



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Hampton School

May 2023

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
4. Inspection Evidence		14

School's Details

School	Hampton School			
DfE number	318/6071			
Registered charity number	1120005			
Address	Hampton School Hanworth Road Hampton Middlesex TW12 3HD			
Telephone number	020 8979 5526			
Email address	info@hamptonschool.org.uk			
Headmaster	Mr Kevin Knibbs			
Chair of governors	Mr Andrew Munday			
Proprietor	Hampton School Trust			
Age range	11 to 18			
Number of pupils on roll	1347			
	Seniors	925	Sixth Form	422
Inspection dates	3 to 5 May 2023			

1. Background Information

About the school

- 1.1 Hampton School is an independent day school for male pupils aged between 11 and 18 years. Founded in 1556 in south west London, the school is a charitable company limited by guarantee, with the trustees forming the board of governors. A large majority of pupils join the school in Year 7 and some join in Year 9 or in the sixth form.
- 1.2 Since the previous inspection, a new chair of governors has been appointed, and the school has opened a sixth-form study centre and an additional teaching block.

What the school seeks to do

- 1.3 The school seeks to encourage pupils to be open-minded and tolerant, with a clear sense of right and wrong, and to have a participative but critical approach to learning. The school aims for pupils to make sense of the world, to want to make a difference for good, and to aspire to their personal best while supporting those around them with kindness and respect.

About the pupils

- 1.4 Pupils come from a range of backgrounds and live across south west London and surrounding counties. Standardised assessment data provided by the school indicate that the ability of pupils is well above the average for those taking the same tests nationally. The school has identified 224 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, 185 of whom receive specialist additional support. Three pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 16 pupils, a small number of whom receive extra support. Data used by the school have identified a number of pupils as being the most able in the school's population, and the curriculum is modified for them as well as for other pupils because of their special talents in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level 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).
- 2.4 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.
- 2.5 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.
- 2.6 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 published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 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 wellbeing 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.

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>
First Year	Year 7
Second Year	Year 8
Third Year	Year 9
Fourth Year	Year 10
Fifth Year	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils' achievements are exceptional across the broad academic curriculum, in extra-curricular activity and in the extensive enrichment programmes.
- Pupils make excellent progress, building extremely strongly on their high ability on entry.
- Pupils develop outstanding knowledge, skills and understanding in all areas of learning that is well in advance of age-related expectations.
- Pupils' communication skills are outstanding.
- Pupils display excellent attitudes to their learning.

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

- Pupils' self-knowledge and self-understanding are excellent.
- Pupils have a notably high moral understanding and demonstrate full responsibility for their own excellent behaviour.
- Pupils have excellent respect for others, strongly appreciating their similarities and differences.
- Pupils display a highly developed understanding of how to stay safe, including online.

Recommendation

3.3 The school is advised to make the following improvement.

- Enhance pupils' social development by building on the excellent programme of activities to include further opportunities for pupils in different year groups to interact.

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 achieve exceptional results in public examinations across the full range of a broad and challenging curriculum. In the years 2019 and 2022, examination results at GCSE, IGCSE, A level and Pre-U have been far above national and worldwide averages. This level of performance was mirrored in the centre- and teacher-assessed grades gained in the pandemic years of 2020 and 2021. In 2022, well over nine-tenths of GCSE and IGCSE examinations sat were awarded the top grades 7–9, and almost nine-tenths of A-level and Pre-U examinations were graded A* or A or equivalent. Analysis of standardised ability measures shows that pupils make excellent progress to GCSE and again to A level, even taking in to account their high levels of ability on entry. Pupils with SEND and EAL make rapid progress and achieve at least in line with their peers as a result of careful monitoring and timely intervention to ensure that they are fully supported in the classroom. Almost all parents responding to the questionnaires agreed that teaching enables their child to make progress and that any particular individual needs are met effectively.

3.6 Pupils develop deep knowledge and sophisticated understanding across all areas of learning and employ skills well beyond expectations for their age. This was illustrated in biology when pupils were able to explain the complex process of mass flow in plant phloem and in design and engineering when identifying the factors influencing the efficiency of propellor blades. Sixth-form pupils studying *The Wife of Bath* in English, demonstrated an excellent grasp of the content of the text and a high degree of skill in putting forward theories on how dominance or 'maistrie' is presented, relating it contextually to the stereotypes of women in medieval society. In almost all lessons and activities observed, the pupils' insatiable thirst for knowledge was stimulated by dedicated subject teachers who challenge pupils beyond the demands of examination specifications. Pupils' notable skill and flair is stimulated in many areas of the curriculum, including the performing and creative arts. Pupils showed outstanding musical knowledge, using technical language with precision to analyse a piece of romantic chamber music. In art, pupils exhibited extremely high skills in proportion, shading and perspective when pencil drawing Lego figures or to convey shadow, tone and line with their brushwork using ink and card. Inspired by commedia dell'arte, drama pupils showed an excellent appreciation of gestural space for actors on stage and lighting to create comic effect.

3.7 Pupils' communication skills are outstanding. Their ability to listen intently to each other and adults is a prelude to their confidence when articulating ideas clearly in class discussion, debating or making presentations. Pupils excellent speaking skills have been enhanced by the school's oracy programme, 'pens down' days, appearances on school videos or when interviewing guests on Hampton Radio. They ask probing questions during discussion, often challenging each other and their teachers with their depth of understanding and perception. Creative writing, essay competitions and pupil-led magazines provide abundant evidence of the high quality of descriptive writing or the use of sophisticated technical language. Pupils read widely, develop extensive vocabularies and speak and write English, and a range of modern and ancient languages, with great fluency. Younger pupils used excellent prior knowledge of the classical world to comment articulately on the characters depicted on a Roman coin. They identified with accuracy whether words were nouns, pronouns, conjunctions, adverbs or adjectives, also showing excellent knowledge of verb declensions. In history, pupils displayed outstanding speaking and listening skills when debating whether Nazi collaborators may not have been comfortable with their actions but were afraid to speak out for fear of reprisal.

- 3.8 Pupils acquire excellent mathematical and numerical skills that are employed effectively across many areas of the curriculum. Pupils develop their outstanding ability through a mathematics curriculum that provides appropriate challenge for each pupil. This has resulted in the overwhelming majority of GCSE and A-level candidates achieving the top 8–9 or A–A* grades in mathematics. Around three-quarters of each year group opt to study mathematics at A level and around a quarter take further mathematics. Pupils' highly developed mathematical skills support excellent achievement in the sciences, technology and a range of other subjects as well as mathematics-related courses at university. For example, in computer science, GCSE pupils used trace tables with great precision to calculate the values based on a function and, in chemistry, pupils confidently produced answers in standard form when working on molar mass calculations.
- 3.9 Pupils' information and communication technology (ICT) skills are highly developed supporting rapid progress across the curriculum. Pupils have benefited from the work of department leaders to identify the core skills that need to be developed in computing and coding lessons, as well as providing opportunities for the creative use of technology and software packages in their own subjects. Pupils are adept at using ICT in a wide variety of situations to enhance learning in a way that supports the context of the lesson. Year 9 pupils demonstrated highly competent skills for their age when using software to design lamps before deconstructing into the component parts prior to 3D printing of their finished projects.
- 3.10 Throughout the school, pupils develop outstanding analytical and thinking skills within an exceptionally broad and challenging curriculum that extends pupils beyond the constraints of exam specifications. Outstanding study skills are evident from the earliest age and pupils are confident to assimilate information from a wide range of sources. They hypothesise, analyse and draw accurate conclusions using numerical data, text or pictorial sources. Pupils' advanced study skills in relation to their age are enhanced by the development of independent learning initiatives from Year 7 onwards. From Year 8 through to the sixth form, pupils develop refined independent learning skills when completing the Hampton Extended Learning Project (HELP) on topics as wide as Napoleon's legacy in modern France, the misuse of statistics in the courtroom, or financial fair play in football. In their responses to the questionnaire, almost all pupils agreed that their skills and knowledge improve in most lessons.
- 3.11 Pupils of all ages engage in and achieve at the highest levels in the extremely wide range of enrichment activities to support the curriculum and in extra-curricular activities, trips and residential visits in the UK and overseas. Large numbers of highly able pupils are challenged in every area of the curriculum to achieve the highest awards and grades in essay, poetry, creative writing, public speaking and debating competitions. Pupils in science, mathematics, engineering, robotics and computing perform at the highest levels in Olympiads or activities such as the Land Rover Challenge. Large numbers in each year group gain the silver Duke of Edinburgh's Award (DofE) and more than 40 pupils have been successful in the gold award since 2019. Individual, team and group high levels of achievement in sport, music and drama are recognised at local, national and international level. Pupils represent their county or country with great distinction in more than a dozen sports. It is a strength of the school that many pupils celebrate the enjoyment of these successes and acknowledge that taking part is as important as success. A number of pupils have won scholarships or professional contracts to pursue their talent at the highest level beyond school. During the inspection, the 1st XI football team became the English Schools Football Association under 18 years champions for the second time in the last five years. A large number of pupils are successful in gaining the highest grades in music, speech and drama and take part, with distinction, in the frequent concerts and productions within the school and in public venues in the UK or overseas. During the inspection, musicians, actors, puppeteers and technical crew were beginning rehearsals for a production of the *Little Shop of Horrors* in partnership with a local school. The plethora of opportunities developed and nurtured by governors and leaders through the recruitment of high-quality staff and coaches allows all pupils to pursue their interests, skills and talents in any direction they choose.

- 3.12 Attitudes to learning are extremely positive. Pupils are eager to learn and support one another in all ways. They develop independence and take control of their learning from the earliest years showing a palpable sense of purpose and desire to improve in all lessons and activities. Pupils have boundless enthusiasm for learning, relish challenges and work effectively, collaboratively as well as independently. During group presentations in personal, social and health education (PSHE), Year 7 pupils displayed great focus during an introduction to mindfulness before participating, with notable maturity, in a physical exercise on relaxation by controlling breathing. Year 9 pupils demonstrated their desire to strive for excellence when reflecting on their previous experience of revision to suggest ways to improve their time management and prioritise the areas where they felt they needed to improve.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are open-minded and tolerant and have a clear sense of justice, successfully fulfilling the school's aims for them to make sense of the world, to want to make a difference for good, and to aspire to personal best while supporting those around them with kindness and respect.
- 3.15 Pupils show outstanding self-understanding and recognise their strengths without arrogance or complacency. They are deeply reflective and know how to improve in all aspects of their lives whether in academic performance or in the development of personal skills. In revision lessons, upper sixth form pupils showed highly mature self-awareness, particularly of their own performance and how they could develop their study techniques to overcome any areas of weakness. Pupils have a notably strong ability to lead their own learning. In mathematics, pupils were able to cite multiple options to solve challenging problems demonstrating considerable resilience in their search for solutions. Pupils are fully prepared to assess and take risks without fear of failure and are comfortable to challenge themselves in order to improve. For example, in climbing club, pupils traversed the wall and tackled the boulders displaying a high level of confidence and understanding of appropriate risk linked to their ability. Pupils are adept at managing their extremely busy lives, balancing the demands of their academic programmes with their involvement in the rich programme of activities. They are assisted in this by the excellent PSHE programme that includes much innovative work on mindfulness so that, by the time they leave, they are fully prepared for and relish the challenges of the next stage of their lives. Almost all parents responding to the questionnaire agreed that the school helps their child to be confident and independent.
- 3.16 Pupils understand the consequences of their actions and this informs their excellent decision-making that is evident in all aspects of school life. Over time, pupils develop an unassuming self-confidence that helps them make judicious choices regarding their GCSE, A-level and Pre-U options after careful consideration of their skills, aptitudes and aspirations. During the UCAS process, pupils make informed choices from a broad range of highly competitive university options and the overwhelming majority succeed in securing places on their chosen courses at their first-choice institution, including many with the most demanding entry requirements. They are assisted in this by the well-designed careers programme that makes excellent use of visiting speakers and alumnae. There are many areas of school life where pupils have the opportunity to demonstrate their considerable initiative and make collective decisions about activities in school and beyond. They exercise their highly competent decision-making skills through the school council and numerous pupil discussion groups and committees.
- 3.17 Pupils' strong spiritual awareness is apparent in their excellent art, music, drama and writing, whether factual or creative. In interviews, pupils spoke sensitively of the calming effects of music and their appreciation of the stimulating art work and sculpture displayed in many areas of the school. Pupils spoke highly of the sensory room that was initiated by a pupil with SEND that has become a well-used, tranquil space in the heart of the school. Pupils are highly politically and culturally aware and

demonstrate this in debates and activities such as the Model United Nations. Pupils readily share the deeper meaning and significance of their faith and beliefs persuasively because of the many opportunities that encourage reflection or thought at profound levels. Religious understanding is promoted in the numerous pupil-led faith groups as well as in religious studies and philosophy lessons that consider life's big questions, and assemblies that include a 'thought for the day'. In a Year 9 lesson, pupils demonstrated a highly sophisticated understanding of the relationship between forgiveness, repentance and reconciliation. Pupils exhibit a heightened awareness of the threats to their environment and volunteer willingly in activities such as lunchtime litter picks, crisp packet recycling or the bee-keeping club. They watch over the ducks that take up residence in a quadrangle and ensure safe passage for the ducklings to the river.

- 3.18 Pupils develop an excellent sense of morality and fairness guided by a pastoral system that has high expectations and promotes the excellent behaviour that is evident throughout the school. Pupils' clear individual and corporate understanding of right and wrong is apparent in their mature conduct in the classroom, during whole school and year group events, and in the low incidence of bullying reported. Pupils' strong self-discipline was evident during the enthusiastic, extremely good-natured support for their team, offered by the whole school during the English Schools Football Association final. Pupils show great respect for their teachers and each other, exhibit compassion and freely express their opinions about moral issues. The overwhelming majority of pupils responding to the questionnaire agreed that the school expects pupils to behave well and sorts out any poor behaviour.
- 3.19 Pupils are highly socially aware because of the diversity of the school population and as a result of their work in primary schools and in the local community. They work extremely well together to achieve common goals within the classroom and in the enrichment programme, extra-curricular activities and on trips and visits. Pupils enthusiastically support each other in a wide range of group activities and they applaud each-others' successes with relish and verve as well as making constructive suggestions about possible improvements. During inspection, sixth-form pupils demonstrated excellent collaborative skills when working on a piece of clarinet music based on the film score from *ET* that they will perform in a care home after their A levels. A number of pupils and parents commented in the questionnaires and in interviews, that they would appreciate more opportunities for their child to interact with other year groups as well as within their own large year groups. Senior pupils are excellent role models and, in addition to their roles as prefects and mentors, are keen to expand the opportunities to work with the lower years in a wider range of activities.
- 3.20 Pupils' make an excellent contribution to the lives of others both within school and in the wider community. They willingly embrace the breadth of opportunities available to develop an outstanding sense of service which they nurture with great humility. Pupils devise initiatives and raise substantial funds annually for their chosen local, national and international charities, as well as responding to contemporary issues such as undertaking collections for the local food bank. A large number of pupils volunteer within the sixth form Community Service Programme or as an element of their DofE activities. Pupils visit primary schools to take part in reading, chess or mathematics coaching, act as mentors in the *Lion Learning Programme*, and run a popular five-a-side football tournament for local children. Within school, pupils display excellent leadership skills when initiating and running an increasing number of clubs and societies or acting as subject or pastoral mentors for the lower years. Examples of highly successful pupil-led initiatives include the award of Active Citizenship School of the Year 2022 to the Genocide 80Twenty Group that campaigns to raise national awareness of global issues. The 'Many Pennies' initiative, established by a pupil, collects left over foreign currency to support free places at the school.
- 3.21 Pupils display outstanding respect and tolerance for those who are different from themselves. They fully recognise the value of a community that represents a wide range of religions, beliefs and cultures. Pupils display a pronounced sense of acceptance of the rich diversity in society and fully recognise the need to avoid discrimination whether through race, disability or gender-orientation. Senior pupils take a lead in the promotion of these values. For instance, the sixth form made a presentation to Year 10

on micro-aggression in relation to gender, race and sex, and planned a social event with local schools during pride week. The school's excellent pastoral teams are instrumental in the promotion of respect and tolerance. Almost all parents responding to the questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance of other people.

- 3.22 Pupils fully understand how to stay safe, including online and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. Pupils develop exceptional resilience through the wide variety of sports, trips and enrichment activities provided, and have worked with senior staff to underpin highly successful approaches to mental health, counselling and academic mentoring. In interviews, and in their questionnaire responses, pupils acknowledge that their emotional health needs are extremely well-supported by the school and its pastoral systems. Excellent governance and leadership fully understand the need to support pupils' mental and physical welfare alongside outstanding achievement.

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

Inspectors

Mr Roger Tapping	Reporting inspector
Ms Jacquelyn Pain	Accompanying Reporting Inspector
Mrs Lynne Renwick	Compliance team inspector (Former head, GSA school)
Mrs Jeanette Adams	Team inspector (Former deputy head, IAPS school)
Mrs Louise Belrhiti	Team inspector (Former assistant head, HMC school)
Mr Garry Binks	Team inspector (Former housemaster, HMC school)
Mr Daniel Cross	Team inspector (Deputy head, HMC school)
Mr Jonathan Dunn	Team inspector (Former deputy head, ISA school)
Mr Andrew Selkirk	Team inspector (Former deputy head, SofH school)