



# **INDEPENDENT SCHOOLS INSPECTORATE**

**NEW HALL SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## New Hall School

The junior school was inspected at the same time and a separate report published.

Full Name of School	<b>New Hall School</b>		
DfE Number	<b>881/6001</b>		
Registered Charity Number	<b>1110286</b>		
Address	<b>New Hall School The Avenue Boreham Chelmsford Essex CM3 3HS</b>		
Telephone Number	<b>01245 467588</b>		
Fax Number	<b>01245 467188</b>		
Email Address	<b>a.tame@newhallschool.co.uk</b>		
Principal	<b>Mrs Katherine Jeffrey</b>		
Chair of Governors	<b>Professor Michael Alder</b>		
Age Range	<b>11 to 19</b>		
Total Number of Pupils	<b>805</b>		
Gender of Pupils	<b>Mixed (335 boys; 470 girls)</b>		
Number of Day Pupils	Total:	<b>607</b>	Capacity for flexi-boarding: <b>90</b>
Number of Boarders	Total:	<b>198</b>	
	Full:	<b>141</b>	Weekly: <b>57</b>
Inspection dates	<b>12 Oct 2010 to 13 Oct 2010</b>		
	<b>08 Nov 2010 to 10 Nov 2010</b>		

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

Under the Care Standards Act 2000, an inspection of boarding was carried out at the same time by the Office for Standards in Education (Ofsted), Children's Services and Skills. The report of this inspection is available separately at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under Children's social care/Boarding school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 New Hall School aims: to give its pupils an experience of life in a Christian community; to inspire them to develop their God-given gifts and talents to their full potential; to provide a broad and balanced education rooted in the school's Catholic foundation; and to enable staff to be aware of the values and vision of the school, encouraging them to carry out their duties with pride and commitment. The school is a charitable trust, the trustees all being governors. The school trust was set up in 2005, to take over the ownership and governance of the school from the previous trust, which was set up by the Canonesses of the Holy Sepulchre, who founded the school in 1642.
- 1.2 New Hall is a co-educational 'diamond model' boarding and day school, located three miles outside Chelmsford in a listed building, parts of which can be traced back to the reign of Henry VIII. The school has 70 acres of grounds in which are located its sports facilities. Boarders are accommodated in one of four boarding houses, one each for boys and girls aged 11 to 16, and one each for boys and girls in the sixth form.
- 1.3 Since the school's previous inspection it has moved fully from a single sex girls' school to co-education, in that it now has both boys and girls in every year group. However, pupils are taught together in the preparatory school and in the sixth form, but separately in Years 7 to 11.
- 1.4 The school has 805 pupils: 335 boys and 470 girls. Of these, 621 pupils are in Years 7 to 11, the remaining 184 being in the sixth form. Boarders number 198. The ability profile of pupils on entry is above the national average. A small proportion of pupils come from overseas, representing amongst them some 35 different ethnic backgrounds.
- 1.5 Pupils who have English as an additional language (EAL) number 118, of whom 94 receive additional support. The school has identified 138 pupils as having learning difficulties and/or disabilities (LDD), of whom 117 receive support. Four pupils have statements of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Pupils of all abilities and needs are enabled to gain high standards in their learning and personal development. They perform well in public examinations, their attitudes and values are very positive, and they show perseverance, enthusiasm and high achievement in both their work and in their many, varied and excellent extra-curricular activities. Their success is in no small part the result of some good, and often excellent teaching, from hard-working and enthusiastic staff. Most, but not all, marking is excellent, giving helpful comments and suggestions for improvement. The school has improved its assessment systems, and now produces a large amount of assessment data, which staff are using increasingly to assist in lesson planning.
- 2.2 The pupils' personal development is outstanding. Pupils are confident, and show mutual respect and a well-developed sense of responsibility. The New Hall Voluntary Service (NHVS) and the sixth-form 'Willow' support group give many opportunities for pupils to learn about needs in society, and how to meet those needs. Pupils learn to respect each other's beliefs and attitudes, and, particularly in the boarding houses, benefit greatly from the wide range of cultural diversity. Boarders enjoy a very positive experience, and contribute greatly to the ethos of the school. High quality pastoral care is appreciated both by pupils and their parents, and behaviour is exemplary throughout the school. The chapel, which is both physically and spiritually at the centre of the school, provides pupils with ample opportunity to engage in calm reflection. Pupil-led fund-raising plays an important role. Health and safety procedures and practices are fully implemented, and welfare arrangements are excellent.
- 2.3 Governance of the school is excellent. Governors know their responsibilities, and ensure that all legal requirements are met, including those for safeguarding, welfare, health and safety. The principal provides strong leadership, vision and determination, and is very well supported by both her senior management team and by the extended leadership group. Thus, leadership and management are excellent, and enthusiastically promote the school's aims. The large expansion of the school in recent years, with the arrival of boys, has been well managed, with strong administrative procedures in place to ensure an orderly transition into separate boys' and girls' divisions up to Year 11, and a co-educational sixth form. All recommendations from the previous inspection report have been met. Links with parents are good, with the school supporting a flourishing parents' association. In responses to their pre-inspection questionnaire, parents expressed no significant number of concerns, and were very supportive of almost all aspects of the school, and especially of the worthwhile values taught.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

### **(ii) Recommendation(s) for further improvement**

- 2.5 The school is advised to make the following improvements.
1. Bring the overall standard of marking up to that of the best, so that it is fully in accordance with departmental marking policies.
  2. Ensure that all subject teachers make full use of all the assessment data, both internal and external, to assist in lesson planning and to support individual pupils.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 Overall, the quality of the pupils' academic and other achievements is good, and in accordance with the school's aim to inspire pupils to develop their gifts and talents to their full potential. Pupils have secure numeracy and literacy skills, and by the time that they reach the sixth form, have developed a capacity to think critically and creatively. With few exceptions, pupils gain places at their first choice university. Pupils are articulate in both formal and informal settings, listen respectfully, question carefully and debate thoughtfully. The quality of written work is good and essays are carefully constructed, whilst creative writing is well developed. Most pupils have well-developed information and communication technology (ICT) skills, and make good use of these and their mathematical skills across the curriculum. Many pupils win awards in national competitions, such as a mathematics challenge and science Olympiads, and high achievement in sport, music, speech and drama all contribute to meeting the school's aim to foster aesthetic and physical development.
- 3.2 The following analysis uses the national data for the years 2007 to 2009, the most recent three years for which comparative statistics are available. Results at GCSE and A level have been above the national average for all maintained schools, while at A level, results are also in line with those of maintained selective schools. Results at both levels have steadily improved, with pupils consistently performing well in relation to their abilities. All pupils in recent years have achieved five or more A\* to C GCSE grades and most significantly more. Over half of GCSE grades were A\* or A, whilst at A level, four out of every five grades were A\* to B in 2010. In 2011, boys will sit GCSEs at the school for the first time. Boys are taught separately from girls from Year 7 to Year 11 and inspection evidence from written work and lessons indicates good achievement for their abilities. This level of attainment indicates that pupils make good, and sometimes exceptional progress when compared with others of similar ability. Pupils with LDD, those with EAL and those who are gifted and talented (G&T) receive excellent overall support and achieve well.
- 3.3 The school fosters a high standard in both individual and group extra-curricular activities. Particular successes include participation in international and county sports and many teams winning county honours. Music, drama and dance are well performed and highly valued by pupils, with acclaimed choir tours, participation in prominent London plays and selection for ballet companies. The extensive range of activities and willingness to introduce new ones allow pupils to achieve highly in their own specialisms.
- 3.4 Pupils have excellent attitudes to learning that underpin their achievement. They behave well, are co-operative with teachers and peers in lessons, and have a good work ethic; they listen intently, follow instructions carefully and willingly engage in class. As they progress through the school, they take increasing responsibility for their learning.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.5 The contribution of curricular and extra-curricular provision is excellent. The curriculum is well constructed and offers excellent coverage of all of the appropriate subject areas, which supports one of the school's main aims of giving pupils a broad education. The curriculum in Years 7 to 11 is well balanced and provides a wide-ranging and valuable educational experience, suitable for all ages, abilities and needs, also in line with the aims of the school. Pupils may also choose from a wide range of options at GCSE and A level. All subjects available in Years 7 to 9 are available at GCSE, apart from cookery. At the previous inspection in 2004, the limited provision of design and technology was highlighted. The school has now rectified this with two design rooms that are well resourced. Pupils are now able to enjoy the diversity of both graphic and practical design work.
- 3.6 To assist with curriculum development and inter-departmental communication, curriculum leaders meet as part of a Monday evening meeting cycle. This creates a time for discussion and an opportunity to share good practice.
- 3.7 The curriculum is enriched by an excellent range of activities that allow pupils to experience team work, sports, culture, hobbies and a chance to look beyond the school community. The creation of a post for the co-ordination of activities has assisted the organisation and overview of activities, which has been especially key following the significant expansion of the school. The audit currently being undertaken is designed to assist the school's development of the activities programme, in line with the changed profile of the school. At the time of the previous inspection in 2004, sporting activities dominated. The school has since addressed this, with a wider range of cultural and creative options now on offer.
- 3.8 Pupils and parents regard the range of activities on offer as excellent. The 'Horizon' programme of visiting speakers for Years 12 and 13 offers enrichment to these pupils and is highly regarded by them. Links with the community are excellent. Many, such as NHVS, are linked to the strong Christian and service ethos of the school. Service to others is also emphasised in the lunch for senior citizens where pupils serve lunch and talk with their guests. Pupils raise money for Rwanda, fill gift shoeboxes for Romanian children and have the opportunity to experience work in a hospice. All of these links and many others remind pupils of the outside world, and prompt them to reflect on their present and future contributions to it.
- 3.9 The range of national and international trips available for pupils is excellent. Pupils regard this as a strength of the school and value the many different opportunities they have to travel beyond its community, from sports tours in Europe to the highly praised trip to Lourdes accompanying people with disabilities.

### **3.(c) The contribution of teaching**

- 3.10 Overall, the quality of teaching is good, with many excellent features. Teaching fulfils the school's aims to develop the individual's potential in intellectual, spiritual, aesthetic and physical education. In their pre-inspection questionnaire responses, both pupils and parents showed high levels of satisfaction with the quality of teaching and its impact on progress. The teachers' subject knowledge is good, and many show considerable skill at using interactive whiteboard technology to enhance understanding and stimulate interest. Many subjects use ICT well, encouraging appropriate use by pupils, such as self-assessment homework in mathematics, creating visual presentations and producing information leaflets. Lessons are generally well planned with clear focus, using a range of effective strategies that incorporate appropriate tasks, and are often supported by the use of well-judged resource materials. Pupils with specific needs are generally well catered for; though some G&T provision in some lessons did not add breadth as well as extension. Although no lesson observed was unsatisfactory, in most of the few less successful lessons a lack of pace or clarity of objectives limited progress. A strength of the teaching is the excellent interaction and respect between pupils and teachers in most lessons, and discipline is effectively managed with a light touch. Teachers praise readily and use pupils' contributions effectively to develop learning through careful constructive criticism, clarification and questioning. Teachers are adept at guiding and developing the pupils in the skills of assessing their own work and supporting them in becoming independent learners.
- 3.11 Marking is mostly regular and up-to-date, with many examples of thorough comment and feedback to help pupils to understand what they have done well and what they need to do to improve. However the standard is variable, both within departments and across the school, and does not fully adhere to departmental policies. Peer marking in lessons is widespread and appropriately used to assess learning quickly, and thus shape the development of the lesson. The school has responded to the recommendation of the previous inspection report and collected substantial amounts of assessment data on its pupils. This is being used to assist departmental setting, in analysis of public examination results and in some target setting for pupils, but is yet to be fully embedded into lesson planning.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The quality of the pupils' personal development is excellent, promoted by strong, caring relationships throughout the whole community. Pupils demonstrate respect and concern for each other in all areas of school life. The chapel is both the physical and spiritual centre of the school, to which pupils respond in a very positive fashion, as shown in the blessing of hands which took place in assembly during the inspection. Senior pupils play an active role in the worship, for example through bell ringing at assembly and as altar servers, and worship is extremely well supported by the choral singing. Their spiritual understanding is very well developed, both within the curriculum and in many other areas of school life, strongly underpinned by the lead given by members of staff, parents and visiting members of the founding Religious Community. The very high standard of celebratory wall displays found throughout and the beautiful, well-maintained grounds all add to the strong spiritual atmosphere of the school.
- 4.2 Pupils have a very well-developed sense of right and wrong, as observed in lessons, and are caring and considerate. They are polite and courteous to each other, to staff and to visitors; are articulate and self-confident, and take obvious pride in their peers and their school. There are very few discipline concerns; pupils are very aware of behavioural boundaries, and the merit and yellow card systems work well. Pupils are also very aware of their social obligations, the privileges that they have and their responsibilities towards those less fortunate than themselves. They engage actively in fund-raising and other charitable work, through the NHVS, which provides contact with the local community, or in helping young people with learning difficulties and with groups of less privileged local children. The annual pilgrimage to Lourdes provides another opportunity, where pupils support those who would not be able to make the journey unaccompanied. The pupils are well aware of the personal benefits they derive from these activities in terms of their increased self-esteem. There are a number of posts of responsibility for senior pupils, such as involvement on the school council and 'eco council', and as form prefects; all these enable them to show initiative and respond to the challenges that leadership brings.
- 4.3 The school embraces the large diversity of cultures amongst the pupils, especially the boarders, and pupils work and play harmoniously together. The different cultures are celebrated by departments such as music and food, and in events such as Italian and Mexican evenings and an Eastern European quiz, the latter prepared by some of the pupils. Pupils are also provided with opportunities to attend English activities such as a rugby league match at Wembley Stadium, and a formal evening at the school. The annual dance performance is a highlight of the year and involves very large numbers of the pupils in the school. Many activities are open to day and boarding pupils, which encourages them all to mix in a social setting.

#### **4.(b) The contribution of arrangements for welfare, health and safety**

- 4.4 The pastoral care provided to the pupils is excellent, in line with the school's aims to affirm each individual as a unique part of God's creation. The house system also provides strong support for personal development, as well as friendly competition, for example in the music event that took place on Foundation Day earlier in the current term, and the ongoing cake competition. Bullying is rare in the school and is dealt with promptly and well. The responses to the pupil questionnaire indicated that most of the pupils feel that the staff show concern for them as individuals and that they can turn to adults in the school if they need any help. A number of initiatives have been put in place to help support pupils who may have concerns. New pupils are assigned a 'buddy' and a pupil chaplaincy team runs the 'Willow' initiative, whereby trained sixth formers act as a support service for younger pupils, several of whom commented very favourably on this. Last year, 25 pupils were trained to be cyber mentors, intended to be repeated this year, and pupils are encouraged to participate in university research on bullying. The school has effective policies for child protection, safe staff recruitment, and health and safety, together with suitable procedures for the immediate reporting of any concerns to the vice principal (pastoral), who deals with them appropriately, in conjunction with the relevant personnel. All staff receive appropriate training in child protection matters.
- 4.5 The school has effective measures in place to mitigate the risk of fire and other hazards, and the site is well maintained. First aid and medical provision is excellent and medical records are carefully kept. Risk assessments cover all activities and visits, and all relevant policies are in place. There is ample provision for a large range of sporting activities, and all pupils are encouraged to participate as much as possible. Particularly popular is the new fitness centre, and the boarders enjoy the provision made for them to use some of the facilities before and after school and at the weekends. The meals are of a good standard, with plentiful choice. The importance of healthy eating is carefully considered and meals are nutritionally well balanced. The attendance and admission registers are properly maintained and stored, and the register of staff appointments is complete and up-to-date. A suitable plan is in place to improve educational access for pupils with disabilities.

#### **4.(c) The quality of boarding education**

- 4.6 A boarding inspection was conducted by Ofsted and is the subject of a separate report. The ISI inspection has considered boarding in the whole-school context only.
- 4.7 The boarding provision is excellent. Boarding contributes most effectively to the school's aim to foster caring relationships and respect for others. Boarders clearly enjoy their experience and relationships between pupils and staff are excellent. The international component of boarding adds greatly to the cultural experience of all pupils and plays a valuable part in their education and personal development. Boarders have good opportunities to take responsibility for themselves and to contribute to the well being of others in their boarding houses, where there is a clear sense of community; and through the NHVS activities. Pupils across the school also enjoy the opportunity of flexi-boarding, some staying for just one night a week which enables them to take part in particular activities. Senior pupils commented on the valuable time this gives them for study rather than time spent travelling.
- 4.8 In pupil questionnaires, a significant majority of respondents expressed very positive opinions of the boarding provision and feel that there is a wide range of activities to pursue in their leisure time. Weekend trips are also organised, although the opportunity for relaxation with friends is also appreciated. Boarders feel well supported by the experienced and well-trained house staff who know them well as individuals and who are always ready to listen and offer support. A number of boarders commented specifically on the quality of the pastoral care offered by house staff. Younger pupils also value the contact with the older boarders.
- 4.9 There is good access to the school facilities in the evenings and at weekends, and boarders benefit from the extensive and well-maintained grounds in which they live. Some evening activities arranged for boarders are particularly appreciated, including opportunities for cooking in the cookery room or in the boarders' kitchens, which are provided in each of the boarding houses. Boarders' bedrooms and common areas are comfortable and generally well decorated, and there is a rolling programme of maintenance and refurbishment. Pupils have the opportunity to personalise their own spaces and to bring familiar items from home.
- 4.10 Boarders have access to the fully staffed medical centre which is open daily from 8.00 am to 6.00 pm and has nursing cover 24 hours a day. Boarders are able to register with the school doctor for NHS treatment. A small number of boarders commented on poor quality and supply of food, but the inspectors found no evidence to support this assertion. There are facilities within the houses to make snacks in the evening although most meals are taken in the refectory. Boarders can also occasionally cook for themselves at weekends or in the evening, and some groups enjoy the opportunity to prepare familiar foods from home.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

5.1 Governance of the school is excellent, so that pupils' achievement and personal development demonstrate high levels of success, in accordance with the school's aims. Governors have a wide range of relevant experience amongst them, and a legally qualified clerk, so that they are able to show effective involvement in the whole life of the school. They gain a clear oversight of the school through their structure of sub-committees, which includes finance and general purposes, education and staffing, and estate and property. These committees meet termly and include senior members of staff, so that governors can ensure they are well informed on all areas of the school's activities; this knowledge is reinforced through the regular presentations governors receive from heads of department. From all these sources, governors are able to draw up a school development plan that is both far sighted and appropriately detailed, showing their clear understanding of the strengths of the school, and of its potential future needs. Governors are well aware of their legal obligations for safeguarding, welfare, health and safety, which they discharge appropriately. They undertake relevant training, and every three years they conduct a self-evaluation, in which staff are asked to contribute their own assessment of the success of the governors' roles.

### **5.(b) The quality of leadership and management**

5.2 Leadership and management are excellent. The principal provides strong leadership, vision and determination, and is very well supported by both the senior management team and the extended leadership group. All the senior staff have a good understanding of the aims of the school, and work well together to ensure that pupils achieve the high standards, both academically and in their personal development, of which they are capable. Leadership is also very strong in ensuring that the Catholic ethos of the school is understood and promoted throughout the pupil body.

5.3 Dedicated department heads not only manage their departments effectively, but also provide them with strong leadership and excellent support. In this respect they are able to draw on a wide range of policies and procedures that work in practice, and underpin the life of the school. These policies are all subject to regular monitoring and review. The school is successful in appointing and inducting well-qualified staff, who are effectively deployed. An effective appraisal system is in place for all staff, whereby the review of individual staff with several responsibilities is undertaken by one appraiser, with others contributing where appropriate.

5.4 The pastoral care and welfare, health and safety of the pupils are a high priority. Tutors, year heads, the vice principal (pastoral) and the bursar are all trained in the relevant areas, and work hard to ensure the overall well being of the pupils. The catering staff take seriously the need to ensure that all pupils eat healthily, and all support staff make a positive contribution to the pupils' achievement and development. Staff recruitment is carried out appropriately, and all necessary checks are undertaken, including those with the Criminal Records Bureau. The schools grounds are carefully maintained to make an attractive environment of high standard.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.5 The school has good links with parents, carers and guardians. Much information about the school is available to parents, both when their children join the school and throughout their children's education. The school has an informative website, and produces a detailed fortnightly newsletter. Parents of new pupils are invited to a drinks party as well as other social and sporting events throughout the year to which all parents are invited. Parents run the thriving New Hall Parents' Association, and governors attend its annual meeting to provide a first hand report of the school's activities. Parents are kept informed of pupils' progress by means of half-termly grade reports, as well as an annual full report that is both detailed and clear. Parents of boarders receive early contact from the boarding houses, with detail about how well their children are settling in.
- 5.6 The school has suitable arrangements for handling complaints, which are appropriately recorded. No formal complaints have been made in the last year. A number of parents said, in their questionnaire, that they are not happy with communication with the school. The inspectors found little evidence to support this. However, most of this dissatisfaction came from parents whose children had recently joined the school; these parents have a long time to wait for their first written report and consequently inspectors endorse their comments. Parents overwhelmingly supported the school in its teaching of worthwhile attitudes and views, in its pastoral care, in its curricular and extra-curricular provision, and in the availability of the information it publishes.

**What the school should do to improve is given at the beginning of the report in section 2.**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior 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 registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

The National Minimum Standards for Boarding Schools were inspected by a team of two Ofsted inspectors over three days.

### **Inspectors**

Mrs Jenny McCallum	Reporting Inspector
Mr Alan Cooper	Professional Tutor, HMC school
Mrs Diana Bendall	Deputy Head - Pastoral, GSA school
Mrs Diana Dodd	Assistant Head, HMC school
Mrs Julie Eldridge	Head, GSA school
Mr David Williams	Senior Deputy Head, HMC school