



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Emanuel School

March 2023

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School's Details

School	Emanuel School			
DfE number	212/6292			
Address	Emanuel School Battersea Rise London SW11 1HS			
Telephone number	0208 870 4171			
Email address	enquiries@emanuel.org.uk			
Headmaster	Mr Robert Milne			
Proprietor	United Westminster and Grey Coat Foundation			
Chair of governors	Mr Markus Jaigirder			
Age range	10 to 18			
Number of pupils on roll	1081			
	Juniors	48	Seniors	737
			Sixth Form	296
Inspection dates	21 to 23 March 2023			

1. Background Information

About the school

- 1.1 Emanuel School is an independent co-educational day school. Founded in 1594, the school moved to its present site in 1883. It is part of the United Westminster and Grey Coat Foundation, whose trustees have appointed a local governing body. The school is located on one site. Based within a residential area of Battersea, London, it comprises the lower school, for pupils aged from ten to thirteen years, the middle school, for pupils aged thirteen to sixteen years, and a sixth form.

What the school seeks to do

- 1.2 The school aims to inspire endeavour, confidence and ambition through a broad-based curriculum and nurturing environment, which ensures all pupils are recognised, listened to and understood within a community that values the development of spiritual and social understanding. It sets out to enable every pupil to enjoy being part of a larger cause, find friendships and develop life-enhancing interests and passions, to be happy, confident and kind, demonstrating high aspirations in all that they do.

About the pupils

- 1.3 Pupils come from families with a range of professional and business backgrounds, mostly from London, with some from the surrounding counties. Standardised test data provided by the school indicate that the ability of the pupils is above average in relation to those taking similar tests elsewhere nationally. The school has identified 173 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and other conditions, 48 of whom receive additional specialist help. No pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 150 pupils, three of whom receive additional support for their English. Data used by the school have identified 95 pupils as being the most able in its population and the curriculum is modified for them. A further 97 pupils have been identified for focused provision because of their special talents in music, drama, sport and art.

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 The school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 Pupils receive relationships education in Year 6 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 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

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

- 2.12 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.

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

PART 6 – Provision of information

2.14 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

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

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 make excellent progress across the range of subjects and significant value is added to their academic outcomes. Their success in extra-curricular activities is extremely strong.
- Pupils demonstrate an excellent command of knowledge, skills and understanding across the curriculum.
- Pupils are excellent communicators, highly articulate speakers and mature listeners.
- Pupils' study skills in a wide range of learning environments are extremely well developed.
- Pupils' attitudes to learning are highly positive.

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

- Pupils develop deep and mature qualities of self-knowledge, self-esteem, self-confidence, self-discipline and resilience.
- Pupils show a highly effective aptitude for decision making.
- Pupils' behaviour in lessons and around the school is excellent.
- Pupils' contribution to others, the school and the wider community is generous.
- Pupils' knowledge of how to stay safe and how to be physically and mentally healthy is extremely well developed.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable all pupils to make sophisticated and coherent connections between the different areas of their 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 The school wholeheartedly fulfils its aim to inspire endeavour, confidence and ambition in its pupils. In their responses to the pre-inspection questionnaire, the vast majority of parents agreed that the school helps their children to be confident and independent and that teaching enables their children to make progress.

- 3.6 Pupils demonstrate excellent levels of academic progress both within lessons and over time as a result of a sensitive and individualised approach that stretches and challenges all pupils. Highly detailed tracking, monitoring and focused interventions contribute to significant value being added to all pupils' progress including those with SEND and EAL.
- 3.7 Pupils' attainment at A level in 2022 was extremely strong. Most pupils achieved the top four grades and over two-thirds achieved A* or A. Most GCSE results were at the highest four grades and two-fifths of results achieved the top grade. These results are broadly in line with the centre- and teacher-assessed results in 2020 and 2021. The majority of pupils gain entry to their first-choice universities in the UK and abroad. This high level of attainment is a consequence of an aspirational learning environment propagated by the vision and values of committed senior leaders, excellent teaching in well-resourced accommodation, fulfilling the school's ambitious aims. The majority of pupils who responded to the questionnaire feel their teachers are supportive, know their subjects well, and know how to help them learn.
- 3.8 Pupils' knowledge, skills and understanding across a broad range of subjects is excellent. Most pupils work at levels well beyond their chronological age and clearly relish the challenges this presents. For example, Year 8 pupils adeptly notated rhythms and pitches, and quickly identified *The Flight of the Bumble Bee* played on the 'cello. In an English lesson, pupils in Year 7 demonstrated confident technical knowledge when clearly explaining metaphor, simile and personification. Pupils display a mature awareness of world affairs, religion, geography and international law. When analysing a map and discussing migration patterns in the Syrian civil war, pupils in Year 9 inferred and extrapolated attitudes to migrants in neighbouring countries. Pupils in Year 12 readily explored the concept of competition in bacterium *clostridium difficile* in a biology lesson. In an A-level chemistry lesson, pupils in Year 13 confidently synthesised complex concepts. Whilst the curriculum is broad and rich, pupils' ability to make links between various areas of study is less well developed. Planned opportunities to support learning in one area, by drawing from the rich veins of learning in another, are limited.
- 3.9 Pupils' communication skills are of a particularly high standard. Pupils are eloquent, erudite and articulate and consistently express their views succinctly. In discussions with inspectors, pupils in the lower and middle school quoted the English philosopher, Bentham, correctly when discussing moral values. They explained their understanding of totalitarianism as debated in their ethos lessons and carefully considered the concept of the greatest good for the greatest number. In English and drama lessons, middle school pupils displayed great poise and confidence when declaiming poetry. They perceptively discussed the effect of enjambment: explaining how it captured the speaker's rush of thoughts and confusion, and confidently identified Brechtian techniques. Pupils listen respectfully and attentively to their teachers and peers and demonstrate well-honed comprehension skills through doing so. Reading is an important aspect of pupils' lives, and the extremely well-resourced library encourages the development of a love of reading. For example, pupils in Years 10 and 11 readily read aloud with confidence and expression in English and modern foreign language lessons. Pupils' ability to express themselves in writing is excellent. For example, pupils in Year 8 confidently expounded the fire extinguishing characteristics of carbon dioxide by utilising words such as effervescence. In an English lesson, pupils in Year 13 demonstrated sustained focus in their writing which includes subject specific terminology and a wide vocabulary. Pupils' note taking is highly developed and requires little prompting by their teachers.
- 3.10 Pupils are highly numerate. For example, pupils in Year 6 demonstrated excellent skills when solving complex equations involving decimals and negative numbers. Pupils in Year 8 showed effective logical thinking when applying prior knowledge to solve equations. Pupils utilise their mental arithmetic skills well. For example, Pupils in Year 10 confidently calculated areas of sectors in circles. Pupils appreciate the value of numeracy and the importance of being able to apply their mathematical thinking and skills across a range of subjects. For example, in a Year 8 lesson on marketing, pupils worked out the cost of producing bamboo pyjamas as compared to those of a commercial brand. In a politics lesson,

pupils in Year 12 quickly recognised patterns, trends and changes in data to accurately and succinctly identify the key factors in determining the outcome of the 1997 general election.

- 3.11 Pupils have a mature and balanced approach to the use of information and communication technology (ICT) to support their learning. In discrete computing lessons, pupils' understanding of coding is excellent. For example, pupils in Year 8 worked tenaciously through complex challenges with binary and hexadecimal number systems. Their use of digital devices throughout the curriculum is purposeful and responsible and enhances their organisation and presentation. Pupils in Year 9, confidently adapted and built on their knowledge of ecosystems by utilising an online application to create simulations in a biology lesson. Senior musicians demonstrated highly sophisticated mastery of notation software when composing.
- 3.12 Pupils' study skills are extremely well developed, and pupils respond positively to the many opportunities they are given across the curriculum to develop their higher-order thinking skills. In peer discussions in English, pupils in Year 9 explained that their narrative had an excellent rising action and increasing tension but needed a less rushed exposition. Pupils in Year 12 utilised a range of primary and secondary sources on 19th century imperial Russian nationalism, successfully analysing complex concepts and drawing their own conclusions. Pupils analyse, hypothesise and synthesise across a range of subjects. For example, pupils in Year 7 demonstrated highly sophisticated analysis of each other's poetry, identifying rhyme, repetition and onomatopoeia. Pupils in Year 8 exhibited excellent analytical skills in geography when they brought together information from a range of visual and written sources, recalling prior learning on ocean currents and expertly applied these to factors of climate and global zones. Year 13 pupils interrogated complex data in business studies to calculate critical path analysis when planning the launch of a new smoothies product.
- 3.13 In line with governors' aims, pupils enjoy an exceptionally broad range of activities beyond the classroom. Amongst these, music is an important part of school life and the diverse range of styles is a distinctive feature of the pupils' music-making. For example, they perform in classical choirs, orchestras and ensembles in a range of school and London venues, whilst others reach high levels of success as solo rock and pop artists and disc jockeys in social venues in the capital. Instrumentalists are successful in nationally assessed examinations with over half gaining the top two grades. Many continue their experiences in regional and national youth orchestras. Through eight annual productions and various clubs, drama plays a significant role in pupils' lives. A national performing arts award in 2022 recognised the breadth and quality of pupils' performance in the school and beyond. Pupils wholeheartedly participate in the extensive programme of sport, culminating in over a thousand annual fixtures across a range of disciplines including rugby, hockey, netball, football, athletics and cricket. Additionally, water-based sports are popular with pupils who compete successfully in rowing, swimming and water polo. Individuals are highly successful in a range of sports at local, regional and national levels. Pupils enjoy personal and academic success as a result of the school's encouragement to develop their interest and talent in a range of regional and national competitions, for example in maths, computing, chemistry and art. In response to the questionnaire, the vast majority of parents feel that the school provides a suitable range of extra-curricular activities.
- 3.14 Pupils' attitudes to learning are highly positive. Pupils are diligent, strongly motivated and conscientious. They engage fully, enthusiastically and maturely in lessons. Pupils in the middle school explained that they enjoy collaborative working as it enables them to be creative and work as a team. They are able to move seamlessly between collaboration and independent activities in order to refine and perfect their work. Pupils have a sense of pride and ownership of their learning. They are not afraid to fail; indeed, they value opportunities to take risks in their learning and to benefit from their mistakes.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils' self-knowledge, self-esteem, self-confidence, self-discipline and resilience are securely well developed. Pupils demonstrate a mature ability to focus on how well they learn whilst appreciating and celebrating the achievements of others. The secure atmosphere and culture of the school enables pupils to have the confidence to grow and succeed in their learning. They are self-reflective, confident and eager to improve. Pupils in Year 7 likened self-understanding, empathy and insight through effective and creative use of metaphors. As effective critical thinkers, pupils are able to offer and receive constructive feedback in a mature manner. They demonstrate a clear understanding of the types of activities that help them improve their performance. They make frequent references to the value of effective teacher feedback, use of exemplar work, and the importance of being challenged. Pupils with SEND appreciate how their personal learning needs are accommodated by the school through adaptations made for them to develop their higher-level learning. Pupils have developed an understanding of the school's recently introduced assessment and reporting system and they value the impact this has on their understanding of their progress. Pupils benefit from opportunities to explore their futures, through events such as university fairs and careers conventions.
- 3.17 Pupils exhibit a well-established confident aptitude for decision making and relish opportunities to make choices about their learning and wellbeing. Pupils in Year 6 appreciate the school's approach that fosters their independence and helps them to make the right choices and decisions about their learning, work and play. Pupils in Year 9 demonstrated through their choice of extra-curricular activities that they are not overly influenced or led by their peers' choices, but are able to make informed, independent judgements. Pupils are consistently well supported when making decisions about subject choices at GCSE and through guidance from tutors and subject teachers, who provide taster lessons for pupils considering their subjects for A level. Pupils in Year 13 incisively discussed which exam question they would choose to develop their learning and why, justifying their choice with conviction whilst appreciating others' opinions. Throughout the school, pupils become highly accomplished at organising their own schedules and are astute in developing their accountability for their own decisions.
- 3.18 Pupils' spiritual awareness and appreciation of the non-materials aspects of life develop extremely well over their time in the school. During periods of mindful reflection, pupils in Year 6 discussed their appreciation of the world in which they live, the outdoors and how it contributes to their happiness. Pupils in Year 7 engaged in an excellent discussion about the distinction between miracles and other events, such as the birth of a baby or surviving a plane crash. They could explain how underlying personal and religious beliefs influence individuals' interpretations. Pupils appreciate the time they have for reflection during assemblies and form times. For example, pupils in Year 9 described the value they place on the regular 'decompression sessions' in form time that enables reflection and calm relaxation. Pupils expressed the sheer joy they experience when collaborating in performance activities and recognise the positive impact this has on their wellbeing. They spoke at length about the transformative power the creative arts and physical exercise can have on their wellbeing and academic success. In lessons, pupils in Year 11 demonstrated mature attitudes to philosophical discussions, arriving at conclusions such as that wealth and power are not necessarily the key to a happy life. Pupils in the middle school described the exhilaration of playing in a team, the thrill of rowing along the river, the inspiration of the beautiful artwork around the school and the peace and serenity of being in the chapel. Pupils in Year 13 displayed the ability when composing music to treat each instrument as its own piece of artwork.
- 3.19 Pupils' behaviour in lessons and around the school is excellent. Pupils understand and respond well to the system of warnings and sanctions and feel that teachers are generally consistent and fair in their use. When pupils occasionally fall below the expected standards, they respond maturely and correct themselves. Pupils have a strong sense of right and wrong and a keenness to debate contentious issues. For example, pupils in Year 12 deliberated, in complex French, the moral issues surrounding

'La Feria de Beziers', an annual event in Southern France which attracts thousands of visitors but involves bull fighting.

- 3.20 Pupils' social development is excellent. For example, pupils in Year 10 demonstrated effective turn taking, listening, and cooperation in drama. When describing a creative piece, pupils listened intently, encouraging with gestures and nods of assent, while gently interjecting with useful suggestions. Pupils enjoy working together to solve problems, which they do with great respect for each other. Pupils in Year 12 worked collaboratively in biology to comprehensively consider speciation and the effectiveness of domesticating horses and donkeys. Pupils in Year 13 were highly focused in group discussions in psychology about different types of mental health disorders. Senior pupils used humour, positivity and camaraderie when working collaboratively in a rock band rehearsal to produce a polished performance.
- 3.21 Pupils' contribution to others, the school and wider community is excellent. Younger pupils enjoy positions of responsibility, relishing opportunities to contribute as house captains, team representatives and charity leads. The prefect system enables senior pupils to lead the school by facilitating and supporting initiatives such as mentoring, outreach, charities, welfare and the eco and school councils. From the lower years, pupils develop an ethical awareness through the school's ethos programme which develops their sense of morality, rhetoric and social entrepreneurship. Pupils in the middle school build on this programme through teaching English, mathematics and science as part of a summer school programme. Senior pupils support local primary school pupils as part of the school's outreach programme. Senior pupils commented that it was a great honour to undertake these tasks and recognised that they would gain as much benefit from the process as the recipients. Pupils lead house and school charity initiatives. Pupils' enthusiasm for organising various fund-raising events, such as cake and clothing sales, form part of their ongoing support for the local community. Pupils appreciate the school's focus on creating practical and impactful solutions to support Ukrainian refugees.
- 3.22 Pupils' respect for themselves and others in their community is mature and highly developed. Pupils are tolerant and inclusive and their attitudes to diversity and inclusion are excellent. Pupils express their strong voices and identities in a number of areas which are important to the school community. These include a race equality and awareness group which celebrates the first local black mayor, an LGBTQI+ awareness forum and a group focused on changing attitudes to women's rights. Pupils speak highly of these channels of diversity and cite positive changes to the curriculum, the library's contents and the heightened awareness of the contentious and changing use of related language in the school. Pupils' knowledge of how to stay safe and understand how to be physically and mentally healthy is excellent. They have a strong awareness of safety when travelling to and from school. They spoke appreciatively of visiting speakers from the police and the local authority and the value of their input. Pupils take on board the regular advice they receive to enable them to stay safe online both in and out of school. Pupils in Year 9 demonstrated appropriate levels of maturity when they engaged positively with health education topics related to sexual health. They have a well-developed appreciation of the programme the school provides to support all aspects of their health. In particular, they found the help and advice of a visiting nutrition expert enormously useful. Pupils take an active part in sports and physical activities and appreciate the value of exercise and healthy eating. They understand that physical health underpins mental health, and they choose a balance of co-curricular activities to support their academic programme.

4. Inspection Evidence

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

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mrs Elizabeth Bailey	Compliance team inspector (Former deputy head, HMC school)
Mr Raymond Finch	Team inspector (Education consultant)
Mr Tony Halliwell	Team inspector (Former principal, HMC school)
Mrs Lynne Horner	Team inspector (Former principal, SofH school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mrs Susan Wallace-Woodroffe	Team inspector (Head, GSA school)
Mrs Katherine Walters	Team inspector (Head of inclusion, HMC school)