

Focused Compliance and Educational Quality Inspection Reports

Streatham and Clapham High School

October 2019



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School's Details

School	Streatham and Clapham High School			
DfE number	208/6311			
Registered charity number	306983			
Address	42 Abbotswood Road London SW16 1AW			
Telephone number	020 8677 8400			
Email address	enquiry@schs.gdst.net			
Head	Dr Millan Sachania			
Chair of Trustees	Mrs Juliet Humphries			
Age range	3 to 18			
Number of pupils on roll	787			
	EYFS	41	Prep	184
	Seniors	457	Sixth Form	105
Inspection dates	8 to 10 October 2019			

1 Background Information

About the school

- 1.1 Streatham and Clapham High School is an independent day school for pupils aged between 3 and 18 years. It is registered as a single-sex school for female pupils. Founded, as Brixton High School in 1887, it is governed by the Girls' Day School Trust, and a local board of governors advises the school. The school comprises an Early Years Foundation Stage (EYFS), preparatory school, senior school and sixth form. Since the previous inspection the school has opened a new reception hall, dining hall and kitchen at the senior school and a new sixth-form centre. At the preparatory school there is a newly equipped nursery and a new all-weather playing surface.

What the school seeks to do

- 1.2 The school aims to empower its pupils to discover, nurture and project their unique identities and character as well as enabling them to achieve beyond the bounds of expectation on a daily basis, across the spectrum of endeavour.

About the pupils

- 1.3 Pupils come from a range of professional and business backgrounds across south London and the surrounding area and reflect its cultural diversity. Nationally standardised test data provided by the school indicate that the ability of pupils in the preparatory school and the senior school is above average and in the sixth form is broadly average. The school has identified 182 pupils as having special educational needs and disabilities (SEND), which include dyslexia and dyspraxia of whom 38 receive support. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 127 pupils of whom 12 receive additional support. More able pupils in the school's population are supported in their learning by challenging activities within the classroom, academic societies and extended opportunities in music, the arts, sport and drama.

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. 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 FOCUSED 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 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 the 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 preparatory school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been above 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 by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

2.15 A range of information is 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. 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>
Upper 3	Yr 7
Lower 4	Yr 8
Upper 4	Yr 9
Lower 5	Yr10
Upper 5	Yr 11
Lower 6	Yr 12
Upper 6	Yr 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities are highly successful in their academic achievements and make rapid progress across all areas of learning.
 - Pupils' attitudes to learning are outstanding, both when collaborating and when working independently.
 - Pupils are highly effective communicators in a wide range of contexts.
 - Pupils excel across a wide range of academic, sporting and creative activities.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils of all ages develop high levels of self-knowledge, confidence and resilience as they progress through the school.
 - Pupils are adept and confident decision makers, secure in their knowledge that the school is a safe and encouraging environment.
 - Pupils have a strong moral sense and apply their standards of morality to their own behaviour, their community and the world at large.
 - Pupils are highly respectful of each other and exhibit qualities which reflect their concern for justice, equality and fairness.

Recommendation

- 3.3 In the context of excellent outcomes, the school might wish to consider extending opportunities for pupil-led initiatives within the school and in the wider world.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all abilities and ages are highly successful in their academic achievements and make rapid progress across all areas of learning. In the Early Years Foundation Stage (EYFS) almost all children meet or exceed their early learning goals by the end of their Reception year. This is because their individual learning programmes are carefully matched to their interests and developmental needs. In the preparatory school, according to the school's own assessment data, a large majority of pupils achieve above national age-related expectations in English and mathematics. Pupils have high expectations of themselves and their progress is facilitated by specialist subject teaching from an early age.
- 3.6 In the senior school the following analysis uses data from 2016 to 2018, the most recent years for which data is available. Results at GCSE have been above the national average for maintained schools and are in line with the national average for maintained selective schools. Results in IGCSE have been higher than worldwide norms and in A-level examinations they have been above the national average. In 2019, results at GCSE and A level have indicated further improvements in pupils' attainment. Pupils with special educational needs and disabilities (SEND) and English as an additional language (EAL) perform almost as well as their peers at GCSE and in line with them at A level. In almost all subjects, pupils make excellent progress from their starting points in both the preparatory and the senior school. In the pre-inspection questionnaires, the overwhelming majority of the parents agreed that teaching enabled their children to make progress. A large majority of pupils gain admission to the university of their choice and their destinations include highly competitive universities.

- 3.7 Pupils display excellent knowledge, skills and understanding. They make rapid progress in each lesson because they engage in a wide variety of activities, listen to each other effectively, collaborate in order to enhance their understanding and work independently to consolidate their learning. In this they are supported in many cases by teachers who know them well, plan effectively for their individual needs and deliver varied and well-paced lessons. In the EYFS nursery children practised their phonics with care and made detailed observations on the current weather. Slightly older pupils could confidently distinguish between fact, fiction and opinion in writing, and Year 6 pupils used an 'ask, think and do' approach when discussing perspective in art to develop an excellent grasp of the concept. In senior-school science lessons pupils could apply previous knowledge to help their understanding in a different context. In many lessons, pupils improve their understanding of a topic by assessing each other's work in order to improve their own. They develop excellent creative skills in music and in art and they extend their physical capabilities to a high level in the extensive choice of sports, in gymnastics and in dance. In their pre-inspection questionnaires, a large majority of pupils agreed that their lessons are interesting.
- 3.8 Pupils are highly effective communicators in a wide range of contexts. In the EYFS children spoke clearly and with enthusiasm about their toys, and pupils in the preparatory school explained their thinking well when discussing language and mathematical concepts. In the senior school pupils are articulate and unafraid of public speaking in which they exhibit considerable skill, for instance when giving presentations for their extended project qualifications (EPQs) or delivering an assembly for black-history month. GCSE drama pupils portrayed the emotions of their characters by using very effective facial expressions and gestures. In history pupils constructed speeches and phrased opinions well to argue a point. Pupils also write competently and at length, using specialist language to great effect, and employing visual techniques such as mapping out their ideas to improve their learning. In modern foreign language (MFL) lessons pupils demonstrated their strong linguistic skills orally, and in Latin they read aloud with confidence. Pupils are highly effective listeners, and this enables them to develop their understanding during discussion, as in a geography lesson in which pupils were working out how to spend money to benefit a village community in Malawi.
- 3.9 Pupils value their ability to work with numbers and quantified information. They apply logic and general mathematical principles effectively in other areas such as manipulating data in physics and geography or in the Year 6 work designing, shopping and creating a budget for an ideal bedroom. In the preparatory school they also apply their numeracy skills when studying proportion in art, measuring in science and in cookery club. By the sixth form, pupils are exhibiting advanced numeracy skills and applying them in a wide variety of contexts.
- 3.10 In the preparatory school, pupils are confident and competent users of information and communication technology (ICT) having developed their skills from an early age. They work with computer tablets to create effective digital presentations on the work of artists and make videos of each other to improve their physical skills in physical education. Pupils are encouraged to experiment by skilled teaching, and they show strong digital literacy. In the senior school pupils have effective ICT skills and can use on-line textbooks and applications to aid their learning, though they also learn effectively in more traditional ways. They use drawing and design packages effectively in design and technology. Pupils learn to code and demonstrate their very good skills in the robotics club.
- 3.11 Pupils throughout the school have outstanding attitudes to their learning. They exemplify the school's stated aim to promote fearless learning by approaching tasks in a positive and confident way without any fear of failure. They have excellent study skills which they develop individually with support from their tutors. Pupils who have learning support know their strengths and weaknesses well and are able to maximise their learning by close connections between their support staff and their classroom teachers. By the sixth form pupils exhibit a high level of analytical thinking and can argue a case cogently. A majority of Year 12 pupils take on an EPQ and they learn a great deal from the research and presentation skills they develop. The vision of the school's senior leaders in promoting fearless

learning and the support they receive from the Girls' Day School Trust are strong contributory factors in ensuring that pupils learn as effectively as possible.

- 3.12 Pupils excel across a wide range of academic, creative and sporting activities within and beyond the curriculum. This is because pupils receive excellent coaching from dedicated staff. All pupils benefit from the Kinza activity period within the curriculum where they choose different interests to pursue each term. There have been successes in science competitions, such as the science, technology, engineering and maths (STEM) challenge, the biology olympiad and the senior mathematical challenge. Pupils exhibit high levels of performance skills in drama and music, presenting a wide selection of plays, musicals and chamber operas in school, and they benefit from their close link with the Royal Opera House which provides opportunities for chorus and individual roles. Several pupils have achieved success in national art competitions. Individual pupils and teams of all ages excel in a wide variety of sports including rowing, athletics, hockey and cricket. In gymnastics and netball pupils have achieved team and individual successes at national level. Pupils succeed at all levels in The Duke of Edinburgh's Award scheme (DofE) and in their newly founded combined cadet force (CCF).

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of self-knowledge, confidence and resilience as they progress through the school, in keeping with the school's aims to empower them to discover, nurture and project their unique character and identities. They are extremely positive in their outlook and their confidence is clearly exhibited when they speak in assemblies, perform in musical or drama events, play sport to a high level or discuss issues that matter to them with each other and with adults. They are willing to seek advice, feel well supported by dedicated pastoral staff in their forms and houses and are well motivated to improve their own learning. In the preparatory school pupils evaluate each other's work openly and honestly and thus learn to cope with criticism from an early age. Pupils describe how the family nature of the school has helped them to discover who they are. They say teachers will always praise first and then help them to try to do something a different way in order to succeed. They reflect maturely on their successes and disappointments in order to aid their progress. In their pre-inspection questionnaires almost all the parents agreed that the school encourages their child to be more confident and independent and that it is governed and led effectively in order to achieve its aims.
- 3.15 Pupils are highly effective decision makers. In the EYFS children choose the activities they wish to take part in and which topics to bring to everyone's attention in their circle time. Year 2 pupils decided which historical sources were more accurate when studying the fire of London and those in a Year 4 philosophy for children lesson had to choose whether they wished to have a well-paid job they didn't enjoy or one they loved which paid less. Pupils in the senior school influence their own learning by choosing carefully which activities to sign up for in the Kinza curricular activity period and in extra-curricular clubs. Pupils who feel strongly about justice, equality and fairness established and run a club themselves to discuss these issues. It is well supported and recently delivered a thoughtful and much-appreciated assembly to celebrate 'Black History Month'. As they progress through the school pupils make careful choices about subjects for GCSE and A level and which universities they wish to apply for, with effective support from their tutors and subject teachers. Pupils use their collaborative skills in making group decisions when participating in team events such as DofE expeditions or in musical and dramatic performances. Pupils have to manage their time well and they do so with the support of senior leaders and staff who care about them and understand their desire to make the most of their time in school.
- 3.16 Although the school does not have a religious ethos, pupils have a well-developed awareness of the non-material aspects of life. They value friendships enormously and are highly appreciative of opportunities to explore their creativity, whether in music, art, drama or dance. Pupils are proud of their artwork, which is displayed around the school for all to enjoy. They develop a spiritual awareness

by singing religious as well as secular music, by appreciating the emotional content of dramatic performance and taking part in the annual carol service at Southwark Cathedral. Pupils very much enjoy having quiet places to go to for reflection such as the library and the sixth form study centre, and during their tutor periods when peaceful moments are built into the busy day. Many religions are represented among the pupil body and pupils appreciate the chance to learn about them and increase their knowledge and understanding of different faiths. Younger and older pupils have a strong environmental awareness and appreciation of the natural world and its fragility.

- 3.17 Pupils of all ages have a strong moral sense and apply their standards of morality to their own behaviour, their community and the world at large. They behave very well, can distinguish right from wrong and understand the need for rules to make the community work. In the preparatory school pupils help make the rules for their class and therefore understand the importance of following them. Pupils do not ignore poor behaviour in others but are also aware of the challenges faced by young people, have a strong sense of shared humanity and can identify key moral questions facing their world. In this they are supported by staff who are excellent role models. Pupils could argue thoughtfully about the morality of whaling in communities which depend on it for survival, and in the preparatory school pupils have presented an assembly on their thoughts on plastic in the oceans. Year 5 pupils visit the Houses of Parliament to find out about law making in Britain and so understand better the importance of the rule of law and democracy. Sixth-form pupils, taking part in the Model United Nations conference, debated passionately and effectively on key resolutions about women's rights and the refugee crisis, demonstrating understanding of some of the pressing moral issues of the day.
- 3.18 Pupils routinely work together in groups and collaborate highly effectively in a wide variety of tasks, both within and beyond lessons. The youngest pupils in the nursery learn to tidy up their materials together and put them back in the right place and slightly older pupils develop social skills by walking the school dog responsibly and looking after the school rabbit. Pupils throughout the school listen carefully to each other when working together and can moderate their opinions by taking on other points of view. Pupils who take part in the school councils learn how to negotiate in order to achieve goals such as the change in the uniform to allow girls to wear trousers, or the work of the eco-group to implement 'meat-free Mondays' as a move towards eating habits which are more sustainable.
- 3.19 In the preparatory school older pupils relish the opportunities they are given to take on leadership roles such as reading and playground buddies and house captains. They organise their own rotas to look after younger pupils and carry out these duties responsibly. Senior school pupils act as form captains, house captains and sports captains. Sixth formers who wish to be prefects apply for the roles and then are elected by both pupils and staff, giving them a strong sense of responsibility to the community they serve. In the pre-inspection questionnaires, a large majority of pupils agreed that the school helps them to develop strong teamwork and social skills. Some pupils engage with local community projects such as helping with swimming for the disabled or assisting elderly people to understand the digital environment. Others help coach children from local primary schools in netball and hockey. Pupils raise money for a variety of charitable causes such as a local charity supporting disadvantaged young people in music workshops or that promoting women's safety in the developing world. Each year a group of sixth formers visit Cambodia where, as part of their expedition, they try to improve life in villages, this year by planting and helping to maintain organic vegetable gardens. However, inspectors agreed with the view, expressed by senior pupils during interviews, that opportunities for them to choose and lead community initiatives within and beyond school were somewhat limited.
- 3.20 Pupils value the rich diversity of the community of which they are part and are highly respectful of each other, exhibiting qualities which reflect their concern for justice, equality and fairness. Tolerant attitudes and awareness are strengthened by events like the widely advertised 'Black History' and 'LGBTQ' months and by pupils' ability to discuss their feelings about issues of race and discrimination. Pupils have a strong willingness to take on causes which they believe in. The presence of a group of

pupils from China in the school community is widening pupils' understanding of a culture very different from their own.

- 3.21 Pupils are energetic, enthusiastic and full of life and are aware of the need for a healthy lifestyle and a balance between work and leisure. They are aware of the importance of healthy eating and exercise, and they participate enthusiastically in the wide variety of sports available in the school. Sixth-form leaders have successfully negotiated with the school for provision of a fitness suite to increase these opportunities. In the senior school pupils appreciate the introduction of the Positive Project, a structured and supportive approach to managing their mental health, and in the preparatory school pupils enjoy termly wellbeing days in which they can choose a variety of activities to enjoy such as mindful yoga, dance, dog walking and baking. Pupils improve their knowledge of the importance of mental and physical health during the personal, social, citizenship and health education (PSHCE) termly days off-timetable, where themes such as mental health awareness, violence against women or online safety are explored. Pupils of all ages are aware of how to stay safe in the use of digital technology because they are effectively trained. They are clear that they regard their school as a very safe place in which to develop important life skills.

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 representative of the trustees and the chair of the local governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Kate McCarey	Reporting inspector
Mr Vaughan Jelley	Deputy reporting inspector
Mr Stuart Williams	Compliance team inspector (Director of compliance, HMC school)
Mrs Loraine Guest	Team inspector (Principal, IAPS school)
Mr Andrew Ireson	Team inspector (Head of examinations, HMC school)
Mrs Rebecca Tear	Team inspector (Head, GSA school)