient pupils who will thrive at Aysgarth, at senior school and in the wider world. The school intends to extend childhood and aims to offer more time to be young and more space to grow. It seeks to encourage pupils to be proactive, to think for themselves and to embrace a very busy life.

Inspection details

Inspection dates

2 to 4 June 2026

66. A team of four 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 chair and other governors
- 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
- visits to boarding houses accompanied by pupils and staff
- 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**.

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For more information, please visit isi.net