

Material change inspection report

8 and 9 September 2025

Loughborough High School

Burton Walks
Loughborough
Leicestershire
LE11 2DU

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 has requested a material change to increase its capacity from 592 to 610 pupils, to open a boarding house for nine boarders and to amend its age range from 11 to 18 to 11 to 19.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 1. Quality of education provided

ISSR paragraphs 2(1) 2(2), 3 and 4; NMS 18

1. Leaders ensure a suitable curriculum policy is in place which is supported by appropriate plans and schemes of work and which is implemented effectively. The curriculum covers all the required areas of learning. It takes account of pupils' ages and individual needs and is suitable for the older pupils who will join the school if the material change is approved.
2. Pupils engage with their work in lessons well and make good progress. Teachers plan lessons carefully so that pupils build on prior attainment to acquire new skills and understanding. Teachers make effective use of resources and their good subject knowledge. They provide pupils with timely, supportive feedback on their work which helps to motivate pupils and support their learning.
3. Assessment on entry and continual monitoring of pupils' work helps to ensure that the needs of pupils who have special educational needs and/or disabilities (SEND) are identified early so that they receive support appropriate to their needs. Teachers ensure that work is adapted to meet individual pupils' needs and additional support provided to help pupils acquire new skills and understand key concepts.
4. Leaders ensure that the needs of pupils who speak English as an additional language (EAL) are identified on entry to the school. Careful assessment of pupils' proficiency in English enables teachers to provide appropriate support. Pupils benefit from word banks related to specific subjects and individual support in class.
5. Pupils participate in a wide range of extra-curricular activities which enable them to build on existing interests, develop new enthusiasms and acquire additional knowledge and skills. Leaders have suitable plans for older pupils, boarders and the planned additional pupil numbers to be accommodated in this programme.
6. Leaders ensure an effective careers programme is in place, which is taught as part of the personal, social, health and economic education (PSHE) programme, and this is likely to remain effective if the proposed change is approved.
7. Leaders develop pupils' PSHE education using a curriculum which is appropriate to the needs of pupils. Pupils are taught about issues such as finance, the harm caused by racism and the nature of the criminal and civil law. Leaders have made suitable plans for the PSHE curriculum for boarders and older pupils.
8. Leaders have implemented effectively a suitable relationships and sex education (RSE) programme. Parents are consulted about any changes to the RSE programme, as required. Leaders have given appropriate consideration to amendments to the programme to ensure it remains effective if older pupils and boarders are admitted.

9. Leaders ensure a suitable assessment policy is in place and implement this effectively. Leaders use teacher assessment, internal school examinations and nationally benchmarked assessments to track pupils' attainment and progress and to identify pupils in need of additional support.
10. The school is likely to continue to meet the Standards if the material change is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

ISSR paragraph 5; NMS 3

11. Through PSHE lessons, form periods, assemblies and extra-curricular activities, pupils learn about key values such as individual freedom and the importance of respect for all, which underpin British democracy. Leaders ensure pupils experience balanced expression of, and debates about different political views. Elections to the school council and participation in the process of selecting school prefects give pupils opportunities to practise and understand democracy in school.
12. In PSHE lessons pupils learn about rights and responsibilities. Activities such as the Model United Nations society promote pupils' understanding of the importance of rules and fair treatment.
13. Assemblies on neurodiversity, mental health awareness and the celebration of a variety of religious festivals help encourage pupils to embrace and understand difference. Leaders successfully teach pupils the importance of respect for all and the harm caused by discrimination. Leaders plan to include the small number of anticipated older pupils and boarders in this programme so that they are helped to learn the value of mutual tolerance and understanding.
14. The school is likely to continue to meet the Standards if the material change is implemented.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and 7(b), 8(a) and 8(b), 11, 12, 14, 16; NMS 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 20, 21

15. Leaders with responsibility for safeguarding are appropriately trained and ensure that all members of staff receive suitable safeguarding training, including at induction. Leaders provide staff with regular updates and reminders on safeguarding issues and procedures. As a result, staff understand how to respond to concerns, including those raised through pupil disclosures or relating to adults working in the school, and the need to act without delay.
16. Leaders with responsibility for safeguarding liaise effectively with external agencies, including local authorities and children's services. Any required referrals to these agencies are made promptly. Leaders with responsibility for safeguarding respond in a timely and appropriate manner to concerns to give pupils the support and help that they need. Leaders keep detailed safeguarding records and store these securely. Leaders monitor attendance data every two weeks and take suitable action to support pupils where required. Leaders inform the local authority, as required, of changes to the admissions register.
17. Pupils are taught how to stay safe, both physically and online. They learn about online safety through PSHE education lessons. Leaders implement appropriate filtering and monitoring of the school's internet. They respond promptly to notifications of any potentially inappropriate use and regularly review the effectiveness of the filtering and monitoring systems.
18. Pupils understand they can raise concerns with trusted adults, including counsellors, members of the pastoral team and their form teachers, who they know will act promptly to provide appropriate

support. Pupils are also able to raise concerns confidentially using ‘whisper QR codes’ or by messaging individual members of staff directly.

19. Staff have high expectations of pupils, who behave well. Leaders have effectively implemented the anti-bullying strategy. Bullying is unusual and is dealt with promptly. Leaders have made suitable plans to support the conduct of any older pupils or boarders that join the school.
20. If the proposed change is approved, leaders will ensure that boarders are able to raise concerns or worries with trusted adults. Boarders will have access to an independent person and to at least two support services for children.
21. Governors are appropriately trained and provide effective oversight of the school’s safeguarding procedures. The governors responsible for safeguarding visit the school each term to meet with the leaders responsible for safeguarding and review documentation. Leaders responsible for safeguarding report to the governing body at its termly meetings and governors review the safeguarding policy each year to ensure that it is updated in accordance with statutory guidance.
22. The proprietor ensures that a suitable health and safety policy is in place and that it is implemented effectively. Appropriate checks are conducted on a frequent basis and systematically recorded. Leaders plan to ensure these checks are extended to the boarding house, if the proposed change is approved.
23. Leaders ensure that there is a suitable fire safety policy and that staff receive appropriate fire safety training. A fire risk assessment of the premises has been undertaken by an appropriately qualified professional and any recommendations suitably implemented. Fire safety equipment is properly maintained and termly fire drills are carried out and recorded. As a result, staff and pupils understand how to respond to any emergencies. Leaders will ensure the fire safety policy and procedures are suitably applied in the boarding house if the proposed change is approved.
24. Leaders ensure the effective deployment of staff so that pupils are appropriately supervised. Leaders plan to appoint a sufficient number of staff to be available in the boarding house during the evenings and weekends and so that boarders have access to a member of staff, if needed, during the night and at weekends. Leaders ensure that all the required policies and procedures to support boarders’ welfare and safety are in place and have made suitable plans to train staff accordingly.
25. Leaders have drawn up an appropriate risk assessment policy and they ensure it is implemented effectively. Staff responsible for completing risk assessments are suitably trained. Appropriate risk assessments, including for risky areas, are in place and suitably reviewed. Leaders have risk assessed the proposed changes effectively and taken suitable steps to control these risks.
26. If the proposed change is approved, leaders plan to ensure that boarders will receive good quality, nutritious meals in the school dining hall. In the boarding house, boarders will have access to a clean, well-maintained kitchen in which they have access to drinking water and the means to prepare their own snacks and meals.
27. Leaders have drawn up an appropriate induction process for boarders and have suitable plans for prefects in the boarding house. Arrangements for bringing boarders to school and for collecting them have been established. Leaders have in place appropriate arrangements by which boarders can contact their families with suitable privacy.
28. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraphs 18, 19, 20 and 21; NMS 19

29. Leaders ensure a suitable safer recruitment policy is implemented effectively. All required pre-employment checks are completed before any adult begins work or volunteers at school. An appropriate single central record of pre-employment checks is accurately maintained.
30. If the proposed change is approved, leaders will ensure that the required checks and agreements are completed for those over the age of 16 living on the school site but who are neither employees of, nor pupils at the school.
31. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 24, 25, 26, 27, 28, 29 and 30; NMS 4, 5 and 7

32. Leaders ensure that suitable toilet, changing and showering facilities and appropriate accommodation for pupils' medical and therapy needs are provided. This accommodation, including sleeping accommodation if required, will be provided for boarders, if the proposed change is approved.
33. Leaders have provided suitable accommodation, including sleeping and socialising areas, for boarders. Leaders have suitable plans for the care of boarders who are unwell, including access, as appropriate, to local medical, dental and optometric services and to the relevant health agencies.
34. Acoustics, lighting and water provision are appropriate. Pupils are able to use suitable outdoor space for physical education and play. The premises and accommodation are maintained to a standard commensurate with health and safety requirements and are suitable for the proposed increase in pupil numbers.
35. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

36. Leaders publish particulars of the arrangements for safeguarding on the school's website.
37. The school is likely to continue to meet the Standards if the material change is implemented.

Part 7. Manner in which complaints are handled

ISSR paragraph 33; NMS 14

38. Leaders have drawn up a suitable complaints procedure. Leaders deal with any complaints in a timely manner and maintain detailed records, which they hold securely. Leaders' plans include maintaining appropriate records of complaints relating to boarding provision and a process by which boarders can make complaints.
39. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c) and 34(2); NMS 1 and 2

40. The proprietor ensures that leaders, including those with specific responsibility for safeguarding, demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the Standards are met consistently, and the wellbeing of pupils is actively promoted.
41. Leaders have carefully considered the changes to the school's registration and have developed appropriate plans, including the appointment of appropriately qualified boarding leaders, a suitable statement of boarding principles and a detailed assessment and mitigation of associated risks. Leaders plan to accommodate the proposed additional pupils within existing classes.
42. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	Loughborough High School
Department for Education number	855/6009
Registered charity number	1081765
Address	Loughborough High School Burton Walks Loughborough Leicestershire LE11 2DU
Phone number	01509 212348
Email address	high.office@lsf.org
Website	https://lborohigh.org
Proprietor	Loughborough Schools Foundation
Chair	Mr Simon Leese
Headteacher	Dr Fiona Miles
Age range	11 to 18
Number of pupils	568
Date of previous inspection	26 to 28 November 2024

Information about the school

43. Loughborough High School is an independent day school for female pupils located in Loughborough, Leicestershire. It is part of the Loughborough Schools Foundation with a senior school for male pupils and a co-educational preparatory school on the same site. The schools share some facilities. The school is a charitable trust overseen by a board of governors. Since the previous inspection, there has been a change in the chair of governors.
44. The school has identified 130 pupils as having special educational needs and/or disabilities. None of the pupils in the school has an education, health and care plan.
45. The school has identified 12 pupils for whom English is an additional language.
46. The school states that its aims are to encourage initiative and independent thought within a positive learning environment based on respect, openness and mutual trust. Pupils are encouraged to uphold high standards of behaviour, participate in a wide range of extra-curricular activities, take on leadership roles and be active members of the local community.

Purpose of the material change

Inspectors carried out this inspection following an application made by the school to the Department for Education to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and National Minimum Standards for boarding schools if the material change is implemented.

Inspection details

Inspection dates

8 and 9 September 2025

47. Two reporting inspectors visited the school for two days.

48. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- observation of lessons
- observation of form times
- tour of the school site to inspect the premises and accommodation
- discussions with the chair of the school board
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visit to the proposed boarding house accompanied by staff.

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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