Focused Compliance and Educational Quality Inspection Reports

Eltham College

February 2022

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School's Details

College	Eltham College			
DfE number	305/6074			
Registered charity number	1058438			
Address	Eltham College Grove Park Road Mottingham London SE9 4QF			
Telephone number	020 8857 1455			
Email address	mail@eltham-college.org.uk			
Headmaster	Mr Guy Sanderson			
Chair of governors	Mr Peter Doyle			
Age range	7 to 19			
Number of pupils on roll	1032			
	Juniors	241		
	Seniors	560	**Sixth Form**	231
Inspection dates	22 to 25 February 2022			

1. Background Information

About the school

1.1 Eltham College is a selective, co-educational independent day school. It was founded in 1842 and moved to its current location in Mottingham in 1912. The school accepted female pupils into the sixth form in the 1970s and became co-educational in the junior and senior schools in September 2020. Female pupils are currently in Years 3, 4, 7, 8, 12 and 13. The school is overseen by a board of governors.

1.2 Since the previous inspection, the school has created new classrooms and facilities. A new junior head was appointed in September 2020.

1.3 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.

1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.

1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.

1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.

1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades or teacher-assessed grades were awarded.

What the school seeks to do

1.8 The school aims to educate pupils within a Christian environment and encourage integrity, consideration for others and enquiring minds in a community based on co-operation, good humour and courtesy. It seeks to offer a broad and balanced curriculum, to enable pupils to achieve at the highest level and to value community service both locally and in reaching out to the wider world.

About the pupils

1.9 Most pupils come from a range of professional families within a radius of 10 miles. The school's own assessment indicates that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 172 pupils with special educational needs and or disabilities (SEND), which include dyslexia and dyspraxia, of whom 67 receive additional specialist help. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 59 pupils, whose needs are supported by their classroom teachers. The school modifies the curriculum for those pupils it identifies as being the most able in the school's population or having particular talents.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: The Education (Independent School Standards) Regulations 2014.

Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).

2.3 The school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).

2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.

2.6 The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Any prefect system operating in the school is suitably managed.

2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4 – Suitability of staff, supply staff, and proprietors

2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

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3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils' achievement in the junior school is well above age-related expectations. Results in public examinations are far above national averages.
- Pupils including those with SEND, EAL and the most able, make excellent progress.
- Pupils develop excellent knowledge, skills and understanding in all areas of learning.
- Pupils display outstanding attitudes to their learning.
- Pupils are highly successful in a wide range of activities.

3.2 The quality of the pupils' personal development is excellent.

- Pupils of all ages display excellent levels of self-understanding.
- Pupils have a well-developed sense of the school's Christian beliefs and values, whilst warmly including those of other faiths and none.
- Pupils have an extremely high level of social awareness and work together effectively to achieve common goals.
- Pupils are extremely positive in their commitment to improving the lives of others, both within and beyond school.
- Pupils have a profound sense of respect for each other and the rich range of cultural backgrounds evident in the local community.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- Strengthen the capacity of pupils in the middle and lower schools to work independently and lead their own learning.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 In the junior school, pupils achieve highly and standardised scores in English and mathematics are well above age-related expectations. Junior school pupils are able to transfer automatically to the senior

school with a good proportion gaining scholarships. Pupils achieve excellent results in public examinations with significant improvements since the last inspection resulting from a focus by governance and leadership on raising academic standards. Pupils' attainment at A level has been consistently high and far above national norms. During the years 2018 to 2019, just under four-fifths of entries achieved grades A* and A. In 2020 and 2021, more than 90% of entries gained A* or A for centre- or teacher-assessed grades. In the years 2018 and 2019, pupil attainment at GCSE was far above national norms with almost 90% of entries achieving grades 9 to 7. In 2020 and 2021, 95% of pupils gained grades 9 to 7 in centre- and teacher-assessed grades. The large majority of pupils gain entry to their first choice of higher education destination, many of which have highly competitive entry requirements. Sixth-form pupils achieve excellent results in additional qualifications within the academic enrichment programme with many gaining top grades in further mathematics or the Extended Project Qualification (EPQ).

3.6 Standardised assessment data provided by the school show that pupils make excellent progress to GCSE and increasingly high rates of progress to A level. The excellent achievement of the many able pupils has been enhanced by the expansion of the scholarship programme to promote academic enrichment activities within the timetable for the sixth form and in activities outside class time for all ages. The progress made by pupils with SEND and EAL is at least in line with, and often above, whole school averages. Pupils' strong progress is helped by an aspirational challenge grade system alongside highly effective learning support that identifies those in need of academic monitoring and intervention. During inspection, pupils spoke highly of the many subject clinics or clubs that support their learning.

3.7 Pupils' attitudes to learning are outstanding. They engage with enthusiasm in lessons and work well together collaboratively within and beyond the classroom. Pupils are prepared to take risks, free of negative peer pressures, regarding mistakes as a way to improve. Pupils are fully prepared to take responsibility for their learning from the youngest years and relish opportunities to show their exceptional initiative. This was exemplified in a drama lesson in which lower school pupils were able to work independently to produce an improvisation based on the dialogue in a government committee meeting.

3.8 Pupils develop deep knowledge and understanding across all areas of learning and articulate ideas well beyond age-related expectations. In lessons, the pupils' excellent understanding is supported by teaching that engages and challenges in a way that is appropriate for their ability and thirst for knowledge. In junior school French, pupils used the target language fluently to describe their faces and play games such as '*guess who'*. In the sixth form, pupils were able to accurately identify igneous and metamorphic rocks from the specimens provided and relate them to their place of formation on a convergent plate boundary. Physicists accurately measured air flow around helicopter blades and successfully related their findings to Newton's third law. Pupils display high levels of skill in music, art, drama, technology and sport resulting in excellent individual and group achievements. In their responses to the questionnaire, a very large majority of pupils agreed that they get help when required and that teaching helps them to learn and make progress.

3.9 Pupils' excellent oral communication is supported by many opportunities to make presentations, debate or perform. Pupils, including those with SEND, develop their speaking skills through class discussion where they exhibit a heightened ability to listen respectfully, before freely offering their own opinions. Pupils write fluently and use sophisticated descriptive or technical language highly effectively from an early age. Year 3 pupils used high quality descriptive language in their creative writing inspired by the *Harry Potter* books. Senior school pupils demonstrated strong analytical writing skills when considering the extent that the Cold War was caused by Truman's hostility towards the USSR.

3.10 Pupils have very highly developed mathematical skills that are employed effectively across the curriculum. Junior pupils demonstrate numerical skills well beyond age-related expectations; for instance, in Year 4, when successfully calculating the largest possible products of one and three-digit

numbers. As they progress through the college, pupils develop their mathematical skills to an extremely high level illustrated by the confidence of Year 7 in manipulating algebraic equations or the large numbers that pursue further mathematics to A level. This supports their outstanding success in securing competitive places to read medicine and other science or technology related courses.

3.11 Pupils' information and communication technology (ICT) skills are extremely well developed at all ages and support progress across the curriculum reinforced by computing and coding lessons from Year 3 upwards. During the pandemic, pupils' high outcomes were facilitated by the rapid development of the cloud-based learning platform that enabled a near normal curriculum to be delivered. This has strengthened further the support that ICT gives to learning. In their responses to the questionnaire, a large number of parents and pupils expressed their gratitude for the arrangements for remote learning. Pupils throughout the school use the computer suites or their own devices to research or access online resources. In design and technology, pupils are adept at using software applications in their 3D design projects and, during inspection, lower school pupils showed a very clear knowledge of technical language and applications in ICT.

3.12 Pupils develop an outstanding ability to research and synthesise information from a range of sources, test hypotheses and draw conclusions. The acquisition of higher order techniques is supported by dedicated study skills lessons and pupils respond enthusiastically to any opportunities to take a lead in their learning. Rapid progress is evident in activities such as project qualifications, technology and the creative arts, that facilitate this. Almost all parents responding to the questionnaire agreed that the school helped their child to be more confident, independent and develop skills for the future. Sixth form pupils say that they relish the additional opportunities to develop their independent learning skills beyond their A levels that are provided by the academic enrichment programme. Pupils in the middle and lower schools show outstanding initiative and capacity to work independently when given opportunities to do so. Pupils produce work in the EPQ to a very high standard, for example while studying allergies or the influence of the East India Company. Pupils in the middle school employed excellent analytical skills when evaluating a political cartoon and considering possible parallels between the Hungarian Revolution and current events in Ukraine.

3.13 Pupils achieve highly in a very wide range of activities to support the curriculum and in extra-curricular activities. They respond positively to the rich opportunities provided at lunchtime, after school, and during the many trips and residential visits in the UK or overseas. Individuals and teams are outstandingly successful in computing challenges, science and mathematics Olympiads and chess competitions at national and international level and, in the week of the inspection, were placed second out of 52 teams in the Cambridge Chemistry Race. Pupils' wider achievements include winning the Faraday Challenge and the International Space Design Competition. Pupils have reached national finals in debating and the Lego League robotics competition as well as winning places in the top three of the Weizmann Safe-Cracking competition in successive years.

3.14 Pupils participate with great enthusiasm in a very wide range of team and individual sports and school teams are highly successful in county and national tournaments. A sizeable number compete at elite level, gaining selection for county, regional and national squads in netball, rugby, hockey, cross-country, athletics, water-polo, skiing, fencing and golf. This is because pupils are encouraged to pursue excellence through the school's high-performance programme which develops partnerships with professional sports clubs. Pupils' outstanding art work is nurtured from the youngest years through frequent workshops and opportunities to exhibit in the school's own gallery or at venues such as the Royal Academy. A large number of pupils excel in music, encouraged in the junior school by the 'Music Alive' programme. They perform well in the many school ensembles, orchestras or choirs and in concerts within the UK and overseas. Pupils are highly successful in winning choral scholarships or places at conservatoires as well as performing with the National Youth Jazz Orchestra, Youth Choir and Youth Children's Orchestra. Pupils participate in high quality drama and musical productions such as *Fiddler on the Roof* or *Our Teacher's a Troll* and are successful in film or TV auditions or achieving

places at theatre schools. Pupils take part, with great success, in productions further afield such as in the Shakespeare Schools' Festival or with the college's own company at the Edinburgh Fringe.

The quality of the pupils' personal development

3.15 The quality of the pupils' personal development is excellent.

3.16 Pupils of all ages display excellent levels of self-confidence and self-understanding. Pupils are resilient and support each-other through the positive relationships that are embedded in all aspects of school life. Senior leaders and governors promote an environment which treats each pupil as an individual, meets their welfare needs highly effectively, and supports outstanding personal development. Pupils are well-prepared for the next stage of their lives. In interviews, pupils remarked that they had developed a greater understanding of themselves both socially and in terms of their academic development as a result of the extensive co-curricular and well-being programmes that help them develop skills and interests for their futures. In their responses to the questionnaire, a number of pupils with SEND spoke highly of the support they received and the role it played in boosting their self-esteem. Pupils trained for leadership roles talked of becoming upstanders not bystanders. In the junior school, pupils are actively encouraged to learn from mistakes made or disappointments experienced, such as falling out with friends or not being selected for a sports team.

3.17 Pupils exhibit a heightened capacity to make informed decisions in a range of situations that impact upon their success and welfare and that of others. They are highly successful in supporting their personal interests and aspirations through their choices about the very wide range of enrichment opportunities offered. These help them to commit and contribute to activities with great enthusiasm and passion. Highly developed collective decision-making is evident at all ages, exemplified by the pupils' ability to set and drive the agenda for the pupil-led congress and its sub-committees as well as the many societies or house activities that span the year groups. In interview, pupils spoke well about the importance of making good decisions in relationships and the consequences for friendships if they get things wrong. In a technology lesson, pupils were clearly aware of the environmental and ethical impacts of choosing different products.

3.18 Pupils' have a well-developed sense of Christian beliefs and values, whilst warmly including those of other faiths and none. Pupils' strong spiritual understanding is promoted through the frequent chapel services and societies such as Eltham College Christianity Explored, as well as in religious studies (RS) lessons. In chapel, pupils reflected silently and thoughtfully on the situation in the Ukraine and the Queen's illness. Muslim pupils direct Jumma, which is sometimes attended by non-Muslims as a mark of respect, and enjoy a dedicated space for their prayers. In interviews, Year 7 pupils spoke highly of the newly introduced mindfulness project. Pupils' excellent appreciation of the non-material aspects of life is evident through the outstanding art work and sculpture displayed around the school. Pupils willingly embrace the many opportunities to enjoy music and drama or to actively care for their environment through the various eco-schemes.

3.19 Pupils have a strong moral compass and clearly recognise the difference between the value of doing right or the consequences of doing wrong. The school is highly successful in meeting its aim to create a community based on co-operation, good humour and courtesy. Pupils have a strong set of values which they readily turn to whilst making decisions which are ethically and environmentally sound. They are acutely aware of the sensitivities of others and ensure that they uphold the school's values of a zero tolerance to racist, sexist and homophobic attitudes or behaviour. Pupils' behaviour around the school is very good and they are unfailingly polite and respectful to their peers and their teachers. Pupils have been actively involved in the revision of the school rules and their incorporation into the Eltham Constitution has been approved by the Congress. When talking about New Year's resolutions, Year 3 pupils were highly articulate in describing their responsibility for their behaviour and how to interact with each other in a positive way. Senior pupils showed exemplary respect when listening to an assembly presentation on gender stereotypes and a clear understanding of right and wrong when

discussing Macbeth's actions in an English lesson. Lower school pupils were able to give clear reasons for their approach to whistleblowing with respect to scenarios involving a neighbour defying a hosepipe ban, a drink driver or an athlete taking performance enhancing drugs.

3.20 Pupils are highly socially aware and collaborate with each other, and their teachers, extremely well. They work effectively with other year groups through, for example, the house system, musical ensembles, drama productions or The Duke of Edinburgh's Award scheme. Pupils accept responsibility readily and develop strong leadership skills through sports teams or in pupil-led societies and activities of which there are many. In interviews, pupils felt that induction programmes had prepared them well to take responsibility and to work as part of a team, for instance when acting as stage manager for the forthcoming production of *Danny the Champion of the World*. During inspection, there were many examples of excellent collaborative work in the classroom and in extra-curricular activity. For example, when pupils peer-assessed work on pronouns in Spanish and a saxophone quartet successfully rehearsed a complex piece for a public recital.

3.21 Pupils are extremely positive in their commitment to improving the lives of others, both within and beyond school. Pupils are highly successful in their charity fund-raising. They initiate many imaginative activities to support, for instance, teenage cancer charities and the long-standing partnership with a rural development project in Uganda. Pupils volunteer selflessly in the local community. For example, they engage in visits to local care homes, host senior citizens tea parties, work in charity shops and provide workshops for primary school pupils. Prefects and peer mentors help and support younger pupils by acting as anti-bullying ambassadors, running mathematics, drama and art clubs or delivering science lessons in the junior school. Several give individual support for Year 7 pupils to help them to adapt to life in the senior school. Pupils drive the agenda for the Congress and its sub-committees including the promotion of environmental awareness and action through the 'Eco-Eltham' group. Recent successes resulting from pupil action include addressing the issue of chewing gum, implementing paper and plastic cup recycling schemes and reducing the use of resources by introducing web-based communications such as a paperless daily bulletin. Pupils' successful recycling of mobile phones has funded the adoption of two orangutans. In the junior and lower school, the celebration of a 'Star of the Week' for contributions to the community and displays of thoughtfulness develops a culture of kindness that celebrates the ways in which pupils support and look after each other.

3.22 Pupils have a highly developed sense of respect for the value of diversity within society and play an influential role in leading the promotion and celebration of different characteristics, cultures and traditions within the school community. Pupils' natural tolerance, understanding and sensitivity towards those from different cultural backgrounds and with diverse characteristics is a strength of the school. Their outstanding respect for diversity is manifested by the development of pupil-led initiatives such as the equalities committee and Pride, Afro-Caribbean and Changemakers Societies. During the inspection, a large mixed audience listened with great maturity to a presentation in 'FemSoc' on flexible working practices and gender pay gaps. Subsequent discussion was conducted with great sensitivity and employed appropriate descriptive language. The overwhelming majority of parents responding to the questionnaire agreed that the school treats children fairly, regardless of their sex, faith, race or needs.

3.23 Pupils understand how to stay safe, including when online. Junior school pupils show a strong awareness of healthy lifestyles developed in activities such as cooking, mindfulness clubs or in road safety talks. In computing, Year 7 pupils showed an excellent understanding of the systems in place in order to keep them safe online such as firewalls, anti-virus software and two-factor authentication. Pupils respond positively to the many opportunities to develop physical health through the games and outdoor education programmes. Pupils have a clear awareness of mental health and are comfortable to openly discuss issues. In interviews, pupils showed a clear understanding of the need to manage the pressure of their academic programmes and were able to give examples of effective strategies to reduce stress. They are supported by a comprehensive well-being programme and highly effective

pastoral support that includes access to skilled counselling. Highly astute governance is fully aware of the escalating needs relating to well-being and has supported many initiatives to address issues including the development of a new facility where specialist staff provide emotional, physical and mental health care alongside learning support. Pupils fully understand the vital nature of developing healthy relationships promoted with great sensitivity by specialist staff in the relationships and sex education programme.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Roger Tapping	Reporting inspector
Mr Alasdair McBay	Accompanying inspector
Mrs Christine Rees	Compliance team inspector (Former head of boarding, HMC school)
Mrs Gillian Bilbo	Team inspector (Former head, GSA school)
Mrs Angela Clancy	Team inspector (Former head of department, HMC school)
Mr Nigel Lashbrook	Team inspector (Former head, HMC school)
Mr James Priory	Team inspector (Head, HMC school)
Mrs Laura Turner	Team inspector (Head, IAPS school)