



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Trinity School

June 2021

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School's Details

School	Trinity School			
DfE number	306/6077			
Registered charity number	312612			
Address	Trinity School Shirley Park Croydon Surrey CR9 7AT			
Telephone number	020 8656 9541			
Email address	hmsec@trinity.croydon.sch.uk			
Headmaster	Mr Alasdair Kennedy			
Chair of governors	Mr David Seymour			
Age range	10 to 18			
Number of pupils on roll	1039			
	Boys	964	Girls	75
	Years 6 to 8	305	Years 9 to 11	409
	Sixth form	325		
Inspection dates	22 to 25 June 2021			

1. Background Information

About the school

- 1.1 Trinity School is an independent day school for pupils between the ages of 10 and 18 years. The school is for male pupils only up to age 16, and female pupils are admitted into the sixth form. The school was founded in 1596 and moved to its current site in 1965. The Whitgift Foundation has ultimate responsibility for governance and it delegates this to the Trinity School Committee which acts as the governing body for the school. In line with the founder's legacy, the charity joins the school in providing a substantial number of bursaries and scholarships. Since the previous inspection, the school has introduced a sixth-form diploma, restructured its pastoral team and completed a new music centre in 2017.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers and vulnerable children.
- 1.3 During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher assessed grades respectively were awarded.

What the school seeks to do

- 1.8 The school sets out to nurture extraordinary young people. The objective is to embed a culture of strong values such as care, kindness, curiosity, ambition and joining-in. The school seeks to ensure that every pupil is known, valued and understood, and therefore able to excel in whatever he or she is passionate about.

About the pupils

- 1.9 Pupils come from a wide range of backgrounds across South London, and they reflect its ethnic and socio-economic diversity. Data provided by the school indicate the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 126 pupils as having special educational needs and/or disabilities (SEND), which include a range of specific learning difficulties, 62 of whom receive additional specialist help. One pupil in the school has an education, health and care plan (EHCP). English is an additional language (EAL) for four pupils. One hundred and fifty-six pupils are identified as either more able, who are expected to engage in the academic enrichment programme, or talented, who follow the high performance programmes in music, sport, drama and art.

2. Regulatory Compliance Inspection

Preface

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

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

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2017 to 2019, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education 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 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.

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 combine outstanding intellectual curiosity with a strong willingness to think independently, successfully reflecting the school's aims.
- Pupils achieve outstanding success academically and in a wide range of extra-curricular activities.
- Pupils' excellent progress is encouraged by fast-paced teaching, well planned to meet the needs of all.

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

- Pupils actively support each other in a collaborative atmosphere, respecting and recognising individual differences and needs.
- Pupils' astute understanding of themselves and of others is supported by clear pastoral systems which are highly supportive and seen as fair.
- Pupils are highly confident and self-assured independent learners, yet possess a conspicuous level of humility.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Providing more consistent opportunities for pupils to use information and communication technology (ICT) independently, to further promote their own learning.

The quality of the pupils' academic and other achievements.

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

3.5 Pupils throughout the school exhibit excellent knowledge, skills and understanding. They demonstrate an ability to draw information from a wide range of resources and can articulate this very effectively. Their work often shows a level of sophistication well above that expected for their age. For example, in biology where pupils in Year 12 made the link between the carbon cycle and fossil fuel use and then explored its impact on the environment. Pupils are expressive and highly creative in art, producing dynamic and eye-catching pieces, rich in colour and tone. The oldest pupils are able to demonstrate excellent critical thinking and research skills where a mandatory sixth form diploma includes either an Extended Project Qualification (EPQ) or an extended essay. During the inspection pupils delivered some exceptional EPQ presentations in their own areas of interest. Pupils display excellent levels of

understanding in lessons, benefiting from energetic teaching, for example by native speakers in language lessons.

- 3.6 The overall academic achievement of pupils is excellent. Their academic results at GCSE and A level are well above those of schools nationally and above schools with a similar baseline. Pupils gain entrance to highly selective universities with a particular strength in studying medicine. They make excellent progress from their various starting points. Those with SEND are highly productive due to one-to-one support and care which enables them to achieve high levels of progress alongside their peers. Early screening and multiple teaching strategies allow them to be well supported. Pupils identified as able, gifted and talented flourish and discuss enthusiastically the additional opportunities they have for extension and challenge. This is confirmed in lesson observations where pupils of all ages perform to a very high standard. Data is used widely in the school and extensively by middle leaders to assess the needs for additional support for those pupils falling below their expected level of attainment. This is regularly monitored by senior leaders to ensure that pupils' academic performance is always on an upward trajectory. Pupil progress, as evidenced by the school's monitoring and their own opinions, was not impacted by the period of remote learning.
- 3.7 Pupils are exceptionally articulate and highly confident when expressing their ideas in writing or orally. For example, pupils in Year 12 performed an unrehearsed scene from *Antigone* in drama, with great enthusiasm and aplomb. The school's ethos of respect generates an atmosphere which helps pupils develop confidence in speaking out whether to questions in class, in making presentations to their peers or in activities such as the literary society meeting observed during the inspection. Pupils listen to each other well, not speaking over one another, so that discussion genuinely incorporates the range of opinions expressed. Pupils in Year 7, for example, meticulously analysed written text, identifying salient points to decide why one side was victorious in the battles of the Wars of the Roses. Pupils comment that there is a strong culture within the school of encouragement to discuss ideas, and as a consequence they have also developed strong listening skills. In their presentations, sixth-form pupils spoke fluently, knowing that their peers were listening attentively and appreciating the work which had gone into preparing them. Pupils demonstrate excellent skill in manipulating their writing, and pupil-produced work such as the *iThink* magazine is evidence of their maturity of thought and sophisticated manipulation of language.
- 3.8 Pupils' numeracy skills are highly developed. They apply these extremely successfully, not only in mathematics lessons but in other areas of school life, both in and out of the classroom. Pupils demonstrate excellent confidence in handling and applying numbers across a range of subjects, for example in Year 10 where they fluently use and rearrange mathematical equations. Pupils in Year 9 use algebraic formulae in real world contexts. Pupils' imaginative numerical understanding and application is highly developed, with Year 6 pupils understanding the implication of shape on the design of bridges. In history, pupils probe the use of statistics and investigate its reliability; similarly, in politics where they analyse how data is interpreted very effectively. Pupils use their abundant numerical skills to great effect outside the curriculum, such as in preparing for their Duke of Edinburgh's Award scheme expedition, working out their stride length and then calculating the time it would take for each section of a hike.
- 3.9 Pupils are comfortable in a digital world and naturally turn to the use of electronic resources when researching and presenting their work, so much so that when preparing for a presentation on the impact of the Holocaust on different countries in the course of the Field Day held during the inspection, pupils were aghast when told they were not allowed to make their presentations with the aid of computer software. Their proficient skills in operating programmes such as specific communication platforms have supported their progress during remote learning. The leadership has identified that younger pupils' skills are less well developed than previously and has therefore planned strategies to support these. Pupils are highly confident in their use of ICT since the school has a strong emphasis on using it, but only when appropriate and necessary to support pupils' learning. During remote learning periods pupils were highly motivated since they all had access to a laptop for lessons,

learning and homework. They were able to assess regularly their own progress since work submitted electronically was marked in real-time with immediate feedback.

- 3.10 Pupils show excellent study skills, naturally developing higher level skills of analysis, hypothesis and synthesis as they progress through the school, so that by the sixth form they have established distinct critical thinking abilities. Their strong ability to work independently is evident in the array of excellent EPQ project presentations observed during the inspection. Pupils' analysis of their own work shows excellent skills of self-reflection in how it can be improved in each iteration. In economics pupils used abundant analytical skills and incorporated prior learning when considering, highly effectively, whether HS2 is going to be effective as a stimulus for the economy. Pupils display extensive research skills. For example in a Year 12 literary society presentation, they considered a wide range of works, referring to quotations accurately and with ease. The pupils' natural intellectual curiosity and eagerness to learn is strongly supported by energetic, imaginative teaching.
- 3.11 Pupils across the school achieve outstanding academic, musical, and sporting distinctions. They are actively absorbed in the culture of participation which leaders have established and this is encouraged by initiatives such as the lower and middle school awards, staff enthusiasm, and also by positive peer pressure amongst the pupils themselves. Pupils demonstrate an excellent breadth of skills' acquisition through projects such as *The Festival of Ideas* where they are encouraged to partake in a variety of additional co-curricular activities across a week, with support given for them to explore new areas. Pupils accomplish excellent outcomes in a diverse range of the arts, for example, being cast in films and winning national awards for poetry, plays and film. Many pupils perform professionally when restrictions allow, and their successes in music are significant. The modesty and down-to-earth approach of the pupils and staff involved are particularly compelling since the musical achievements of, for example, the Trinity Boys' Choir are so high, including participation at Glyndebourne, the BBC Proms and many high-profile events abroad. Pupils achieve excellent sporting success, both team and individual, due to the great breadth and depth of opportunities available throughout the school. All pupils are able to represent the school in sports, regardless of ability, and focus is not just given to the achievements at the highest level. A number of pupils compete nationally in their sport and school teams are regularly successful in county and national finals. Pupils regularly win prizes in Olympiads, mathematics challenges and university essay competitions and gain awards such as the Arkwright Engineering Scholarship. Pupils' abundant successes are supported by the school's excellent facilities and its skill in persuading outstanding professionals, academics and sportsmen to give their time in workshops and coaching.
- 3.12 Pupils show an excellent level of enthusiasm, an eagerness to learn and a willingness to use their initiative, so creating an outstanding learning environment. They settle to tasks swiftly and are highly motivated and keen to improve. Pupils of all ages are sharply focused in lessons, participating in an engaged manner in carefully planned, well-paced and challenging teaching. They have a very strong sense of enjoyment of learning. For example, Year 7 pupils created and recorded electronic dance music, their enthusiasm and results enhanced through levels of teacher questioning being graded by the heat of chilli peppers. Pupils often exhibit palpable excitement, for example in a Year 8 English lesson which involved creative role play in a murder mystery scenario. They relish a challenge and increasingly request to go beyond the syllabus. This is exemplified in the projects produced for the sixth form diploma programme and also in pupils' response to the Field Day science experiments using liquid nitrogen. There was total silence as they listened, gasps of wonder as a rose was shattered into pieces and gales of laughter as a plastic bottle exploded.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop outstanding self-knowledge, regularly being encouraged and given time to self-reflect. Throughout the school they are highly effective at improving their own work. They respond well to

positive criticism from teachers or peers and see making a mistake as an opportunity to learn. They have a precise understanding of their progress due to the wide variety of feedback models from staff, enjoyed by the pupils who respond thoughtfully to the advice given. Consequently, they are able to reflect critically on their progress and develop personal targets for further improvement. Throughout their time in the school, pupils grow steadily in confidence as, encouraged by staff, they successfully meet academic and other challenges. They display strong resilience and perseverance and understand the importance of this as a skill which will be vital in their futures. In this they are well supported by committed staff who help them to achieve becoming the 'extraordinary young people' of the school's aims. Pupils exhibit immense self-confidence, apparent across the school, both in class and during breaktimes. They want to make a difference. For example, the Green Council is currently trying to change the way that the school recycles objects including those which are traditionally hard to recycle. Pupils are highly motivated and well prepared for the next stage of their lives, helped by the exceptionally high standard of pastoral care that they receive from teachers and leaders.

- 3.15 Pupils have well-developed decision making skills. They are confident in their ability to make decisions and feel fully supported by teaching which encourages discussion and critical thinking. For example, in geography, pupils in Year 9 through a creative writing exercise, identify the advantages and disadvantages of various types of aid, finally reaching individual conclusions as to the most effective. In discussions with inspectors they explained that the school encourages them to work hard to be the best they can be but at the same time helps them to be realistic. Pupils embrace a positive philosophy and they recognise that putting effort into their work helps them to improve due to the numerous opportunities to make decisions they are given. In discussions with inspectors, they stated that they are well prepared to make decisions about the next phase of their lives, articulating clearly their aspirations, particularly for when they leave school.
- 3.16 Pupils demonstrate an excellent understanding of moral responsibilities evident in lessons, their work and discussions with them. In the pre-inspection questionnaire, a very small minority of pupils felt that they did not treat each other with respect. Inspection evidence found that during lessons and in conversations with pupils, they show a high level of respect to one another. In discussions with inspectors pupils demonstrated a clear understanding of right and wrong and also of the transparent sanctions procedure at the school. Pupils' responsible behaviour in lessons and around school is excellent and they are mostly self-disciplined; for example they enter classrooms in an orderly fashion and quickly prepare, without prompting, for teaching to start. Helping others in the school community is seen as a positive activity and both staff and pupils comment on the benefits seen since the introduction of the mentoring programme which is supported well by the senior pupils. Younger pupils asserted, for example, that when they were new and lost, older pupils were always helpful in getting them to the right place. Pupils understand the expected code of behaviour and appreciate that they are treated as individuals, due to the high quality of pastoral care and positive messaging from their form tutors.
- 3.17 The pupils' rich spiritual understanding reflects the school's aim that they should know that life is about more than its material dimension. Excitement and a sense of keen anticipation were demonstrated in a Year 7 science lesson as pupils dissected a fish and within Year 8 as they waited eagerly to take their turn at 'walking on custard' during Field Day. Pupils can speak enthusiastically and openly about their faith or lack of it, encouraged by a myriad of clubs and activities which allow independence and time for thought and reflection. Pupils show a deep appreciation of the arts, with music and drama being valued and well supported. They have an excellent understanding of spiritual language relating to different cultures. For example, in drama where pupils in Year 12 fervently discussed spirituality in Ancient Greece compared to the modern world, using the story of Antigone claiming the superiority of divine over human law. Pupils are empathetic and have dealt with lockdown and some sad pastoral issues with compassion. They show high levels of spiritual self-reflection such as in philosophy where they undertook a meditation diary, reflecting maturely on the calming and refreshing impact of various activities they had undertaken.

- 3.18 Pupils demonstrate an excellent awareness of others less fortunate than themselves and relate this into their actions and appreciation of non-material aspects of their lives. For example, pupils volunteer to entertain in care homes and to clear gardens and wildlife areas, through the community action programme organised by the school. Pupils told inspectors that they understand they are in a privileged environment and that they find participation in these areas very rewarding. Pupils create their own societies and these are well supported with many contributing positively to the school community. For example, pupils in Year 10 worked together to lead and run a sports tournament for local primary schools during the inspection. Pupils demonstrate strong empathetic skills and appreciate how their words and actions impact on others both positively and negatively. They display a deep understanding of the issues surrounding giving to home-based or overseas charities. Pupils are very proud to be involved in supporting a range of projects in Malawi, which the school has been involved with for six years. The whole school is involved in fundraising by, for example, Year 6 pupils undertaking a triathlon to raise money for bicycles for staff so they do not have to walk three miles to their school and about twenty-five pupils who volunteer there each summer.
- 3.19 Pupils mostly have an excellent understanding of how to keep safe and healthy. They appreciate the need for exercise and greatly enjoy the many opportunities in the curriculum, at lunchtimes and in extra-curricular activities. Pupils are motivated to be fit through physical activities which promote healthy lifestyles alongside the traditional competitive team sports. For example, pupils have the opportunity to represent the school in a variety of sports at high level, whilst also being able to pursue yoga, sub-aqua and strength and conditioning. In the questionnaire, a very small minority of pupils and very few parents felt that the school does not encourage a healthy lifestyle. Inspectors found that there is much evidence of the school's encouragement of a healthy lifestyle and in speaking with pupils, that their response had been more about the cost of food at lunch time. Almost all pupils agreed in the questionnaire that they feel safe in school and know how to stay safe online. They report that they are well supported in their mental health, citing examples of how they have been supported through difficult times. Pupils state that they felt particularly supported during remote teaching, and appreciated how easy it was to request help, asserting that the school made a concerted effort to check and monitor their mental health and wellbeing. Pupils display excellent knowledge of how to access help through a wide range of support mechanisms, ranging from staff who are specifically trained in mental health first aid to an external clinical psychologist and sports psychologist.
- 3.20 The pupils clearly respect one another and are tolerant and respectful of diversity. They are completely inclusive of those from backgrounds different from their own, mixing seamlessly with pupils of other ethnicities, beliefs and backgrounds. The pupils show real thoughtfulness and an eagerness to address unfairness and injustice. Acts, such as the pledges written by pupils on the school's Stephen Lawrence tree, and the creation of an equality, diversity and inclusion group, all speak to their commitment to working for a better and fairer world. Pupils have a well-developed global understanding. They engage fully with topics such as fair trade, where work of younger pupils evidenced their strong understanding of the impact of fair trade on the primary activity of people involved. Older pupils, whilst identifying the challenges of living in the favelas in Brazil, also understand why people are still attracted to move into cities. Pupils run clubs such as the India Society which is open to all year groups and helps pupils to learn about other cultures and faiths. Younger pupils demonstrate excellent knowledge of other cultures they are studying. For example, in a Chinese lesson, a pupil deftly described Chinese symbols and how they had been adapted from original cave drawings. Pupils speak knowledgeably about the Black Lives Matter movement. They are clear about the importance of being an active bystander and confidently report any type of inappropriate behaviour they encounter. They show too, an excellent understanding of, and deep respect for, national campaign issues such as #MeToo and Everyone's Invited, which have been embraced by the school and allow them to feel well supported.

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 and observed a sample of the extra-curricular activities that occurred during the inspection period. 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

Miss Sue Duff	Reporting inspector
Mrs Marie Colette Culligan	Accompanying inspector
Dr Bruce Waymark	Compliance team inspector (Deputy head, HMC school)
Mrs Rosemary Chapman	Team inspector (Head of teaching and learning, HMC school)
Mr Richard Follett	Team inspector (Head of lower school, HMC school)
Mrs Denise Hammersley	Team inspector (Head, ISA school)
Mrs Melanie Pople	Team inspector (Deputy head academic, GSA school)
Mr John Southworth	Team inspector (Head, ISA school)
Mr Alan Sturrock	Team inspector (Deputy head pastoral, SofH school)