

Regulatory Compliance and Educational Quality Inspection Reports

Lewes Old Grammar School

March 2019



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School's Details

School	Lewes Old Grammar School			
DfE number	845/6032			
Registered charity number	9561129			
Address	Lewes Old Grammar School Tyne House 140 High Street Lewes East Sussex BN7 1XS			
Telephone number	01273 472634			
Email address	office@logs.uk.com			
Headmaster	Mr Robert Blewitt			
Chair of trustees	Mr Michael Chartier			
Age range	3 to 18			
Number of pupils on roll	631			
	Boys	377	Girls	254
	EYFS	17	Juniors	121
	Seniors	444	Sixth Form	49
Inspection dates	12 to 14 March 2019			

1. Background Information

About the school

- 1.1 Lewes Old Grammar School was originally established in 1512 by a foundation left by Agnes Morley. It is a co-educational day school, providing for pupils from age 3 to 18. Junior school pupils are taught in Morley House, a short distance from the senior school buildings which occupy three buildings in Lewes High Street. The work of the school is overseen by a governing body of the trustees of the school's charitable trust.
- 1.2 Since the previous inspection, a new science and technology room has been created in the junior school and new mathematics classrooms in the senior school. Additional catering facilities for the senior school have recently been completed.

What the school seeks to do

- 1.3 The school aims to enable pupils to develop respect for others, self-esteem and the ability to think for themselves. It sets out to help pupils grow in self-confidence, leadership and organisational skills, while reaching their academic potential.

About the pupils

- 1.4 The ability profile throughout the school, measured by standardised tests of ability, is above the national average, with a fairly wide range of abilities represented. Pupils come mainly from business and professional families living within 10-mile radius of the school. The social and cultural backgrounds of pupils reflect that of the local area. The majority are of white British origin and there are no pupils who speak English as an additional language (EAL). The school has identified 65 pupils as having special educational needs and/or disabilities (SEND), who receive extra support within the classroom or by small group or individual tuition for dyslexia or dyspraxia. The school does not formally identify more able pupils, but provides opportunities for extra challenge within the curriculum. No pupil in the school has an education, health and care (EHC) plan or statement of special educational needs.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The 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.

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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#); [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, 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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 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.
- 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; 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 to 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 to 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 their 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 good.

- Pupils have a positive attitude to learning and their study skills develop well over time, underpinned by teachers' willingness to provide extra support as necessary.
- Pupils' basic skills develop well across the curriculum, supported by caring and committed teaching.
- Pupils have excellent communication skills, speaking and writing with considerable fluency and confidence.
- In the junior school, the pupils' excellent attitudes and rapid progress is supported by enthusiastic, imaginative teaching and strong, effective leadership.
- In the senior school, pupils' progress is restricted by the ineffective use of data in assessment and lesson planning, so that not all pupils are provided with appropriate challenge.

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

- Pupils show great mutual respect and tolerance, reflecting the school's ethos and the example of staff.
- As they mature, pupils show a developing ability to reflect on their personal choices and how these impact on their progress.
- Pupils demonstrate a sound ability to reflect on complex spiritual ideas and some innate appreciation of beauty.
- Pupils' knowledge and understanding of their own and other cultures is sound, but limited.
- Pupils grow into mature, socially adept, thoughtful and considerate individuals because of the constant encouragement and support of caring staff.

Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen the collection of assessment data and procedures to monitor its use across all subject areas, as recommended in a previous inspection.
- Ensure that lesson planning takes account of the information provided by assessment data so that all pupils, including the more able, are challenged to their full potential.
- Strengthen pupils' spiritual and cultural awareness in the senior school by providing more opportunities for them to reflect on non-material matters and cultural traditions different from their own.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The school is successful in helping pupils develop self-esteem and organisational skills while working towards their academic potential. The majority of children in the EYFS achieve a good level of development against the EYFS goals and each year several children exceed expectations. The junior school's own assessment tests show pupils have high levels of attainment in English and mathematics. Inspection evidence from work scrutiny and lesson observation confirms this. Junior pupils develop their skills and understanding across the whole curriculum well, and those with SEND make swift and effective progress. A restructured junior school management has responded efficiently to the recommendation in the previous inspection regarding monitoring of standards. As a result, pupils are making good progress as teachers become more confident in using the data they are collecting to identify and maximise the pupils' potential as well as those who need extra support.
- 3.6 Pupils' baseline ability on entry to school at Year 7 and 9 is judged by standardised tests, which are marked externally. The following analysis uses data for the years 2015 to 2017; these are the most recent years for which comparative data is available. Results in GCSE have been above the national average for pupils of similar ability and A-level results similar to those of comparable ability in maintained schools. Results in 2018 were similar, with 93% of GCSE results at Grades 9 to 4 and 86% of A-level grades at A* to C.
- 3.7 The senior pupils' progress, judging from the evidence available in books and in lessons, is at least sound, and often good. It is, however, challenging to make a definitive judgment as the senior school has yet to develop a co-ordinated system used by all departments to collect and use assessment data to support lesson planning and track pupils' progress. This means that the needs and abilities of pupils, including the more able and those in the sixth form, are not always usefully identified and they are not consistently challenged by classroom activities. On occasion, pupils' progress is inhibited by the slow pace of teaching and an approach which does not challenge them sufficiently to reach their full potential. In the work scrutinised, guidance for improvement was not consistently provided, and in some subjects marking was sporadic. This supports the view of a minority of pupils that feedback and marking do not always help them improve. Pupils with SEND make progress in line with their ability thanks to well targeted booster sessions following teachers' review of individual pupil performance at report time. They are supported well in lessons, and teachers are alert to their specific needs, for example providing adapted worksheets.
- 3.8 Pupils' basic skills are developed to a good level, especially their communication and numeracy skills. Children in the EYFS use their phonic knowledge efficiently to write words which match their phonetic sound. They giggled with pleasure while finding how many words they could make rhyme with 'lunch'. Junior school pupils write at length with grammatical accuracy using a range of narrative techniques and read aloud with confidence and expression. Senior school pupils show good skill in written and oral work. Their written work shows growing grammatical accuracy and a steadily widening vocabulary. They are articulate, explaining their ideas well and question clearly. They were able to discuss their work confidently with inspectors. They read dramatic texts fluently and with lively expression. Throughout the school pupils have excellent listening skills; they listen to their teachers and to each other respectfully. Pupils' considerable confidence in expressing themselves orally is supported by the many opportunities the school provides for them to speak in front of others, in the classroom and in performances.

- 3.9 The pupils are confident in their use of mathematical and scientific knowledge. The trustees' investment in science via the creation of a new science room has supported the pupils' enthusiastic exploration of science, technology and mathematics. Children in the EYFS count confidently up to 20 and beyond and are starting to use mathematical terminology in discussing two and three dimensional shapes. By the time they reach the top of the junior school, pupils can successfully calculate mean averages and analyse pie charts. Junior school pupils were absorbed during a visit by local medical students as x-rays of teddy bears led to an animated discussion on the structure of skeletons. This mathematical confidence continues to grow as pupils move through the senior school. In the senior school pupils develop good understanding of scientific concepts and strong mathematical skills. Pupils show confidence in carrying out multiple step calculations in mathematics lessons and in science, for example in identifying trends in data. Their steadily developing skills are supported by well-planned lessons and booster classes to support the needs of those with SEND.
- 3.10 Pupils are confident in using computer programs routinely for word processing work or carrying out internet research. Junior pupils, including those children in the EYFS, are developing their coding skills well. Pupils learn these skills in information and communication technology (ICT) lessons, but teaching across the school does not routinely maximise the potential of ICT to enrich and challenge pupils across the curriculum. Senior school pupils with SEND especially benefit from the ready availability of laptop computers and work made available to them through the school's internet. Pupils have good creativity which is developed well, especially in performance, music and design technology. Pupils' physical skills are good as they have plenty of opportunities to develop them in physical education and games lessons.
- 3.11 Almost all parents who responded to the questionnaire were satisfied with the range of curriculum, the school's provision for pupils' specific needs and the progress their children are making. Senior school pupils, and especially those in the sixth form, appreciate the school's efforts to ensure that each pupil can follow a curriculum which is adapted to their specific needs and interest.
- 3.12 Pupils grow in confidence as they mature and the school is successful in encouraging them to believe in themselves and to persevere in their academic endeavours. They are happy in school and generally settle down to work swiftly. The children in the EYFS learn to share as they participate in group activities and their imaginations develop as they dress up and role play. Junior school pupils apply themselves well, even when not being directly supervised. They can form thoughtful hypotheses and predictions in science and pose sophisticated questions in history, for example when considering why the Vikings invaded Britain or writing a speech by Henry VIII. They use highlighters to identify key words in a text and analyse meaning efficiently. They are good at working together and independently. They undertake research well and with enjoyment, especially when allowed to decide the topic for themselves.
- 3.13 In the senior school, pupils are well motivated and work sensibly. They are capable of higher level thinking skills when faced with complex tasks, such as analysing metaphorical language in poetry or considering reflection or diffraction in physics. Their confidence in their ability to cope with intellectual challenge grows when skilful questioning encourages them to explore their responses further. For example, in drama lessons pupils explore the way in which vocal tone and staging are used to convey meaning. On occasions, however, pupils lapse into passivity because of teaching which steps in too swiftly to provide answers or explanations, rather than stimulating the pupils' independent thoughts.

3.14 A number of pupils across the school have challenged themselves further by entering academic competitions, such as the national mathematics challenge or science Olympiads, achieving good levels of success up to Kangaroo level. There have been individual successes in the BBC 500 word story challenge and in chess tournaments. Large numbers of pupils take external speech and drama examinations and are highly successful; the majority of results are at merit or distinction levels and a number of older pupils have reached medal levels. Results in music examinations for entries between grades 3 to 7 are also very good, with numerous distinctions. Junior school hockey, netball and sailing teams have been especially successful in national competitions, and the senior school equestrian team is competing at county level. Other sporting successes have been in cross county, go-karting and trampolining. Pupils further develop their physical skills through the school's local sporting clubs. Each year some pupils embark on The Duke of Edinburgh Award (DofE) scheme at bronze level and a few older pupils take the gold award, some completing this after they have left the school.

The quality of the pupils' personal development

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

3.16 A marked characteristic of the pupils is their developing self-confidence and self-esteem as they mature into assured young adults. From their earliest time in the school, they grow in confidence, talking animatedly with visitors and enjoying showing them round their school. Junior school pupils show resilience when faced with setbacks in their work and are good at identifying what they need to do to make something better. Their willingness to have a go at challenges is supported by excellent relationships with each other and the nurturing approach of their teachers who provide constant encouragement. Senior school pupils learn to know themselves well and to understand what they need to do to improve their work, for example, choosing to attend homework or booster clubs. Some show considerable determination, opting for higher level examinations despite finding a subject challenging. Sixth-form pupils reflect wryly on how their experiences of the pressure of GCSEs has taught them the importance of good personal organisation. A recurrent motif in discussions with senior school pupils was their great appreciation of their teachers' support and willingness to give them extra help outside lessons.

3.17 Junior school pupils show good decision making skills. Children in the EYFS swiftly decided who should observe and who should write their conclusions as they examined the insect life in the garden. Decision making in older junior children develops well, encouraged for example by such activities as a project to design boats for a school regatta. Pupils eagerly discussed and explained their choice of materials and design. In the senior school, pupils' awareness of making decisions which will impact on their futures is at its strongest when making decisions about GCSE or A level subjects and entry levels. They feel empowered to discover their own strengths and to follow the paths that they feel will provide them with satisfaction, reflecting the school's stated ethos of respect and aim to nurture the individual. Pupils value the gentle guidance provided by staff, but their questionnaire responses indicate that they feel that the school provides only limited careers advice. The school acknowledges that this is an area for improvement. Pupils appreciate the school's flexibility in structuring the curriculum and providing more vocational courses, knowing that the choices they make about which route to follow will be respected and facilitated.

- 3.18 In the junior school, including the EYFS, pupils respond positively to moments which encourage them to think beyond the mundane. They responded with incredulous wonder at a visiting planetarium, exclaiming in astonishment on the zillions of galaxies in space. Their excellent demeanour and behaviour reflect the calm moments of mindfulness and meditation built into their day. Senior school pupils in general demonstrate a more limited openness to considering matters beyond the material. Sixth-form pupils struggled to articulate the values that might influence their thinking about life's big questions, other than those of the respect and tolerance which are core to the school. Some consideration of spiritual ideas and the philosophical questions which face all humans is evident in lessons. Pupils were both fascinated and challenged in a session asking them to consider whether what we perceive around us is the only reality. Pupils report few other opportunities to reflect quietly or to ponder the nature and challenges of human existence. Pupils do respond well to natural beauty, made evident in their responses to the landscapes encountered during a school charity walk.
- 3.19 Behaviour throughout the school is excellent and pupils have a strong awareness of the difference between right and wrong. Junior pupils agree their class rules and routines and make sure they adhere to them rigorously. Some have joined a 'random acts of kindness' club, reinforcing a key value of the school. Seniors understand and respect the school's rules, realising that these are necessary for order and learning. They show a mature sense of responsibility in going to staff if they feel that someone's behaviour is inappropriate or they feel confident to step in themselves to challenge such behaviour directly. They value the school's recent reorganisation of the rewards structure to recognise not just academic progress, but also those who demonstrate thoughtfulness and a willingness to become involved or make a difference. They understand that it is important to be good people as well as good students.
- 3.20 A defining characteristic of the pupils, regardless of age, is the kindness and supportiveness they show to each other. This strong value, which permeates the school and is strongly promoted by school leaders and governors, is highly valued by parents. Children in the EYFS play co-operatively, taking turns with others and take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. These qualities continue to grow as pupils move through the school. Junior school pupils work together collaboratively, pooling ideas to solve problems. In discussions, senior pupils were vocal about the importance of supporting each other or helping others with their work. Several times pupils were overheard spontaneously complimenting others on being really good at something. In this they are reflecting not just the school's ethos, but the excellent example of positive reinforcement provided by their teachers.
- 3.21 Pupils show a willingness to undertake responsibility roles in school and carry out their duties cheerfully and efficiently. The oldest juniors help other pupils as playground or friendship buddies and take responsibility as sports or house captains. Members of the senior school are keen to put themselves forward for consideration as sports or house captains and prefects. Pupils across the school volunteer to become representatives on the schools' pupil councils and take the consequent responsibilities seriously. Sixth form prefects act as mentors for their juniors, as well as ambassadors for the school on public occasions. The matter of fact way in which even those sixth-formers without prefect responsibility respond to requests to help with visitors or on entrance test days shows that they have absorbed the school's messages about the importance of becoming involved and giving back. Pupils are responsive to the needs of the local community. Fund-raising efforts by juniors and seniors are successful, and some individuals go further, using their initiative to raise considerable amounts of money on their own. In the senior school, forms select their own charities to support, for example a local food bank. Pupils are also aware of their responsibility to the wider world, encouraged by involvement in supporting charities focussed on education in developing countries and by the overseas trips arranged by the school. Being allowed to participate in these is seen as a prestigious sign that the school leaders have recognised effort and good citizenship, and pupils respond positively.

- 3.22 Pupils of all ages show instinctive tolerance and respect for others, regardless of gender, background, ability or race. Particular emphasis is placed on gender equality. Children in the EYFS choose dressing up clothes to role play as they wish, with no attempt by the school to suggest gender stereotyping. In the senior school, an all-male group presented a powerful assembly on international women's day, reflecting on the importance of respect for girls and women. Junior school pupils learn about other faiths and celebrate Diwali with the involvement of parents. Senior pupils' awareness of a range of faiths is covered in the curriculum and they show some understanding of British and other cultures as explored through music and literature. However, this is limited. All have a firmly rooted understanding of the normal expectations of life within British society, taught in personal, social and health education lessons as well as in specific lessons on British values.
- 3.23 Pupils reflect maturely on the ways in which they can ensure their own physical and mental health. Junior school pupils discussed how to stay healthy and proposed exercise such as ice skating or running; they are enthusiastic about the invigorating morning 'boot camp' exercise sessions. Older pupils too realise the need for exercise to promote good mental health, especially as public examinations approach. They understand the need for healthy eating. For example, junior pupils try to make sure they have a rainbow of colours on their plates to ensure they are eating healthily, and senior pupils in home economics lessons chose to bake rather than deep fry their scotch eggs. Pupils are aware of the pressures that can be created by social media and know how to keep themselves safe on line. Pupils highly value the school's investment in counselling provision, the 'chill and chat' room in the junior school and the pastoral support space in the senior school, resources which actively support their well-being.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. Inspectors visited the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Colette Culligan	Reporting inspector
Mr Desmond Dunne	Accompanying reporting inspector
Mrs Victoria Bingham	Compliance team inspector (Headmistress, GSA and HMC school)
Mrs Sarah Arthur	Team inspector (Deputy head, HMC school)
Mr Arthur Bourgeard	Team inspector (Assistant head, HMC school)
Mr Philip Stapleton	Team inspector (Headmaster, HMC school)
Mrs Janet Watts	Team inspector (Deputy head, IAPS school)