

School inspection report

4 to 6 February 2025

Fairley House School

30 Causton Street

London

SW1P 4AU

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
AREAS FOR ACTION.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	11
SAFEGUARDING	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHEDULE OF UNMET STANDARDS	14
<i>Section 1: Leadership and management, and governance</i>	<i>14</i>
<i>Safeguarding</i>	<i>14</i>
SCHOOL DETAILS	15
INFORMATION ABOUT THE SCHOOL.....	16
INSPECTION DETAILS	17

Summary of inspection findings

1. Leaders and governors are highly committed to the school and its future development. They have supported the growth of a culture that supports the academic and personal development of pupils so that they gain the qualifications, confidence and personal skills to proceed successfully to further education and beyond. However, the Standards relating to safeguarding, risk assessment and the quality of leadership and management are not met.
2. Effective partnership working and timely referrals to the required agencies have not always been made in line with statutory requirements. Risk assessments in relation to safeguarding are not in place. A policy and records for low-level concerns in relation to adults were implemented during the inspection. A recently implemented electronic system for managing safeguarding concerns and staff training has enabled staff to record and monitor safeguarding concerns more effectively. Pupils are confident that there are adults to whom they can turn if they have any worries or concerns.
3. Although governors receive information from a range of sources, systematic monitoring and evaluation of how well the school meets the Standards is not in place. This has contributed to the school not meeting some of the Standards.
4. Leaders consistently ensure that there is a focus on developing pupils' key skills in literacy and numeracy. This supports their access to the wider curriculum, which covers all of the required areas. All pupils at the school have special educational needs and/or disabilities (SEND), and the special educational needs coordinators (SENCOs) diligently ensure that all pupils have a relevant individual education plan (IEP) and that the requirements for education, health and care (EHC) plans are incorporated into the IEPs. Comprehensive tracking enables teachers to evaluate pupils' progress and to set aspirational targets. Pupils are encouraged to study for a range of GCSEs at the appropriate level, which enables them to gain the qualifications needed to progress to the next stage of their education. The school's transdisciplinary approach whereby therapists and teachers work as a professional team to support the needs of pupils in all aspects of the provision is a significant strength, leading to pupils throughout the school making good progress from their starting points.
5. The wellbeing of the school community is a high priority for governors and leaders. Class teachers, form tutors and therapists work well together to provide an environment where pupils can develop secure attachments with their key persons. The personal, social, health and economic (PSHE) education and relationships and sex education (RSE) schemes have been adapted carefully with the advice of the therapy team, in order to take into consideration the age and needs of the pupils. The school's behaviour policy, procedures and records have recently been revised to support a restorative approach to behaviour management. However, this process is not implemented consistently.
6. Arrangements for registration, attendance, supervision, health and safety, first aid, premises and accommodation are appropriate. Suitable risk assessments for health and safety are implemented across the sites. Records in relation to accidents and the administration of medicines are maintained appropriately. Although the required health and safety checks were in place at the time of the inspection, inconsistent monitoring of these means that leaders and governors may not always be aware if a check is missed.

7. The curriculum and ethos of the school supports pupils in promoting the principles of inclusion, equality and respect. Pupils receive helpful support and guidance when choosing their examination subjects and when applying to the college of their choice. However, the school's careers policy is not embedded fully from Year 7. Pupils are well supported in developing the confidence, self-esteem and communication skills needed to proceed to the secondary part of the school, college and life beyond the school.

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:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- safeguarding referrals are made without delay in line with statutory guidance
- safeguarding records are passed on as required without delay when a pupil leaves the school
- continuous risk assessments are implemented in relation to safeguarding concerns
- low-level concerns are understood by all staff and are reported and recorded in line with statutory guidance.

Recommended next steps

The proprietor and leaders should:

- support staff in implementing the school's recently revised behaviour policy and strategies consistently
- develop careers education throughout the senior school in line with the school's careers policy.

Section 1: Leadership and management, and governance

8. The school has a suitable governance structure consisting of a full board and committees for safeguarding, people, education, marketing and finance. Governors contribute a range of expertise including in finance, law, education and SEND. They have a clear strategic vision for the future of the school which focuses on the education, care and all-round development of pupils.
9. Governors and leaders have implemented a comprehensive development plan with key priorities for future development. However, comprehensive self-evaluation and monitoring to evaluate whether the Standards are consistently met are not in place. This has led to the Standards not being met for safeguarding, including effective partnership working with other agencies, risk assessment in relation to safeguarding, and leadership and management. Gaps in appraisal and training mean that leaders and governors have not fully developed the knowledge and skills required to ensure that all of the Standards are met consistently.
10. Leaders and governors ensure that inclusion and equality are key principles that underpin the school's ethos. The school has a suitable accessibility plan which details ways in which pupils can access the school's provision including through the installation of stairlifts and the introduction of voice-recognition software and auxiliary aids. The school fulfils its duties under the Equality Act 2010.
11. Key to the good progress and positive personal development of the pupils is the decision by leaders to engage a wide-ranging therapy team and a transdisciplinary approach to teaching and learning. This approach enables teachers and therapists to work alongside each other to provide the education and support that pupils need irrespective of whether they have an EHC plan.
12. Leaders have developed courses which have been validated by the continuing professional development (CPD) standards office in specific learning difficulties (SpLD). This high-level training enables staff throughout the school to understand special educational needs and to implement effective ways of adapting the curriculum and teaching to meet them.
13. Leaders ensure that the required information is provided to parents through the school's website and regular communication between teachers and parents. Parents receive regular newsletters and updates. Detailed information about the progress and development of their children is provided through twice-yearly parental consultations and reports, termly updates to IEPs and annual reviews of EHC plans, which include input from parents and pupils. The school makes appropriate returns to local authorities with regard to the provision and funding of EHC plans.
14. The school has a suitable complaints policy which is published on the school's website and is implemented appropriately. It includes publication of the number of formal complaints received for the previous year and details the required stages and clear timescales. Staff communicate effectively with parents, which means that most concerns raised by parents are managed promptly.

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

- 15. 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

16. All pupils who attend the school have SEND. The curriculum has been carefully planned and adapted to enable pupils to develop secure key skills in literacy and numeracy which supports their wider learning in science, technology, human and social, physical, aesthetic and creative education.
17. The SENCos work effectively with teachers, therapy and support staff. They ensure that the requirements of EHC plans are met consistently. This includes arranging required therapy and support, liaison with parents, managing the annual review, target setting and liaising with a wide range of local authorities.
18. All pupils have an IEP which details any needs they may have and how to support these needs effectively. Specific targets related to their learning, behaviour and personal development are set. Where a pupil has an EHC plan, key information and targets are incorporated into their IEP. This integrated approach enables staff to consistently focus on meeting the needs of pupils whilst at the same time ensuring that EHC plan requirements are implemented consistently.
19. If pupils speak English as an additional language (EAL), they are assessed to ascertain separately their special educational needs and EAL needs. A suitable plan is then put in place to develop fluency in English as well as addressing any special educational needs.
20. Pupils select their examination subjects from a range of options including English language and literature, mathematics, science, history, geography, food technology, design and technology, art and media. Pupils who are fluent in another language are supported in taking a GCSE in that language, for example, French and Spanish. Pupils study their chosen subjects at an appropriate level, including functional skills and GCSE at entry, foundation and higher level. The SENCos ensure that appropriate access arrangements are in place and that pupils are familiar with the arrangements well in advance of their examinations. This careful individual planning enables each pupil to follow an appropriate course that provides them with the qualifications they need to proceed successfully to further education.
21. The examination courses are spread over three years, from Year 9. This enables pupils to study at a pace at which they build secure knowledge, skills and understanding and have time for revision. Pupils also have time to pursue areas of personal interest in their coursework, for example, the influence of top-of-the-range car manufacturers, artists such as Rakowitz and designers such as Vivienne Westwood.
22. Leaders have developed a comprehensive framework for assessment that incorporates assessments for pupils at the point of entry to the school, teacher assessments against learning objectives, the outcomes of standardised tests including those implemented by the therapy team and an analysis of standardised progress and attainment data in relation to GCSE. Most pupils attain GCSE grades at or above their standardised predicted grades. Pupils make good progress from their starting points across the curriculum.
23. Most subject leaders are enthusiastic about their subjects, using their secure subject knowledge and skills to extend pupils' understanding and levels of attainment. Most teachers encourage pupils to aim high and to take a continual improvement approach to their learning. Most teachers continuously adapt their teaching to enable pupils to access learning. Strategies include allowing pupils to have thinking time to respond, enabling movement breaks, supporting the use of electronic

devices for reading and writing, checking that knowledge is secure before moving on, and providing revision notes using colour and layout to aid memory. Feedback to pupils is a balanced combination of oral and written feedback with a focus on ensuring that any written comments are understood and helpful for the pupils concerned. As pupils move on to their external examination courses, they make effective use of grade criteria in order to evaluate their progress against their target grades. This enables pupils to make ongoing adjustments to meet the requirements of their target grade and above.

24. The school has an extensive therapy team which provides occupational therapy, speech and language therapy, emotional literacy and educational psychology support. Leaders have instigated a transdisciplinary approach whereby the SENCos, teachers and therapists work equally and collaboratively in order to effectively support the learning of all pupils through individual and group work and in the classroom. Therapists continually engage in the training of teachers in order to support their understanding. For example, they provide teachers with specific strategies to develop the fine motor control needed for writing and manipulating tools and the strategies needed to support articulation, understanding and use of language. Therapists have trained as specialist teachers, which enables them to work in partnership with teaching staff. They successfully combine their specialist therapy skills with continual adjustments to meet the needs of pupils. For example, in mathematics, occupational therapy supports pupils in using mathematical equipment such as rulers, protractors and measuring tapes, and physical circuits support an understanding of shape, perimeter and area. This consistent and targeted approach has a positive impact on the learning outcomes of pupils throughout the school and across all subjects.
25. Pupils enjoy a range of educational visits including to London museums and a university chemistry lab. They take part in a range of clubs including construction, basketball, dance, yoga, comic club, table tennis, racquet sports, running, robotics, football, board games, art, design and technology and bouldering. These experiences particularly enhance pupils' knowledge and understanding across the curriculum.

The extent to which the school meets Standards relating to the quality of education, training and recreation

26. All the relevant Standards are met.

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

27. Pupils' emotional wellbeing and mental health are high priorities throughout the school. Classes are organised into small groups, enabling pupils to form secure relationships with their teachers and other key adults. The therapy team provides additional physical, mental and emotional support and guidance for individuals and groups. This comprehensive and integrated approach to wellbeing supports pupils in feeling secure and confident. It also supports their spiritual development, enabling them to understand their own emotions and the value of the non-material aspects of life, and gives rise to pupils who regularly encourage one another and are pleased when others achieve success.
28. PSHE and RSE are planned cohesively as a core subject across the curriculum, taking into account the age and needs of pupils and the school's values of respect, resilience and kindness. The study skills programme has been incorporated into PSHE to support pupils' wellbeing, particularly as they prepare for external examinations. The therapy team contributes to curriculum planning, particularly ensuring that key vocabulary is identified. Pupils are supported in understanding the emotional and physical changes they will experience during puberty and explore a range of topics including healthy relationships, bullying, setting personal boundaries, consent and harassment. Pupils' knowledge and understanding of PSHE and RSE is evaluated primarily through the questioning of pupils and end-of-unit assessments. Pupils appreciate the opportunities given to them to ask questions and to raise issues that are important to them.
29. Pupils understand the importance of being healthy and active, particularly through physical education (PE) and opportunities to engage in a wide range of sports and activities including attending off-site sports facilities. However, on some occasions teachers' knowledge of the sport they are teaching is limited, which restricts the outcomes for pupils. Regular occupational therapy sessions for individuals, groups and classes enable pupils to develop the balance, fine and gross-motor skills and sensory integration needed for successful learning and physical wellbeing. Pupils benefit from studying food technology, enthusiastically sharing their portfolios and the dishes that they have made. By studying nutrition and preparing a variety of meals, they understand the importance of a balanced diet and how food contributes to a person's wellbeing and health.
30. The school has a clear anti-bullying policy and procedures. Pupils understand the different types of bullying, including online, and are clear that it should not be tolerated. Leaders have recently revised the school's behaviour policy in order to incorporate a restorative approach whereby all concerned understand the reasons for their behaviour and the steps needed to put things right. Pupils have contributed to discussions regarding appropriate rewards and appreciate being able to use their points in the reward shop. A new system enables staff to record pupils' behaviour comprehensively. Leaders use the system effectively to monitor any patterns including the consistency of using points for rewards and sanctions. This approach to managing behaviour is in the early stages and is not embedded consistently throughout the school, and as a result some pupils feel that they are not always treated fairly.
31. The school has recently reviewed the system for supervising pupils. Appropriate rotas are in place to ensure that pupils are supervised suitably including before and after school, during breaktimes and when using school transport. Leaders greet pupils personally at the start and end of the day, which supports them during these key transition times.

32. The school meets the requirements for health and safety, premises and accommodation and first aid. However, the recording of maintenance checks and monitoring of these is inconsistent, which means that leaders and governors may not always be sure that the required checks have been implemented. Suitable risk assessments are implemented in relation to health and safety. Fire procedures are displayed clearly, and fire drills are carried out regularly. Suitable use is made of external specialists to carry out safety checks including for electrical and fire equipment, legionella and asbestos. An appropriate number of staff are qualified in first aid. There is a suitable first aid room at each site and medicines are stored securely. Records in relation to the administration of medicine and accidents are suitably maintained.
33. Admission and attendance records are maintained in accordance with statutory requirements. Pupils' attendance is in line with national data published for school attendance. Parents are contacted without delay if a pupil has not attended school and there is no suitable explanation for this. Local authorities are informed of pupils who leave and join the school at non-standard transition points.

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

- 34. All the relevant Standards are met.**

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

35. The ethos and values of the school promote the principles of respect and equality. The therapy team supports the development of pupils' social and communication skills, enabling pupils to build positive relationships and contribute to the school and wider community. Clubs and activities on offer during lunchtime enable pupils to socialise in a variety of contexts. Pupils celebrate a range of different customs and traditions throughout the school year which broadens their cultural understanding and develops their social skills.
36. The PSHE curriculum supports pupils in appreciating differences between people including their culture, religion, beliefs, gender and disability. Pupils are well supported in developing the skills required to obtain a balanced view. Through discussion, they evaluate a range of evidence and the validity of their sources of information, particularly when using online sources.
37. Pupils understand the importance of having rules and laws. Through PSHE and studying for GCSE citizenship, pupils develop an understanding of life in modern Britain, democracy, rights and responsibilities and political processes. Pupils are beginning to understand the principles of restorative justice that underpin the school's recently revised behaviour policy.
38. Economic education is planned as part of PSHE teaching and throughout the curriculum. Pupils are taught the skills of managing their own money as well as understanding the wider aspects of economics such as how markets work and how to calculate revenue, costs and interest. Pupils enjoy applying their economic understanding when working alongside parents to run stalls for the annual Christmas fair.
39. The school's careers policy details careers provision from Year 7 in line with the Gatsby principles which provide national benchmarks for quality careers education. However, parents and pupils are not clear about what to expect from careers education in Years 7 to 9, particularly in terms of how these pupils are supported in exploring their interests and aptitudes and are introduced to the world of work. Pupils receive helpful guidance from the SENCo and staff when selecting examination subjects to meet their future needs. Pupils have access to suitable information through careers software and a careers fair. They are supported in gaining appropriate work-related experience in Year 10. Leaders support older pupils in preparing for their next steps through discussion, helping them to complete application forms and liaison with parents.
40. Leaders encourage pupils to empathise with others and to think about how they can contribute to the community with a focus on service rather than how much money can be raised. Consequently, pupils engage in a range of service activities, especially those they undertake as part of their Duke of Edinburgh's Award scheme (DofE) where they volunteer, for example, in care homes and in shopping for the elderly. Many pupils generously donate the rewards they earn through the newly introduced rewards and sanctions scheme to local charities of their choice, including a hospital and an animal shelter.

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

41. All the relevant Standards are met.

Safeguarding

42. Although there is a commitment to safeguarding, the monitoring of safeguarding by governors and leaders is not sufficiently rigorous.
43. Leaders have not worked effectively with partnership agencies which has led to statutory requirements not being understood fully. Risk assessment in relation to safeguarding is not in place and records are not always passed on as required when a pupil leaves the school for another school or college. Timely referrals to the multi-agency safeguarding hub, the local authority designated officer and the police have not always been made in line with statutory requirements.
44. School policies in relation to safeguarding take into account statutory requirements. However, at the time of the inspection the understanding and management of low-level concerns was not in place consistently. There was no record of low-level concerns or reference to the school's approach to the management of low-level concerns in the staff code of conduct. Consequently, staff were not clear about what constitutes low-level concerns, including self-referrals. Action was taken during the inspection to address this aspect.
45. The recent implementation of a secure and comprehensive system for recording safeguarding concerns combined with staff training has enabled staff to record in detail and without delay any safeguarding concerns they have. Safeguarding leads have begun to use this new system effectively to monitor individuals and any patterns and to ensure that appropriate action is taken without delay going forward.
46. Comprehensive and integrated support is implemented for pupils' mental wellbeing, particularly through the school's pastoral system and the support given by the SENCos and therapy team, which includes staff specifically trained to help pupils to recognise and manage their emotions. Pupils refer confidently to a range of staff who know them well and to whom they can turn if they are worried or concerned. This helps them to feel safe and to communicate their thoughts and feelings.
47. Safeguarding leads are suitably trained and deliver annual safeguarding training for staff and updates combined with online training. Staff are aware of the actions they should take if a pupil makes a disclosure or if they have any concerns. However, training does not include sufficient understanding of risk assessment in relation to safeguarding, local authority thresholds, partnership working and the reporting and management of low-level concerns in relation to staff.
48. Safer recruitment procedures are implemented consistently. The required pre-appointment safeguarding checks are implemented and recorded with appropriate supporting evidence in staff files.
49. The use of technology is safeguarded appropriately including by the monitoring of internet access through the school's filtering system. Leaders receive immediate alerts in the event of any potential inappropriate use of the internet and take immediate action where required.
50. Pupils speak confidently about adults they can turn to if they have any worries or concerns. Appropriate guidance is given to pupils with regard to staying safe, including online. Pupils are aware of the ways in which they can stay safe online, for example identifying what information is safe to share in private and in public. Leaders responsible for PSHE and RSE have adapted resources

effectively so that pupils understand key vocabulary and aspects of keeping safe including consent and intimacy, healthy boundaries and pornography.

The extent to which the school meets Standards relating to safeguarding

51. 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 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.

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.

School details

School	Fairley House School
Department for Education number	213/6327
Registered charity number	281680
Address	30 Causton Street London SW1P 4AU
Phone number	020 79765456
Email address	enquiries@fairleyhouse.org.uk
Website	www.fairleyhouse.org.uk
Proprietor	Fairley House School
Chair	Mrs Tina Tietjen
Headteacher	Mr Michael Taylor
Age range	5 to 16
Number of pupils	219
Date of previous inspection	November 2021

Information about the school

52. Fairley House School is an independent co-educational day school for pupils who require support with specific learning difficulties. It is a charitable trust operating under the direction of a board of governors. The school opened in 1982 and is located on two sites in central London. The senior school, for pupils in Years 8 to 11, is situated in Westminster, and the junior school, for those in Years 2 to 7, is situated in Lambeth. Pupils can join the school at any point and typically stay for between two and five years before returning to mainstream education.
53. All pupils who attend the school have special educational needs and/or disabilities (SEND). There are 143 pupils in the school who have an education, health and care (EHC) plan.
54. The school has identified no pupils as speaking English as an additional language (EAL).
55. The school states its aims are to provide rich and stimulating multi-sensory learning experiences which engage children, capitalise on their strengths and support them in overcoming barriers to their learning. The school community strives to create a nurturing ethos which supports the development and achievement of the whole child so that everyone succeeds.

Inspection details

Inspection dates

4 to 6 February 2025

56. A team of four inspectors visited the school for two and a half days.

57. 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 governor responsible for safeguarding
- 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

58. 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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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