



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Latymer Upper School

November 2019



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School's Details

School	Latymer Upper School		
DfE number	205/6306		
Registered charity number	312714		
Address	Latymer Upper School King Street Hammersmith London W6 9LR		
Telephone number	020 8629 2024		
Email address	head@latymer-upper.org		
Headmaster	Mr David Goodhew		
Chair of governors	Mrs Ros Sweeting		
Age range	7 to 18		
Number of pupils on roll	1419		
		Prep	171
	Seniors	857	Sixth Form 391
Inspection dates	19 to 21 November 2019		

1. Background Information

About the school

- 1.1 Latymer Upper School is an independent co-educational, academically selective, day school for pupils aged between 7 and 18. The Latymer Foundation owes its origins to the will of Edward Latymer, dated 1624, making provision for the education and maintenance of 'eight poore boies' of Hammersmith. Latymer Upper School was established in 1895 and the prep school opened in 1995. The school has a head of the upper school and a principal for the prep school. Both schools are overseen by a board of governors.

What the school seeks to do

- 1.2 The school aims to provide young people from all backgrounds with a life-changing education that equips and inspires them to make a positive impact on society and to excel in the wider world. It aims to produce a vibrant learning environment, be global in perspective and innovative in its teaching and learning, combining the best of the traditional and the modern.

About the pupils

- 1.3 The school takes pupils from a wide range of backgrounds reflecting the local community, and they live within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate the ability profile of the prep and senior school is above average. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, is 260. Overall, 290 pupils receive additional support from the school for their needs. There are seven pupils with an education, health and care (EHC) plan. Seventy-six pupils have English as an additional language (EAL), with two pupils receiving additional support for their English. The school seeks to challenge all their pupils academically in lessons and with extra-curricular opportunities. Those pupils identified as being talented in the school's population have the curriculum modified for them.

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. 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](#).

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 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 GCSE results in the years 2015 to 2018 are exceptional when compared to the national average for maintained schools, and above the national average for maintained selective schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2018 have been well above the national average for maintained schools, and above the national average for maintained selective 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. 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 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>
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' attainment and progress are excellent.
 - Pupils demonstrate extremely advanced communication skills.
 - Pupils' attitudes and study skills are excellent.
 - Pupils demonstrate and apply highly developed information and communication technology (ICT) skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate substantial self-confidence and a strong awareness of their personal development over time.
 - Pupils show a keen appreciation, respect and support for the diverse nature of their community.
 - Pupils are particularly mindful of looking after themselves both physically and mentally.
 - Pupils contribute extremely positively and willingly to the school community and to society more broadly.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Ensuring that pupils consistently demonstrate the same degree of courtesy and respect for others when travelling around the school, as they do in the classroom.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 In the prep school, data indicates pupils attain high standards of numeracy and literacy. Pupils' levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with the school's data, show that pupils make excellent progress over time in all areas of the curriculum which is well above national age-related expectations. Extensive use of thorough assessment and monitoring procedures enables clear tracking of individual pupils' progress in the core subjects. Pupils are well prepared for the transition to the next stage of their education.
- 3.6 Pupils' academic outcomes in the upper school are excellent across all age and ability ranges. The school fulfils its ambitious aim of promoting and achieving high academic success. GCSE results in the years 2015 to 2018 are exceptional when compared to the national average for maintained schools, and above the national average for maintained selective schools. In the sixth form, A-level results in the years 2015 to 2018 have been well above the national average for maintained schools, and above the national average for maintained selective schools. Pupils with SEND and EAL across the school also achieve academic success because of the well-targeted support from the academic mentoring department. In the upper school, pupils' level of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils of all abilities make excellent progress over time. Most pupils gain their first-choice places at universities with high entry requirements or equivalent institutions in specific fields. Pupils are deeply engaged in the learning process and a very large majority of pupils commented on the help and encouragement they receive from supportive, experienced and dedicated staff when they experience problems with their work

- 3.7 Pupils throughout the school demonstrated excellent levels of subject knowledge and understanding as a consequence of the stimulating learning environment. They develop a depth of knowledge through a variety of opportunities across the curriculum, such as the 'world perspectives' and the 'global goals' courses and the sixth form Latymer diploma. These unique courses were seen by the pupils as a particular strength of the school curriculum. The written work seen was of a standard beyond, and in some cases well beyond, age related expectations. Parents are extremely satisfied with the school, as reflected in their overwhelming positive responses to all questions in the pre-inspection questionnaire. Almost all agreed that the school provides a suitable range of subjects which enable their child to make progress, develop skills for their future and that their children's individual educational needs are met effectively. A very large majority of pupils in the questionnaire agreed that the school helps them learn and make progress and that marking and feedback helped them improve. Prep pupils were able to identify and interpret key information about aspects of electricity they were researching, demonstrating strong subject knowledge well beyond their ages. In Spanish, younger pupils displayed excellent grasp and recall of previously learned vocabulary. Older pupils in mathematics confidently and expertly applied their knowledge to answer questions on parametric equations. In discussion with the inspectors, pupils commented on how the high expectations from the teaching staff, the well-focussed, challenging range of activities, the high level of subject knowledge and expert lesson planning all contributed effectively to their learning.
- 3.8 All pupils are extremely confident, engaging and highly articulate in their communication both within the classroom and around the school. This results from leaders', governors' and staff's consistently strong emphasis on the development of communication skills. Pupils have excellent aural, oral and writing skills which they employ in a wide range of settings. They speak and listen to each other and their teachers with empathy and respect. Pupils throughout the school write with care and an accurate use of sophisticated language and precise vocabulary. They read with confidence, expression and fluency. In the prep school, pupils extended fictional writing was well-punctuated and demonstrated strong comprehension skills. Younger pupils in personal, social, health, citizenship and economic education (PSHCE) demonstrated excellent engagement with eloquent and articulate opinions and sophisticated use of language being offered on the topic of bullying. Older pupils in drama displayed excellent interpretation of text through characterisation and speech, and then listened attentively to advice on how to adapt their performance even further.
- 3.9 In lesson observations and in their work, pupils of all ages and abilities show that they have excellent numeracy skills and are able to apply their mathematical knowledge and understanding extremely competently across a wide range of subjects and practical situations. In mathematics younger pupils demonstrated excellent understanding of number using subject terminology appropriately and fluently when handling complex fractions. GCSE pupils confidently applied numerical skills when solving questions involving functions. Pupils in discussion explained how they had successfully used statistical techniques including hypothesis testing in their geography fieldwork. Older pupils in physics took part in a highly complex discussion about the links between exponential change and radioactive decay.
- 3.10 Throughout the school, pupils have excellent ICT skills. The use of personal devices is embedded within the school, and pupils use them extremely confidently and competently to research methodically into projects of their choice. The opportunity for immediate access to resources has enhanced and deepened the pupils' independent research and performance as shown by the excellent quality in the sixth form research projects for the Latymer diploma, and the extended project qualification (EPQ). In discussions, pupils described having all their notes electronically and in one place as hugely beneficial. Examples of digital work in the prep school show the pupils confident use of a range of media to create presentations. Younger pupils used their devices in music and made excellent progress in understanding chord progressions and additional parts. In GCSE design and technology (DT), pupils used computer-aided design software effectively and confidently to move from prototype sketch to laser cutting.

- 3.11 Pupils exhibit notably strong study skills. They are able to use higher order thinking and excellent organisational skills across the breadth of the curriculum, and consistently demonstrate highly effective strategies to analyse, hypothesize and synthesize in their learning. Sixth form pupils commented extremely positively about how the 'elective' programme of courses which offer breadth, depth and opportunity beyond the core curriculum and the EPQ and Latymer research projects enhance the development of their study skills. Also that, lower down the school, the 'global goals' and 'world perspective' courses provided an excellent foundation for this independent learning. Prep school pupils demonstrated a strong understanding of the concept of 'visible thinking' being conveyed in English, and were able to generate incisive 'I wonder' questions. Pupils effective analysis of Shakespearian stagecraft in drama enabled notable progress in the development of their critical evaluation skills.
- 3.12 A large majority of pupils, including those in the prep school, achieve excellent and notable success individually and in teams in sporting, musical, artistic and cultural arenas. Their achievements are facilitated by an extensive range of extra-curricular and extension activities, specialist coaching and expert guidance. The uptake of these activities is high with the pupils receiving many awards over the past academic year. Academic achievements outside of the curriculum include exceptional success in competitions at regional and national levels in mathematics challenges, science Olympiads, debating competition, external speech and drama examinations, essay writing competitions and foreign language speaking competitions. Pupils are highly successful regionally in hockey, rugby, netball and cricket and nationally in football, rowing, athletics, fencing, acrobatic gymnastics and power lifting. In discussions, pupils commented on the involvement of many pupils in the musical and drama productions as a particular strength of the school, especially the school's 'Latitude' musical festival.
- 3.13 Pupils demonstrate exemplary attitudes towards learning. They show a genuine appetite for learning and extremely high levels of motivation whether working independently, collaboratively or when taking the lead. They take responsibility for their own learning which is strongly encouraged by the school's study habits programme, that enable them to fulfil this expectation. Excellent co-operative group work was displayed by younger pupils in chemistry as they discussed prior knowledge and produced team mind maps whilst displaying much enthusiasm and willingness to take part and to lead. Older pupils in English analyse the language used in two novels to explore descriptions of light and dark collaboratively with their teacher and each other to good effect. A very large majority of pupils in the questionnaire agreed that they are encouraged to think and learn for themselves.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils across the age-range demonstrate exceptional self-confidence and a strong awareness of personal development over time, and are able to articulate their feelings about this extremely well. They engage in thoughtful self-reflection on their personal identity and character, personal achievements and what led to them. This high degree of self-understanding is enabled by supportive and dedicated teaching and pastoral staff and the inclusive co-curricular programme. Almost all parents in the questionnaire agreed that the school helps their child be confident and independent. This view is supported by a very large majority of pupils. The learning journals of younger pupils, new to the school, demonstrated their ability to reflect on their first term; what had gone well, what had been difficult and what targets to set for the next term. Pupils value this task and enjoy reflecting on how they have developed. Older pupils in the debating society discussed the challenges posed by public speaking within a formal competitive environment, and how facing these challenges could develop their self-awareness and the skills that will serve them well in later life.

- 3.16 Pupils throughout the school are fully aware of the need to make careful, thoughtful and informed choices. They fully understand that the sensible decisions they take are important determinants of their own success and well-being. Such awareness is facilitated by the opportunities provided for pupils to be part of whole-school decision making through the school council. Pupils have been consulted and involved in changes to the school's mobile phone policy, the behaviour policy and the review of the school uniform. The 'food for thought' committee allows pupils' views on menu options to be listened to and implemented when possible. The eco-committee inspires the whole school community to be environmentally responsible, and its efforts have resulted in a local community tree planting day. In the questionnaire, a very large majority of parents agreed that the school listens and responds to the views of the pupils. Prep school pupils' display work on 'sleep tips' showed a strong ability to make extremely sensible decisions about what behaviours to adopt and avoid, to ensure they got a good night's sleep, and an excellent understanding of why good sleep matters. In 'global goals' lessons, pupils confidently made reasoned and thoughtful decisions when identifying workable solutions for sustainability.
- 3.17 Pupils of all ages display an excellent level of spiritual understanding and a strong sense of belonging. They are able to reflect deeply and thoughtfully on non-material aspects of life. Pupils are contemplative through mindfulness and meditation opportunities and the growth mindset programme which encourages and promotes a culture of openness. Younger pupils in religious studies demonstrated excellent spiritual understanding of different religions and were able to relate this knowledge to a broader hierarchal debate on social class. In geography, pupils spoke in an erudite fashion about the complexities of the Fair-Trade movement, drawing in information gathered elsewhere in the curriculum. In discussion, older pupils spoke positively about the 'elective' programme and the expansive nature of the course which provided them with excellent opportunities to consider and develop their spiritual awareness. Appreciation of non-material aspects of life is at the heart of the 'global goals' and 'world perspectives' programmes. Pupils were extremely self-reflective, and displayed a strong social and moral conscience when discussing a presentation that highlighted the issues of injustice and discrimination in society.
- 3.18 Pupils demonstrate excellent moral awareness and the ability to reflect upon and articulate moral and ethical ideas. They display a strong understanding of the difference between right and wrong and being accountable for their actions. In discussion, pupils referred to the fairness of the school sanctions systems, and the opportunities to improve behaviour in a positive atmosphere. They understand the links these sanctions have with the laws of the land, being able to draw on a wealth of different experiences through the speakers programme and other community projects. In the questionnaires, a very large majority of parents and pupils agreed that the school expects pupils to behave well and that the school actively promotes good behaviour. In GCSE physical education, pupils displayed an excellent understanding of sportsmanship and fair play and how they are expected to behave in a competitive situation. Younger pupils in PSHCE expressed a deep understanding of the issue of confidentiality and were respectful of others' opinions. Typically, pupils of all ages display excellent courtesy and respect for others especially in the classroom. However, these qualities are not always displayed when travelling around the school site, which was recognised in discussion by pupils themselves.
- 3.19 Pupils social skills are highly developed. They have excellent social awareness and interaction with others is of high quality. This is due to the strong culture and expectation of collaboration which exists throughout the school. These factors help pupils develop into considerate and empathetic young people as seen in the considerable pupil involvement in special days to celebrate world understanding. The pupil-led fundraising club 'RAISE' enables all pupils to work together to identify and organise functions for the rest of the school community and in doing so support the school's bursary appeal. In the questionnaires, most pupils and almost all parents agreed that the school helps pupils develop teamwork and social skills. Older pupils regularly organise social events and activities for the younger pupils; pupils clearly enjoy working collaboratively.

- 3.20 Pupils have an excellent awareness of the importance of contributing to others and the wider world. They contribute extremely positively and willingly to the school community and to society more broadly through the range of clubs, activities and charitable initiatives many of which are pupil-led and initiated. School captains and prefects take their responsibilities seriously and model responsible behaviour in the school. The peer and academic mentoring schemes which includes pupils from Year 6, are excellent examples of pupils supporting and contributing to the well-being of their peers. Pupils commented on the positive impact that these mentors have on their daily school life. The pupils commitment to the wider world is demonstrated as they raise funds for a wide range of charitable projects such as the Latymer 'Uganda project', a charity which supports a school and an orphanage in Kampala. The support of the sixth form for the Care4Calais charity has been overwhelming to the point that the school is now their most significant volunteer provider. Many pupils are involved in the school-based community service scheme or the volunteering programme under the auspices of the Duke of Edinburgh's Award scheme.
- 3.21 Pupils are culturally aware and show a keen appreciation, respect and support for the diverse nature of their community and genuinely welcome the difference and richness that this brings. Almost all parents and most pupils who responded to the questionnaires felt the school encourages respect and tolerance of other people. Clear evidence of this are two pupil-led societies, the LGBT+ society and Femsoc which successfully raise awareness of, and celebrate diversity within and beyond the school, and the flourishing model united nations society which addresses and debates international issues. Pupils welcome the multi faith and pluralist nature of the school chaplaincy where those from all faiths and those with none come and embrace the opportunity for quiet contemplation. In the questionnaire, a very small minority of pupils felt that the school shows favouritism because of gender, faith or race. This was not supported by any of the inspectors' observations around the school, in pupil discussions or by an overwhelming number of parents in their questionnaire.
- 3.22 Pupils know how to stay safe and understand how to be physically and mentally healthy in ways that are appropriate for their ages, particularly in terms of diet, exercise, online safety and a balanced lifestyle. This is enabled by the excellent and effective medical and counselling support network for pupils, the PSHCE, speakers, sport and activity programmes. All pupils throughout the school take part in regular physical exercise and they commented on how they appreciate the benefits of participating in the wide range of physical activities available. Most pupils agreed that they know how to stay safe online, and that they feel safe and secure in school, a consideration supported by an overwhelming number of parents. Pupils spoke highly of the efforts being made by the school to address the current national concerns about well-being. They appreciate the opportunities for discussion made available in mental health awareness week, the 'raising resilience' initiative in the prep school, and the brain, optimism, unwind, nutrition, connect and exercise (BOUNCE) initiative in the upper school which form an integral part of tutor times throughout the year.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and a prep school concert. Inspectors visited 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

Mr Michael Evans	Reporting inspector
Mr Steven Popper	Deputy reporting inspector
Mr Jeremy Farrell	Compliance team inspector (Deputy head, HMC school)
Mr Andrew Colpus	Team inspector (Head, SoH school)
Mr John Cox	Team inspector (Teaching and learning mentor, HMC school)
Mr Colin Haddon	Team inspector (Former deputy head, ISA school)
Mrs Emma Hattersley	Team inspector (Head, HMC school)
Mrs Deborah Leonard	Team inspector (Head, HMC school)
Mr Alexander Mitchell	Team inspector (Head, IAPS school)