



**ISI** Independent  
Schools  
Inspectorate

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

**The Prebendal School**

**November 2022**

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## School's Details

<b>School</b>	The Prebendal School			
<b>DfE number</b>	938/6128			
<b>Registered charity number</b>	307370			
<b>Address</b>	The Prebendal School 53/55 West Street Chichester West Sussex PO19 1RT			
<b>Telephone number</b>	01243 772220			
<b>Email address</b>	office@prebendalschool.org.uk			
<b>Interim headteacher</b>	Mrs Alison Napier			
<b>Chair of governors</b>	Mr Ali Khan			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	98			
	<b>Day pupils</b>	76	<b>Boarders</b>	22
	<b>Nursery</b>	13	<b>Pre-preparatory</b>	24
	<b>Preparatory</b>	61		
<b>Inspection dates</b>	22 to 24 November 2022			

## 1. Background Information

### About the school

- 1.1 The Prebendal School is an independent co-educational day and boarding school situated in Chichester. It is the chorister school for Chichester Cathedral and was originally founded in the 11<sup>th</sup> century. The school is overseen by a board of governors. It comprises three sections: the nursery, for children aged 3 to 4 years, the pre-preparatory department for pupils in Reception to Year 2 and the preparatory department for pupils in Years 3 to 8. Boarding is available from Year 3. Female and male boarders are accommodated separately on the school site.
- 1.2 The current interim headteacher took up her position in September 2022. The current chair of governors took up his position in June 2022

### What the school seeks to do

- 1.3 The school aims to foster the academic, physical, spiritual, moral and social development of all pupils within a happy, caring and safe environment. It seeks to provide the highest standards of teaching and learning experiences, and care for the specific individual needs of all pupils, enabling them each to achieve their full potential.

### About the pupils

- 1.4 Most pupils come from local families. The school's own assessment data indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions. Of these, eight receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils, one of whom receives additional support for their English. The school has identified ten pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their particular talents in music, drama and mathematics.

## 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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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, Early Years Foundation Stage Statutory Framework](#).

## 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 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 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The 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.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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. 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.
- 2.7 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

- 2.8 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 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.
- 2.10 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**

- 2.11 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.
- 2.12 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**

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

## **PART 6 – Provision of information**

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.18 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**

- 2.19 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 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.

#### Key findings

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

- Pupils attain very highly and make typically fast rates of progress, particularly when they are actively engaged in their learning.
- Pupils exhibit advanced verbal and written communication skills.
- Pupils display exemplary attitudes to learning and achievement.
- Pupils' knowledge and understanding are very well developed for their age. Choristers' singing is of extremely high quality.
- Older pupils' skills in coding, programming and computer animation are limited.

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

- Pupils display outstanding spiritual and moral awareness for their age.
- Pupils demonstrate an excellent appreciation of diversity.
- Pupils' social skills are of very high quality. They collaborate extremely well, including in the choir.
- Pupils exhibit strong self-confidence and awareness.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Strengthen pupils' learning and progress by consistently engaging them actively in their learning.
- Enable pupils to develop and apply skills in coding, programming and computer animation appropriate for their age.

#### 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's assessment data show that pupils' attainment is excellent across the range of subjects. Data also confirm that all groups of pupils, including those with SEND, EAL and the most able, make equivalently strong progress from their starting points. The school's data is supported by the high quality of work and fast progress exhibited in pupils' books and during lessons. Children in the EYFS make rapid progress from starting points and attain at and beyond age-related expectations. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their



child to make progress. Inspection evidence supports this view. Pupils make swift progress because leaders and staff use assessment data well to monitor their progress and provide appropriate and effective support to individual pupils when required. However, pupils' learning and progress are more limited in lessons where teachers rely heavily on delivering information and pupils remain passive.

- 3.6 Pupils display highly developed verbal and written communication skills. Children in the EYFS speak to each other and to staff articulately, using expressive vocabulary and well-developed sentences. Pupils from a range of years who spoke to the inspectors did so extremely articulately, using advanced vocabulary and showing maturity and confidence in speaking. Pupils' creative writing work is of a very high standard. Younger pupils construct sentences well and make highly effective use of adjectives and adverbs. They recognise errors and apply corrections to their written work for themselves. Older pupils' writing features typically excellent punctuation and grammar and coherent, engaging narratives. Pupils demonstrate a deep love of reading. For example, the oldest boarders are keen to read to groups of younger boarders before bedtime. In an English lesson, the oldest pupils explained with animation how they chose their own books to read for pleasure.
- 3.7 Pupils exhibit exemplary attitudes towards learning and achievement. Children in the EYFS engage in their self-chosen activities well, exhibiting long concentration spans and demonstrating a keenness to learn and explore. Pupils in the pre-prep showed a confident and enthusiastic approach to their learning in all lessons seen. Prep pupils also demonstrate a strong wish to learn. For example, in a mathematics lesson, pupils in the middle of the school voiced a desire to stay and continue learning once the lesson neared its end. Similarly, in a history lesson, older pupils spontaneously asked questions to enhance their own learning. Choristers who spoke to the inspectors spoke of enjoying singing and of their sustained commitment to it, including through the amount of time they devote to rehearsals and performances. A small minority of pupils who responded to the questionnaire disagreed that most lessons are interesting. Inspectors found that pupils do not always demonstrate their normally excellent attitudes towards learning when experiencing teaching that does not engage them actively.
- 3.8 Pupils' knowledge and understanding are very well developed for their age as a result of typically very high expectations and teachers' effective questioning. The youngest pupils understood that the water that Shackleton sailed in froze solid, so that his boat could not move, comparing the water to an ice lolly. Slightly older pupils exhibited excellent understanding of the water cycle, using terminology such as 'condenses' to explain the process. Pupils speaking French used correct vocabulary and tense to describe different school subjects. Older pupils conveyed strong knowledge and understanding of why many women found themselves out of work at the end of the Second World War. Artwork in a range of media exhibited across the school is creative, thoughtful and detailed. During Eucharist, assemblies and rehearsals, younger and older pupils demonstrated singing of an extremely high quality. Singing featured excellent and sophisticated phrasing, timing and harmonising. Pupils were also heard to play musical instruments, including solos, extremely competently. All pupils who responded to the questionnaire said that their skills and knowledge improve in most lessons. The school meets its aim to care for the specific individual needs of all pupils, enabling them each to achieve their full potential.
- 3.9 Pupils' mathematical skills and knowledge are excellent. Children in the EYFS engaged with self-chosen mathematical resources demonstrated very good understanding of number bonds up to five. They added beyond ten with confidence and exhibited a very strong interest in pattern. Younger pupils displayed advanced subtraction skills for their age during a mathematics lessons. Older pupils demonstrate strong understanding of shape, such as by explaining confidently the differences between pyramids and prisms. The oldest pupils displayed excellent understanding of statistics when identifying the median in relation to historical statistics about the World Cup. Pupils who spoke to the inspectors explained how they applied their mathematical knowledge and skills to other subjects, such as science. Pupils' mathematical abilities develop strongly as a result of challenging work and problem-solving activities.

- 3.10 Pupils exhibit excellent study skills. EYFS children were observed methodically investigating and experimenting with pouring water, while younger pupils organised their scientific investigations into sound systematically, making predictions, identifying methods and recording results. In a physical education (PE) lesson, younger pupils ably analysed the effect of the speed of a ball and how the rules of a 'tag' game affected the outcomes. Older pupils analysed the five key elements of the Buddhist religion. The Quadrivium programme initiated by school leaders develops pupils' study skills, such as those of analysis, research and hypothesis, very well. This was evident in the oldest pupils' 'Prebendal extended projects', such as those on King Harold and the Olympic Games. These displayed independent research of a very high quality, with pupils selecting pertinent sources of information well and creating coherent, and well-informed arguments. These projects are supported by pupils' intelligent reflections about their own learning and how they would like to extend this in the future, such as a consideration of how researching a fashion project had led to deeper understanding of cultural heritage. Pupils who spoke to the inspectors explained how several subjects have developed their ability to identify and annotate sources of evidence and recognise different features of texts. In addition, boarders expressed how useful they found prep time and how this contributed to their learning and study skills. All parents who responded to the questionnaire agreed that the school equips their child with the team working, collaborative and research skills they need in later life. The school fully meets its aim to foster the academic and physical development of all pupils.
- 3.11 Pupils' academic and non-academic achievements are outstanding. Leavers attain a very high number of academic and non-academic scholarships for the size of the school. Pupils' musical skills are extremely strong for their age. Choristers sing at a very high level, sight-singing in harmony and performing confident, ambitious solos. Pupils obtain distinctions and merits in ABRSM examinations. Most pupils learn a musical instrument and achieve high grades, including up to grade 8, in multiple musical instruments. Pupils also obtain merits and distinctions in LAMDA examinations. There has been individual success in many areas, such as regional representation in sailing and chess, and national success in skiing and hockey. Pupils' musical skills develop strongly through specialist teaching and constant opportunities for performance, including in the cathedral.
- 3.12 Pupils' information and communication technology (ICT) skills are limited overall. Children in the EYFS are able to programme simple electronic animals to move in specific directions very well. Older pupils use ICT skilfully to present word-processed documents and clear, effective presentations and they carry out effective research online. However, their skills in coding, programming and computer animation are limited when compared to age-related expectations. There was little evidence of pupils using ICT during lessons seen during the inspection. Pupils who spoke to the inspectors conveyed passionately that they would like to learn more about coding and computer animation. The structure of the school's curriculum does not enable older pupils to develop or apply skills in coding, programming or computer animation appropriate for their age.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate outstanding spiritual awareness. Pupils from across the school listened intently during a formal Eucharist cathedral service. The school chamber choir demonstrated much sensitivity to the music and sang in a very spiritual manner. Pupils who spoke to the inspectors conveyed a strong reflection of their place in history and how being in a school which originated so far back made them feel. The oldest pupils reflected extremely maturely on different philosophical and spiritual ideas and described with much feeling how music could evoke memories of special experiences and be immersive. They explained very thoughtfully their responses to discussions in Quadrivium where they had to consider questions such as 'what is art?' and 'what is poetry?'. Pupils also spoke of how there were no obviously right or wrong answers in philosophy and how one's opinions could change as a result of the strength of someone's argument. Boarders who spoke to the inspectors reflected on the celebration of All Souls' Day in a way that exhibited strong appreciation of the value of their families.

- 3.15 Pupils exhibit excellent moral sensitivities. For example, younger pupils showed consistent understanding of fair play in their tag game during a PE lesson, showing respect for the rules and each other. Pupils exhibited excellent behaviour in all lessons seen. Pupils who spoke to the inspectors explained why respect was important in a very thoughtful manner. The oldest pupils reflected deeply and highly articulately on ethical dilemmas, with some contrasting the approaches of utilitarianism and other moral theories extremely maturely and in a manner far beyond their age. Pupils are sensitive to ethical issues that emerge from the subjects that they study. For example, older pupils identified rights and wrongs regarding women's roles during World War Two, voicing passionately that the importance of women's contributions to the war effort needed to be respected. Pupils have demonstrated deep respect for the importance of Remembrance through the care taken over their individual poppy artwork displayed across the school. Leaders have successfully embedded well established routines and high expectations of behaviour. They ensure that staff make the most of opportunities to enable pupils to explore moral issues and consider the moral principles that might apply to the subject matter at hand. The school fully meets its aim to foster the spiritual, moral and social development of all pupils.
- 3.16 Pupils' appreciation of and respect for diversity are outstanding. For example, younger pupils' written work contains thoughtful ideas about why difference and kindness are important. Pupils who spoke to the inspectors valued the opportunity for either sex to play on the teams for football, rugby or netball, explaining that it was truly equal opportunities. They said how proud they were that female pupils were now represented in the choristers. They explained maturely the importance of inclusion and why racism and discrimination were not acceptable. The oldest pupils referred to the current World Cup event and expressed forcefully how some people had decided not to engage with it because of their belief in people's rights to their own sexual orientation and identity. They expressed how important it was that everyone should have a voice. Boarders who spoke to the inspectors explained how some boarders needed to pray at night and how this was respected by the school. They conveyed a strong sentiment of being bound together as one community. Almost all parents who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view.
- 3.17 Pupils display excellent social skills. EYFS children played with each other very well in a range of activities that they led themselves, sharing resources and chatting happily to each other in the mud kitchen. During morning break, older pupils spontaneously played with younger pupils on the climbing frame, supporting them and offering their friendship. Throughout the inspection, pupils worked highly effectively together, such as during an English lesson when sharing opinions and ideas about their individually self-chosen reading books. In discussions, both in lessons and with the inspectors, pupils listened to each other carefully and made sure that everyone had a turn to speak. Choristers demonstrated a substantial ability to work with one another towards a common goal. They exhibited much appreciation for each other's musical skills. The older boarders understand that the younger ones need support and step in to support them when they feel sad or homesick. Pupils told inspectors that the small community of the school enables everyone to know each other and feel part of a family, so that they all got on, respected each other and shared the same values.
- 3.18 Pupils' self-confidence and self-awareness are outstanding. Children in the EYFS demonstrated strong independence and confidence when spontaneously choosing to take part in puddle-jumping. Pupils in the middle of the school displayed resilience and persistence when independently creating temple designs to their own satisfaction. The oldest pupils used reflection time to reflect sensibly on their own progress against their individual targets, identifying strengths as well as areas for improvement. Pupils had a clear idea of which school they wanted to go to as well as which career they wanted to do, ranging from a vet to an interior designer. Older boarders explained to the inspectors how they understood that they needed to model self-discipline and positivity on behalf of younger boarders. All parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. Inspection evidence supports this view. Small class sizes enable leaders and staff to

know and relate to their pupils very well. Leaders and staff promote a 'can-do approach' to learning and celebrate pupils' achievements.

- 3.19 Pupils demonstrate strong decision-making skills. EYFS children made confident and independent decisions about what they would like for snack and when, supported by questioning that encouraged them to vocalise their choices. Displays by younger pupils demonstrate considered and mature thinking about possible future careers, including how particular careers can benefit wider society. Pupils in the middle of the school considered carefully how they should best dress for PE, considering the weather conditions. In discussion with the inspectors, the oldest pupils explained intelligently the factors they took into account when deciding which senior schools they wanted to progress to, including with regard to their emerging ideas about possible careers. Boarders who spoke to the inspectors said that they appreciated that leaders invite them to speak out, share ideas for changes or question decisions. They stated that they felt that their opinions are highly valued.
- 3.20 Pupils contribute well to the school and wider community. Choristers who spoke to the inspectors said that they eagerly support cathedral services, including throughout Christmas and Easter services. The 'pupil voice' group and 'food committee' meet to discuss and suggest new ideas for the school. As a result of their suggestions, additional playground equipment has been funded by leaders and governors. Older pupils act as 'buddies' for younger children and pupils, reading to them and supporting them during visits to the cathedral. The oldest pupils run lunchtime clubs for younger ones, with the assistance of staff. Pupils have taken part in events such as litter picking and visiting elderly residents in community homes and singing for them. Pupils choose a range of local, national and international charities to support, and organise events such as 'bake sales' and mufti days for them.
- 3.21 Pupils exhibit an excellent understanding of how to stay safe and keep healthy. EYFS children showed excellent understanding of the importance of washing hands before eating by doing so spontaneously without being asked. All pupils who responded to the questionnaire said that they understand how to stay safe online, and pupils who spoke to the inspectors shared very sensible strategies about how to do so. Boarders explained what a balanced diet was in detail. Older pupils explained how they looked after their own mental health and the ways in which they dealt with any moments of stress and anxiety. The personal, social, health and economic education (PSHE) programme includes much guidance about staying safe and keeping healthy.

## 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 chair of governors and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies, including a Eucharist service in the Cathedral. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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 Steven Popper	Reporting inspector
Mrs Helen Duffy	Compliance team inspector (HR director, HMC school)
Mrs Charlotte Johnston	Team inspector (Head, IAPS school)
Mrs Karen Pickles	Team inspector for boarding (Director of education, GSA school)