



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The Perse School

March 2023

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School's Details

School	The Perse School			
DfE number	873/6010			
Registered charity number	1120654			
Address	The Perse School Hills Road Cambridge Cambridgeshire CB2 8QF			
Telephone number	01223 403893 or 403800			
Email address	office@perse.co.uk			
Head	Mr Edward Elliott			
Chair of governors	Mr Jonathan Scott			
Proprietor	The Perse School			
Age range	3 to 18			
Number of pupils on roll	1706			
	EYFS	71	Pre-prep	86
	Prep	282	Upper school	868
	Sixth Form	399		
Inspection dates	21 to 23 March 2023			

1. Background Information

About the school

- 1.1 The Perse School is a co-educational independent day school, housed across three sites in the city of Cambridge. It was founded in 1615 and became fully co-educational in 2012. The Nursery and Reception classes, which constitute the Early Years Foundation Stage (EYFS), are located together with the pre-preparatory school in their own campus. The preparatory school, upper school and sixth form have their own separate sites. The school is a charitable company limited by guarantee and overseen by a single governing body.

What the school seeks to do

- 1.2 The school aims to encourage all pupils to fulfil their academic potential, to promote intellectual curiosity, independence of mind and creativity, and to stimulate a love of learning. It seeks to offer a rounded education, rich in extracurricular opportunities, which develop life skills, character and perspective. The school endeavours to encourage pupils to appreciate the spiritual dimension to life and to develop a social and moral framework.

About the pupils

- 1.3 Pupils come from a diverse range of backgrounds and cultures. Just under half of the pupils come from the city of Cambridge itself, with the remainder coming from surrounding towns and villages within a 30-mile radius of the school. Nationally standardised data indicate that the ability of pupils in the preparatory and upper schools is well above average while that of the sixth-form pupils is above average compared to those taking similar tests nationally. The school has identified 350 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, autistic spectrum disorder and non-verbal learning difficulties of which it provides 118 with specialist support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 9 pupils, one of whom receives support from the school. The most able pupils are provided with a modified curriculum.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, 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 pre-prep and preparatory School, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the upper school, the school's GCSE and A-level results in the year 2021 to 2022 confirm 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 education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 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.

Key findings

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

- Pupils' intellectual curiosity and enthusiasm for learning enable them to achieve excellent GCSE, A-level and Pre-U examination results in response to high-quality teaching.
- Across all areas of learning pupils develop skills which are well beyond the levels expected for their age.
- Pupils' attitudes to learning are extremely well developed. They are highly attentive, demonstrate initiative, independence and support each other's learning most effectively.
- Pupils combine their academic success with the active pursuit of an extremely broad range of interests, often at an extremely high level.

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

- Pupils develop into young adults with an understated self-confidence, self-discipline, self-knowledge and resilience.
- Pupils have a highly-developed awareness of the importance of decision-making and the possible impact on their wellbeing and success.
- Pupils' moral development and the way they respect and value diversity with sensitivity and tolerance are excellent.
- Pupils are passionate about the school value of kindness and model this towards one another.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable younger pupils to consistently apply their independent thinking skills creatively.

The quality of the pupils' academic and other achievements

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

3.5 The school is highly successful in fulfilling its aim to develop a love of learning through endeavour, intellectual curiosity and scholarship and by providing breadth and balance in all aspects of school life. Pupils achieve outstanding academic standards. Examination results have been well above the national average compared with those schools with a similar baseline. Consistently, an overwhelming majority of results at GCSE and A level are at the highest grades. Results across all subjects have been

equally excellent. Pupils attribute their success to the high level of challenge provided and the commitment and enthusiasm of the subject teaching staff, which allows them to extend their thinking and understanding beyond the normal structures of examination requirements. Even when the high ability of the pupils before starting the school is considered, their results at GCSE and A level indicate excellent progress. All pupils make rapid progress from their starting points and there is no significant difference between the outcomes for male and female pupils. Pupils with SEND or EAL make rapid progress in line with their peers because of the thoughtful and high-quality support they receive, and extension opportunities ensure challenge for the most able. The pupils' advanced achievement is also evident in the breadth and depth of their intellectual curiosity, demonstrated as they discuss their work, in the work itself and through their challenging and perceptive contributions in lessons. Virtually all pupils progress on to their first choice of university in the UK and overseas, including those which have very high selective entry requirements. Almost all parental responses to the pre-inspection questionnaire indicated that parents are very satisfied with their children's education and progress.

- 3.6 From the earliest stage in EYFS, pupils develop a breadth of knowledge and understanding across the curriculum beyond their chronological age. Their recall of prior learning and application of skills is outstanding, evident both in discussions and observations. Year 4 pupils use prior learning to highlight the impact of different weather and climate change upon their own and others' lives. Sixth-form pupils draw on a wide range of sources to discuss the nature, legal position and ethics of embryo research and consider Christian attitudes to the topic. In humanities subjects, pupils often demonstrate a highly developed mastery of technical language and are highly adept at sifting facts from interpretation. This was seen in discussions in history, when looking at the position of women in the Anglo-Saxon period and discussions about the environment in Spanish. The pupils' obvious intellectual curiosity, their wide-ranging background knowledge, their skill in clarifying anything they do not understand, and their strong linguistic skills help them to move beyond a superficial understanding of subjects. Younger pupils reflect openly about the quality of life in Mumbai compared to Cambridge and older pupils identify clearly where analogies and theories break down when discussing the complex theories of Steady State and Big Bang as they begin their study of redshift galaxies. Pupils develop their linguistic, mathematical, scientific, technological, social, physical, aesthetic and creative education not only in lessons but through participation in a vast range of extra-curricular activities driven and developed to a high degree by the pupils themselves. Pupils demonstrate highly proficient ability across the range of opportunities, as seen when pupils presented their research, such as on 'Machine learning for table tennis match prediction', and when discussing success at national level in a range of sporting activities.
- 3.7 Pupils have an outstanding facility with language. From the earliest stage in pre-prep, they read widely, are extremely articulate and express themselves with clarity and a wide vocabulary for their age. They listen carefully to the views of others and give thoughtful and relevant responses. Across the age range, many theatre productions contribute to pupils' ability to communicate and speak confidently in front of an audience. Sixth-form pupils speak coherently and with relaxed confidence when organising and presenting in-house assemblies or when delivering their papers on a range of complex subjects. Their written work shows a highly proficient command of language. Younger pupils successfully use a range of sentence starters and varied adjectives to make their work interesting for the reader. Older pupils discuss the imagery of Wilfred Owen's poetry with excellent understanding and analyse the text with confidence to articulate a fully developed answer. Their work is well organised. At the highest level, research by individuals on topics such as how biomimicry can be used to improve the sustainability of buildings, or the nature of dark matter are at university level of achievement. In areas such as debating, public speaking, and writing competitions pupils demonstrate the highest levels of success.
- 3.8 Pupils recognise numeracy as an important transferrable skill and show a sophisticated understanding of mathematical concepts. Many are working at a level beyond that expected of pupils of their age. Children in Reception are highly numerate. They are able to use the terms 'doubling' and 'times' and know that these reflect making the number bigger. Older pupils clarify that it is important to display data in a way that others can understand, and they demonstrate an excellent ability to process

numbers mentally. For example, when one pupil accurately talked through the method of how to substitute values into the equation for a circle. Pupils readily use their high level of mathematical competency in other subjects. For example, pupils show strong mental agility in chemistry, when undertaking complex calculations of molar mass, or when calculating real wage growth in geography. Pupils' excellent numerical confidence and competence are supported by teaching which encourages them to think beyond the topic under consideration and to think about how this could be used more widely.

- 3.9 Using digital technology is second nature to pupils across all age groups and subject areas. Pupils move seamlessly between different tasks and resources using an appropriate application on their devices. Their already well-developed skills improved rapidly during the period of remote learning. Throughout the school pupils are proficient in using generic word processing, spreadsheet, presentational and organisational software and in using information and communication technology (ICT) for a broad range of complex research work. In some subjects, pupils are highly proficient in using subject related software, such as when displaying sophisticated editing skills when designing an advertisement for a new chocolate product in Year 2, or writing a complex counter melody to a waltz in music in Year 8.
- 3.10 Pupils' study skills are excellent. Faced with complex new material, they take the time to read, think, hypothesise and analyse. For example, as younger pupils show great skill when analysing ancient texts on Hannibal's battles and making reasoned conclusions about why he was so successful as a general and tactician. GCSE pupils show strong evaluative skills when looking at sustainable management in geography and sixth-form pupils adeptly sift and order information, they gather from complex medical articles to explain the importance of what they have read. Throughout the school scholarship is valued by both pupils and teachers and pupils respond positively to teaching which is typically full of challenge. Pupils explain that teachers are passionate about their subjects and have high levels of expertise and knowledge which they share effectively. They describe teaching that challenges pupils to think deeply and be cautious and critical about sources and evidence. However, in a small number of instances in the lower years, teaching does not always facilitate an approach to allow pupils to fully develop their higher-order thinking skills in a creative manner.
- 3.11 The school's aim to encourage endeavour and provide breadth and balance is fully realised through a vast range of extra-curricular activities which complement and enrich the pupils' academic studies. At the highest level, pupils achieve local, regional and national success in a range of sports such as hockey, rugby, cricket, athletics, cross country and orienteering. They gain places in national youth orchestras and the finals of debating competitions and national maths and science Olympiads to name but a few. Four pupils have been chosen to be part of a group of 100 young people from around the world who will work together to suggest solutions to global problems. The quality of the art, music and drama in school productions from pre-prep to sixth form is excellent as observed first hand during the inspection visit. However, it is the huge range of opportunities provided for all pupils which enables them to acquire new skills and interests and develop into well-rounded individuals.
- 3.12 The pupils' attitudes to work are outstanding. They are positive, focused and engaged and have a strong desire to learn. They show considerable independence and initiative, collaborate effectively from an early age and enjoy the process of lively debate and questioning, taking nothing for granted or at face value. At each stage pupils are active participants in their learning, demonstrating real leadership and understanding of how to move their learning forward. As the pupils mature, they take on increasing leadership responsibility and are instrumental in proposing, developing and delivering high-quality presentations for the younger pupils on a broad range of subjects.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The school's leaders and governing body have been highly successful in developing a vibrant, active community which provides pupils with a rich range of opportunities that enable them to develop

strong personal qualities. The inspection findings are consistent with the extremely positive views expressed by the very large majority of parents and large majority of pupils in response to all questions relating to pupils' personal development in the questionnaire.

- 3.15 Pupils are highly reflective, which is a characteristic that is ably modelled at all levels of leadership and governance. They are extremely aware of their strengths and weaknesses and understand how to improve their learning. They have an understated self-confidence and exhibit a level of self-understanding beyond their years. As a result, pupils grow into mature, self-confident young people who have the self-awareness and resilience to manage their busy lives successfully. They are not afraid of making mistakes or facing new challenging situations and are confident to ask for help or clarification in class or when managing their social interactions. Pupils confidently approach teachers and senior leaders to arrange opportunities to address causes that are close to their hearts such as tackling climate change or managing social issues such as racism or inclusion.
- 3.16 Pupils' ability to make decisions is highly developed. From a young age, pupils understand the importance of their decisions and how things they choose to do now can impact their futures. They show awareness of the need to evaluate the decisions they make, in particular of how to best use their time to get the most out of life and to focus on their priorities when preparing for examinations. They are unafraid to admit when they have made a poor choice, reflect and take steps to learn from their experience. Pupils spoke warmly of having been prepared well for the transition into upper school, and of the support they get from staff to help them choose GCSE options and extra-curricular activities in order to get the best programme of study for each of them as individuals. School provides pupils of all ages with a large range of opportunities to take on leadership roles and positions of responsibility that necessitate decision-making, and all pupils are encouraged to take on such roles as they progress through school.
- 3.17 Pupils have a highly developed understanding of the non-material aspects of life. Younger pupils are curious and benefit from many opportunities to experience awe and wonder and have a strong appreciation of the natural world. Older pupils reflect with sensitivity on the impact of a pilgrimage and how it could be life changing. Senior pupils develop an advanced ability to hypothesise about philosophical and other non-material aspects of life. Pupils in Y11 English articulately and thoughtfully discuss issues of evil, Darwinism and evolution in their study of *Jekyll and Hyde*. Others show great empathy with the suffering of war and the physical experiences of the soldiers in their study of *Wilfred Owen's Exposure*. They comment aptly on the ideas of soldiers facing death and the loss of their religion and the futility of war. They discuss maturely the intangible aspects of life which regularly leads to them asking big questions such as 'what makes us human and what is consciousness'. Pupils are driven by their high level of intellectual curiosity to constantly wonder about how to improve their surroundings and their potential impact upon an ever-changing world.
- 3.18 Pupils' behaviour is excellent. They fully understand the importance of valuing and respecting others, are acutely aware of what constitutes bullying, misogyny and racism and are fearless in calling out that which is unacceptable. Pupils have a very strong sense of what is right or wrong and they will quickly step in to support others who may be the victims of unkindness. This is largely due to the consistent message from school leaders and pupil groups such as the anti-bullying ambassadors and student council that unkindness, inappropriate sexual behaviour and bullying are anathemas, breaking trust within the school community. On an intellectual level pupils engage keenly and with understanding in debates on morality, such as when discussing gender inequality in different cultures and the juxtaposition between what they termed middle-class values in a capitalist society and the plight of migrants. Pupils' behaviour in lessons is excellent. The atmosphere is generally respectful, considerate and good humoured with a genuine sense of pupils and staff valuing each other's contributions.
- 3.19 Pupils are outstandingly socially aware and make an excellent contribution to the life of the school, the local community and the wider world. Within the classroom pupils and staff collaborate seamlessly, showing genuine interest in the achievements of others and their points of view. Pupils develop a strong loyalty to their house and work together to ensure both its smooth running and

success in the plethora of inter-house competitions. Pupils make deep and lasting contributions to the school community through participation in the many school committees that exist, such as 'Green Team', the 'Inclusion, Equality and Diversity' (IE&D) group and the three student councils and houses, to name but a few. All are proud of the difference they have made; from the addition of new play equipment in the pre-prep, changed menus in the prep and the introduction of a new food waste system in the upper school. Sixth-form pupils are empathetic to the needs of the younger members of the school, regularly offering guidance, support and acting as outstanding role models and mentors. Pupils said that there was no limit to the opportunities they have to take leadership, many of which were created at pupils' suggestion. They are confident that if they believe in a worthwhile cause and wish to promote it, the school will help them do it. This is evident in the many charitable causes they support, both in the UK and overseas. As part of an extensive outreach programme, senior pupils work with partner primary schools on a wide range of projects. They have been responsible for teaching hockey, conducting music sessions, leading on science and engineering projects and working with disadvantaged young people to gain a better understanding of what it means to be inclusive through a programme of sport and fun activities. Pupils derive much benefit from working with these schools. They learn new skills and equally important they feel that they learn to reflect with humility on their privileges and the responsibilities these bring.

- 3.20 Across all ages pupils demonstrate outstanding respect for and appreciation of diversity. Pupils show high levels of curiosity, respect, tolerance and acceptance of different faiths, actively enjoying sharing their own customs and practices with each other. Pupils develop a strong sense of community at the school and as a result, there is a seamless mutual respect between pupils of all cultures and backgrounds and between pupils and staff. Pupils are universally open and tolerant and are aware that kindness, helpfulness, respect and caring attitudes promote inclusion. The committed work of the IE&D group has been instrumental in the development of the school's new IE&D policy. Pupils have brought together staff, governors and parents to raise awareness and understanding of the wide-ranging issues represented. Confident and engaging pupil-led assemblies and testimonies on gender, trans experience, race, sex, neurodivergence, and dealing with anxiety have allowed pupils to feel confident in dealing with a broad range of sensitive topics.
- 3.21 Pupils develop an extremely good awareness of the importance of a balanced lifestyle in terms of diet, exercise and mental and emotional health. They enjoy a diverse range of sporting activities and make good choices in terms of diet and food and recognise the importance of a balanced meal. Pupils are aware of the need to be emotionally healthy and understand the benefit of taking time out for reflection in the quiet spaces provided or listening to music and having time with their friends. They understand that they have people they can turn to for advice and support and appreciate use of the well-being centre as a place to go to when they feel overwhelmed or in need of a quiet space for reflection. Pupils have a thorough understanding of safeguarding and the routes through which they can report concerns. The strong focus on e-safety across the school in personal, social and health education (PSHE) and computing lessons as well as assemblies and themed events, results in pupils having a strong awareness of the dangers associated with the online world. Pupils confirm that the allocated time and adaptable nature of the PSHE programme is a significant positive factor allowing them time and space to discuss sensitive issues important to them.

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

Inspectors

Diane Gardiner	Reporting inspector
Mr Nigel Lashbrook	Assistant reporting inspector
Mr James Bishop	Compliance team inspector (Former bursar, IAPS and ISA school)
Mr Jonathan Carroll	Team inspector (Former head IAPS school)
Dr Zoe Dunn	Team inspector (Headmistress IAPS school)
Mr David Fotheringham	Team inspector (Former deputy head, HMC school)
Mr Andrew Johnson	Team inspector (Head, IAPS and HMC school)
Mr Steven Pearce	Team inspector (Former head of faculty, HMC school)
Ms Adrienne Richmond	Team inspector (Former head, GSA school)