

Additional inspection report

25 June 2026

Adcote School for Girls

Little Ness
Shrewsbury
SY4 2JY

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 does not meet all the relevant Standards that were considered during this inspection. A schedule of unmet Standards is included at the end of the report.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and 7(b), 8(a) and 8(b), 9(a), 9(b) and 9(c), 10, 11, 14 and 16(a) and 16(b)

1. Those with designated safeguarding responsibilities are appropriately trained. Safeguarding records are suitably detailed and maintained, in line with the latest statutory guidance, and securely stored.
2. Leaders ensure that staff complete regular safeguarding training so that they know and understand how to identify and report concerns using the school's online reporting system. A suitable log of low-level concerns is maintained to allow for any patterns in the behaviour of adults working in the school to be identified and addressed. Staff complete their annual training on the latest statutory guidance, including *Keeping children safe in education* (KCSIE). Throughout the year, staff receive regular safeguarding updates by attending face-to face or online training. New members of staff receive appropriate induction training in safeguarding procedures when they start work at the school.
3. Members of the advisory board complete safeguarding training. However, some members have not completed the annual KCSIE update training in a timely manner. This means that some are not familiar with the most up-to-date guidance to inform their oversight of safeguarding arrangements at the school.
4. The safeguarding policy does not refer to the latest version of *Working together to safeguard children*. As a result, staff, parents and pupils are not informed about the latest statutory safeguarding guidance effectively. Safeguarding leaders do not routinely seek advice and support from external agencies in response to safeguarding concerns. As a result, they do not benefit from the wider expertise and the co-ordination of multi-agency support in navigating complex safeguarding cases.
5. The personal, social, health and economic education (PSHE) and relationships and sex education (RSE) programmes are regularly reviewed and meet statutory requirements. They include an appropriate range of topics such as consent, maintaining appropriate relationships, expectations of having a partner and challenging discrimination. Pupils, including boarders, learn how to keep themselves safe, including when online. Leaders implement a robust internet monitoring and filtering system.
6. Leaders maintain close oversight of risk assessments, including for trips and visits organised by the school, to ensure that potential hazards are carefully considered and steps put in place to mitigate them. Lessons have been learned by leaders through evaluating their practice to ensure that residential trips hosted by other organisations are appropriately risk assessed and that suitable levels of supervision are in place. Health and safety systems are consistently implemented and help to keep pupils, including boarders, and staff safe.
7. Leaders promote a calm and respectful learning culture. Expectations are clear, and pupils are welcoming and behave in a polite manner. Leaders encourage pupils to reflect on their behaviour and its effects on others and find resolutions to any disagreements. An appropriate anti-bullying

strategy is in place. Leaders foster a culture of respect and tolerance, which helps pupils understand and use language appropriately. Leaders respond swiftly to the very few incidents of bullying that occur.

8. Current arrangements for the supervision of pupils, including boarders, across the school are appropriate as a result of the effective deployment of staff.
9. The school does not meet the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

10. Arrangements to safeguard pupils are set out in the safeguarding policy, which is made available to parents on the school's website.
11. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), 34(1)(b) and 34(1)(c)

12. The proprietor and the advisory board of governors do not provide thorough and sufficient oversight of the school's safeguarding practices and procedures. They do not rigorously ensure that senior leaders have the required skills, knowledge and understanding to fulfil their responsibilities effectively. Leaders do not ensure that policies and practice reflect statutory guidance so that the Standards are consistently met. As a result, leaders do not consistently promote the wellbeing of pupils.
13. The school does not meet the Standards.

Schedule of unmet Standards

Paragraph number	Education (Independent School Standards) Regulations 2014 ('ISSR')
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.
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 well-being of pupils.

School details

School	Adcote School for Girls
Department for Education number	123602
Address	Adcote School for Girls Little Ness Shrewsbury Shropshire SY4 2JY
Phone number	01939 260202
Email address	office@adcoteschool.co.uk
Website	www.adcoteschool.co.uk
Proprietor	Adcote School Ltd
Chair	Ms Diane Browne
Headteacher	Mrs Nicola Tribe
Age range	7 to 18
Number of pupils	184
Number of boarding pupils	46
Date of previous inspection	10 to 12 October 2023

Information about the school

14. Adcote School for Girls is an independent day and boarding school for female pupils, located in Shrewsbury, Shropshire. In 2016, it became a limited company trading under the name of Adcote School Ltd, which is owned by IQ Schools Group (IQ Education), which provides financial, legal and operating expertise. It is overseen by the proprietor and supported by an advisory board of governors.
15. Since the previous inspection, a new headteacher was appointed in September 2024. The school is divided into three sections: the junior school, for pupils aged 7 to 11; the senior school, for pupils aged 11 to 16; and the sixth form, for pupils aged 16 to 18.
16. Boarders are accommodated in the manor house and a purpose-built building located in the grounds of the school. Pupils can board from the ages of 8 to 18 years.
17. The school has identified 29 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.
18. The school has identified English as an additional language for 34 pupils.
19. The school states that its aims are to inspire learners for their future within a caring and supportive environment. Through the 'CLEAR Learning' programme, the school seeks to help pupils to acquire and develop the qualities of confidence, leadership, engagement, achievement and resilience through effective teaching and participation in a wide range of enrichment activities.

Purpose of the additional inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced additional monitoring inspection which was carried out at the request of the Department for Education.

Inspection details

Inspection dates

25 June 2026

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

21. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tours of the school site to consider health and safety arrangements
- discussion with the chief executive officer (CEO)
- 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**.

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