



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Marymount International School

November 2022

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School's Details

School	Marymount International School			
DfE number	314/6058			
Registered charity number	1117786			
Address	Marymount International School George Road Kingston upon Thames Surrey KT2 7PE			
Telephone number	020 8949 0571			
Email address	reception@marymountlondon.com			
Headmistress	Mrs Margaret Giblin			
Chair of governors	Ms Cristina Serrano			
Age range	11 to 18			
Number of pupils on roll	236			
	Day pupils	179	Boarders	57
	Seniors	138	Sixth Form	98
Inspection dates	8 to 10 November 2022			

1. Background Information

About the school

- 1.1 Marymount International is an independent Catholic boarding and day school for female pupils of all denominations. It follows the International Baccalaureate (IB) curriculum from Years 7 to 13. It is part of the Religious of the Sacred Heart of Mary (RSHM) Global Network of Schools. A charitable trust, it is governed by a board of governors made up of members of the RSHM and lay members. The school is situated in a residential area of Kingston, 12 miles from central London, and boarders are accommodated in three recently refurbished halls. A new headmistress has been in position since January 2021.

What the school seeks to do

- 1.2 The school seeks to educate its pupils to contribute meaningfully as intellectual and compassionate global citizens. It aims for them to become responsible, compassionate and caring members of their community, to enable them to think creatively, reason critically, communicate effectively and learn continuously in an environment where the diversity of the community is valued.

About the pupils

- 1.3 Pupils represent around 36 different nationalities and come from families with a range of professional and business backgrounds. Many have experience of living abroad and are fluent in more than one language. Standardised test data provided by the school indicate that the ability of the pupils is above the national average for pupils taking the same tests. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND), all of whom receive access to additional specialist help. No pupil has an education, health and care (EHC) plan. English is spoken as an additional language (EAL) for 41 pupils who are designated to the English B programme. Four receive additional support. Data used by the school have identified 44 pupils as being the most able in the school's population, or as having particular gifts and talents. Their needs are met through the curricular and extra-curricular provision and enrichment programmes.

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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, including the boarding NMS. 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](#), [National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 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 own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the years 2019 to 2022, at the end of Year 11, externally assessed performance in personal projects has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, the International Baccalaureate (IB) results in the years 2019 to 2022 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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. Boarders have access to a suitable programme of activities.
- 2.6 Pupils receive relationships and sex education, 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.

- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.15 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.17 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. A suitable statement of boarding principles and practice is published by the school.
- 2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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, and identifying those relating to the boarding provision.
- 2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.21 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
6 th Grade	Year 7
7 th Grade	Year 8
8 th Grade	Year 9
9 th Grade	Year 10
10 th Grade	Year 11
11 th Grade	Year 12
12 th Grade	Year 13

Key findings

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

- Throughout the school, pupils develop high levels of knowledge, skills and understanding across a range of academic disciplines, and they readily apply their knowledge to new situations.
- Pupils' communication skills are highly developed; they are articulate and assured, both orally and in the written word.
- Pupils use a wide range of study skills to excellent effect.
- Pupils' attitudes to learning are exemplary; they are consistently engaged and eager to learn.

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

- Pupils develop a particularly strong self-knowledge and exhibit high levels of resilience in meeting the opportunities and challenges they face.
- Pupils of all ages reflect the school's values in their behaviour to one another which results in a school which has kindness and respect at its heart.
- Pupils collaborate extremely well, both within and without the classroom.
- Pupils demonstrate outstanding levels of respect for diversity and other cultures.

Recommendation

3.3 The school is advised to make the following improvements.

- Develop further opportunities for pupils to engage in regular service in the local community.

The quality of the pupils' academic and other achievements

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

3.5 Throughout the school, pupils develop excellent levels of knowledge, skills and understanding across all areas of learning. Pupils are encouraged to reflect on their learning as a matter of course, and this supports their progress in all areas of the curriculum. For example, pupils in a physical education (PE) lesson in Year 11 demonstrated excellent detailed evaluation of volleyball skills. Younger pupils exhibited a very high level of written French proficiency in extended pieces of writing, supported by meticulous feedback. A Year 13 theory of knowledge discussion on the difference between knowledge and information included perceptive debate on whether knowledge has to be true. Pupils clearly relish the intellectual challenges they are set and enthusiastically embrace a variety of collaborative skills to support their learning. In a history lesson in Year 10, pupils demonstrated a comprehensive understanding of how social and political change was brought about by the industrial revolution, responding to highly effective questioning and developing their understanding further through inquiry and mind mapping. Practical drama skills in a lesson in Year 8 were of a high standard as pupils chose characters to freeze frame before enthusiastic, considered class discussion on the decisions made and the effect on the audience. A very large majority of the pupils' questionnaire responses recognised that they benefit from very effective teaching which encourages them to think for themselves, and this view was reflected in the lessons observed.

3.6 The overall academic achievement of pupils is excellent. The school's assessment framework shows that all pupils, including those with SEND or EAL, sustain the strong progress they make throughout the IB Middle Years Programme (MYP) to produce externally assessed personal projects at the end of Year 11, results of which in 2019–2022 have been above the UK average and well above the worldwide average. In the sixth form, results in 2019–2022 in the IB diploma have been well above the worldwide average and similar to the UK average. One-third of pupils in Year 13 take the bilingual diploma annually and achieve in line with their peers. A large majority of pupils gain places at their first-choice university, which include many of the most highly selective universities and competitive courses. This high attainment was confirmed in lesson observations, scrutiny of pupils' work and discussions with pupils and staff. Pupils' considerable academic achievement is as a result of thorough planning, high-quality teaching and expert use of strategies to support individual pupils. Boarders are quick to recognise that their supportive community plays an important part in their academic achievements.

3.7 Pupils' communication skills are extremely strong. They are confident orally and are attentive listeners. They are able to adapt their writing style appropriately for different tasks, and their analytical writing is most effective. This is all the more remarkable given that a high proportion of pupils do not have English as their first language. In whole-school assembly pupils speak fluently, maturely, and with quiet confidence to supportive listeners. They appreciate the regular opportunities to present to their peers and draw on a wide variety of resources to expound well-considered views. In class they use sophisticated vocabulary to express complex ideas. In an English lesson in Year 13, for example, focusing on *A Modest Proposal* by Jonathan Swift, pupils displayed an excellent appreciation of context and satirical effect and a deep understanding of the problems of reducing people to mere statistics. Younger pupils demonstrated extremely strong verbal skills when deliberating the traits of Renaissance Man in a lesson exploring Leonardo da Vinci's inventions. In meetings with inspectors, pupils of all ages were highly articulate, listening thoughtfully to each other and presenting well-considered views clearly. Through respectful listening and appreciation of the input from their peers, the boarding community is highly collegiate across the age groups.

- 3.8 Overall, the pupils' numeracy skills are very strong. They display high levels of numeracy, supported by the requirement to pursue a mathematical qualification through to Year 13, and they apply their skills with relative ease to other subjects, such as the sciences, geography, and design and technology. Older pupils analyse data in sports science and psychology with confidence and, in the environmental systems and societies course, pupils are secure in their use of statistics and graphs. Economics pupils learn to calculate how responsive consumers and suppliers are in responding to changes in price whilst, in personal social health and economic education (PSHEE) lessons, all pupils develop skills needed to manage personal finances, including the best ways in which to invest their money. Their strengths in numeracy enable the transfer of analytical skills to problem-solving in many of their subjects.
- 3.9 Pupils use information and communication technology (ICT) to research and present work as a matter of course and particularly highlight the benefits of collaborative learning gained through working in this medium. They are adept at managing a wide variety of platforms, applications and electronic resources. Scrutiny of pupils' work produced evidence of highly proficient use of ICT across the curriculum and in all year groups. EAL pupils use translation facilities to make swift progress and, as they prepare for their extended essay, pupils in Year 13 use ICT with great ease to explore library-specific resources relating to Chicago referencing. In a social studies lesson, younger pupils were taught to use an application allowing them to capture and share ideas for creating museum exhibits.
- 3.10 Pupils use a wide variety of study skills to excellent effect, naturally developing higher-order abilities. From Year 7 onwards, lessons are planned to ensure that pupils develop a wide range of study skills and the engrained practice of self-reflection as part of the learning process helps them to develop as confident independent learners. In their core classes, pupils engage with challenging concepts and open-ended questions in a discussion and inquiry-based environment. Pupils with SEND are supported to adopt strategies which best support their particular needs as seen by inspectors in lesson observations. In psychology, pupils synthesised a wide range of information to design a poster on causes and treatment of depression and, in Year 9, pupils hypothesised thoughtfully as they considered da Vinci's drawings of inventions. Older pupils display very strong analytical skills as they consider ideas and characterisation in English and modern foreign languages literary texts.
- 3.11 Pupils across the school demonstrate considerable enjoyment in and engagement with a wide range of activities. Some individuals achieve highly by being able to focus on specific talents, and particular successes at national and area level competitions since the previous inspection have been in swimming, martial arts, rowing and football. Pupils are passionate about their student-led societies, taking their responsibilities very seriously. There is strong representation at the annual International Model United Nations conference held in the Hague. Pupils are successful in LAMDA, ABRSM and Royal Academy of Dance examinations, achieving merits and distinctions in many, and also achieve well in the science Olympiads and mathematics challenges. There is notable success in local and national creative writing competitions.
- 3.12 Pupils' attitudes to learning are exemplary and a key factor in their high levels of achievement. They settle to work swiftly in lessons, recognise the benefits of collaborative work and willingly engage with each other as they seek to develop their knowledge, skills and understanding. Pupils in Year 7 enjoyed singing a French song complete with actions and readily volunteered answers in the target language encouraged by high expectations. Throughout the school, they take responsibility for their progress, working with their teachers to achieve their goals. In interviews with inspectors, pupils explained that they are taught not to be afraid to make mistakes, identifying this as an important part of the learning process. They demonstrate high levels of initiative and value the freedom to choose challenging personal research projects such as learning braille and using this skill to write a storybook for the visually impaired. The boarding community reinforces pupils' highly positive attitudes to learning through a shared ambition to succeed within a very supportive atmosphere.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are able to understand their strengths and weaknesses very effectively as they set themselves academic and personal challenges. They show very strong self-discipline, learning to persevere and become resilient, valuing encouragement and using it as a springboard for further progress. The younger pupils build their confidence across a wide range of subjects. New boarders value their boarding induction which helps them to grow in self-confidence, and EAL boarders identify their increasing self-esteem in part through their pride at their growing proficiency in English. In interviews with inspectors, pupils described the SEND provision as being very helpful, recognising the positive impact that this had on academic development and subsequent self-esteem. Curricular and extra-curricular opportunities encourage pupils to step out of their comfort zone and pupils regularly deliver thought-provoking assemblies. Supported by dedicated teaching, they learn how to improve their own learning and performance through self-reflection.
- 3.15 Pupils show excellent understanding of the importance of decisions for their success and well-being. From the moment they enter the school they are encouraged to make decisions which affect their learning and relationships. The IB curriculum and the creativity, activity, service (CAS) element of the course require pupils to make significant choices at every stage, and they are adept at doing so, supported by the advice of their teachers, advisors and counsellors. The PSHEE curriculum also enables them to choose areas of research to support their individual well-being. They display mature understanding of the importance of their choices for higher education and appreciate the personalised advice they receive from the college counsellor. Pupils also choose causes they wish to support, issues they wish to engage with and activities in which to take part. All pupils make decisions to take on leadership roles such as those as student council president, multi-faith ambassador or house captain, and they carry these roles out with remarkable commitment.
- 3.16 Pupils' spiritual understanding is highly developed. They recognise that the Catholic faith is at the heart of the school's ethos and readily support the school's mission statement, 'That all may have life'. They appreciate that those of all faiths and none are welcomed and accepted, describing the chapel as a peaceful space for worship and reflection. Their recent successful presentation to governors and senior management on the need for a multi-faith prayer space – a place for quiet reflection – underlines how much they respect the importance of spiritual life. In class, pupils' considered response to the wide range of literature studied displays a well-considered, sensitive appreciation of the non-material aspects of life. They acknowledge that they are also nourished spiritually through peaceful moments in the beautiful school grounds and walks in nearby Richmond Park. The annual year group retreats which afford moments for reflection, for example, on the value of the lasting friendships that they make at school, are also valued.
- 3.17 Pupils' moral understanding is excellent. They exhibit a very robust sense of right and wrong and show respect for rules, accepting that for a community to function effectively there must be a fair, consistently applied system. Pupils are taught to reflect upon what it means to act responsibly. From a young age, they are able to self-regulate; pupils in Year 7 asked for their mobile phones to be collected at the start of the school day, so that they could avoid excessive and inappropriate use. The congeniality with which pupils mix with each other and across age groups in the school community is a real strength. In the boarding halls, an ethos of thoughtful behaviour towards others ensures quiet for those studying, for example, and common rooms are kept in good order. Pupils' desire to take on positions of responsibility and act as role models for the younger pupils underlines their desire to act responsibly and behave respectfully to others. Discussion with inspectors demonstrated their willingness to contribute their opinions in a mature and responsible manner.
- 3.18 Pupils collaborate remarkably well in lessons and around the school, working together to achieve successful outcomes. In games practice, they displayed outstanding collaborative skills, with a very clear determination to succeed as a team at a forthcoming tournament. In a core lesson in Year 9, they

collaborated effectively to identify a solution for a global food dilemma, with the expectation that all would contribute fully to the project. Throughout the school, pupils care about each other and often praise and encourage their peers' efforts; they are respectful of others' views, even when disagreeing with them. There is a clear sense of collective responsibility seen, for example, through their enthusiasm for the many student-led committees, including the student council, the campus ministry team and the boarding council.

- 3.19 Pupils take part in a variety of outward facing activities and commitments which contribute to the well-being of the school and wider community through voluntary work. Particularly notable is the Saturday school project open to local primary school children and spoken of with tremendous enthusiasm by the pupils. They contribute positively to the wider community through raising funds for foodbanks, contributing to the design and build of a 'garden for good' for a women's aid shelter and, further afield, to projects at their Zambian partner school. Community events, such as Christmas carols for local people, are organised in school but there are fewer opportunities for pupils to engage in regular service activities in the local community.
- 3.20 Pupils' respect for diversity and cultural understanding is excellent. They fully support the school's goal to create unity through diversity and spoke passionately about this in school assembly. They are proud to be part of a welcoming multi-cultural institution, recognising that their diverse community expands their horizons. As well as acknowledging world faith festivals, pupils also take great pleasure in their annual International Day during which they showcase their different cultures through a range of activities. Nevertheless, they recognise the danger of complacency. A small minority of the pupils' questionnaire responses said that the school could be doing still more to champion diversity and pupils are keen to continue advocating the needs of all those with protected characteristics through the recently convened staff and pupil Anti-Racism, Inclusion and Diversity (ARID) committee, set up with the support of the senior management and governors.
- 3.21 Pupils have a very strong sense of how to stay safe, including online, and appreciate the importance of good physical and mental health. Some older pupils interviewed spoke of anxiety caused by academic demands. The school recognises this and, supported by the governing board, has recently established a working party on academic pathways. Pupils interviewed commended the counselling service available to them and appreciate that there is always a member of staff to turn to if they have concerns. All pupils, including the boarders, feel very safe at school; security is a priority. External speakers, such as police liaison officers, also keep pupils well informed on matters of personal safety, and the comprehensive PSHEE programme covers a range of topics designed to grow pupils' understanding of how to establish a healthy work-life balance which will serve them well going forwards. Most are actively involved in sport and exercise, and pupils make good use of the newly refurbished sports hall and the dance studio. Full boarders benefit from the opportunity to spend some time relaxing out of school at the weekend and appreciate the activities organised by their house parents.

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 the vice-chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assembly. Inspectors visited boarding houses and 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

Mrs Sarah Dawson	Reporting inspector
Mrs Jacqueline Shackel	Compliance team inspector (Head, HMC school)
Mr Peter Goodyer	Team inspector for boarding (Head, HMC school)
Mr John Watson	Team inspector (Head, HMC school)