



INDEPENDENT SCHOOLS INSPECTORATE

EMANUEL SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Emanuel School

Full Name of School	Emanuel School		
DCSF Number	212/6292		
Registered Charity Number	309267		
Address	Emanuel School Battersea Rise London SW11 1HS		
Telephone Number	020 8870 4171		
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Email Address	hm@emanuel.org.uk		
Headmaster	Mr Mark Hanley-Browne		
Chair of Governors	Mr Francis Abbott		
Age Range	10 to 18		
Total Number of Pupils	693		
Gender of Pupils	Mixed (457 boys; 236 girls)		
Numbers by Age	0-9	0	11-16: 544
	10	20	16-18: 129
Number of Day Pupils	693		
Inspection date	16 Mar 2010 to 17 Mar 2010		
Final (team) visit	26 Apr 2010 to 28 Apr 2010		

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 February 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 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard 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.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Emanuel School was founded in 1594 by Lady Dacre. She wrote that the Foundation was “for the bringing up of children in virtue and good and laudable arts so that they may better live in time to come by their honest labour.” In 1883 the school moved from Westminster to its present site in the London borough of Wandsworth. Emanuel was originally founded as a co-educational school, but the girls left in the nineteenth century; girls were readmitted in 1995. Soon after the Second World War Emanuel became a grammar school; it remained so until 1976, when it reverted to independence. Emanuel is one of three schools which are administered by the United Westminster Schools Foundation, which is a registered charity. While the school has its own independent governing body, the work of the governors is overseen by the Trustees of the United Westminster Schools.
- 1.2 The school’s stated aims include the pursuit of academic excellence; the promotion of independent thought and a curiosity for learning; the provision of a broad-based education enabling all pupils to discover their strengths and develop their individual talents; the provision of supportive pastoral care that nurtures health and well-being, emotional maturity and spiritual richness; and the engendering of respect, tolerance and understanding of the importance of caring for others and the environment.
- 1.3 There are 693 pupils in the school, aged from ten to eighteen. Of these, approximately two-thirds are boys and one-third girls. Most of the pupils come from professional or business families in the London area. About one-fifth of the pupils come from minority ethnic backgrounds. The school has identified 117 pupils as having learning difficulties or disabilities (LDD); all of these receive specialist support. English is an additional language (EAL) for twenty-three pupils. The ability profile of the school is above the national average and has risen in recent years. On leaving the school from the sixth form, most pupils proceed to university degree courses.
- 1.4 Since the previous inspection the proportion of girls in the school has markedly increased, and the largest capital project has been the new library and learning resources centre.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS

2.(a) Main findings

- 2.1 The overall quality of the pupils' learning and achievement is good and it is often excellent. The school successfully meets its aim to provide a broad-based education which enables all pupils to discover their strengths and develop their individual talents. Academic achievement is good because the pupils are keenly interested in their lessons and the teaching is of a high standard. Attainment in public examinations is good, with a marked improvement in recent years in the proportion of high grades at GCSE and A level. Marking of work is variable and in a number of subjects attention is paid to content, but not to presentation, spelling, punctuation and grammar. Teachers pay sympathetic attention to the needs of the individual, and the learning support department is very efficient, but teachers are not systematically trained to make best use of the information which they are given concerning pupils with LDD. The pupils benefit from a diverse programme of extra-curricular activities, where many achieve extremely high standards.
- 2.2 The pupils' personal development is excellent, and is strongly influenced by their experience of outstanding pastoral care and the high standards expected of them in all aspects of their school life. Justifiably proud of their school, they engage fully with its ethos and values, creating a real sense of vivacity and energy. At all stages of the school pupils conduct themselves well, and are cheerful and supportive of one another. Sensitive to each other's differences and needs, they relate easily to their teachers and to all members of the school community. They support those less fortunate than themselves, at home and abroad, and often by their own initiative.
- 2.3 The school has responded well to all of the recommendations in the previous report. All regulatory requirements are met, and the observed deficiencies in governance and management have all been rectified. The governing body is successful in realising its aims. The governors are careful and responsible in their oversight of the welfare, health and safety of the pupils. Leadership is effective, not only in ensuring that the academic and pastoral aims of the school are achieved to a high standard, but also in striving for excellence in all aspects of school life. While the number of pupils responding to the questionnaire was so small as to be statistically unreliable, the overwhelming majority of them said that they were making good progress and that they enjoyed being at Emanuel. For their part, parents expressed a high level of satisfaction with the educational provision in this lively and purposeful school.

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 2003, as subsequently amended.

(ii) Recommended action

2.5 The school is advised to make the following improvements.

1. Adopt a common practice whereby the marking of work in all subjects covers not only content but also presentation, spelling, punctuation and grammar.
2. Ensure that teachers make best use of the information which they receive about pupils with learning difficulties and disabilities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 Standards are high, and pupils throughout the school make good progress over time in relation to their ability profile. The school has made good progress in its stated aim to strive for academic excellence. Results in GCSE over the past three years for which comparative data are available have been high when compared with the national average for all maintained schools. The pupils' performance in A levels over the past three years has been high when compared with the national average for all maintained schools, and similar when compared with the average for maintained selective schools. In examination results, there are no significant differences between boys and girls. In recent years, performance in public examinations has improved markedly, with a significant increase in the proportion of high grades at A level and GCSE.
- 3.2 The pupils are keen and active learners. They settle willingly to their work and are attentive, responsive and articulate in class. They move easily from one task to another in the same lesson. Pupils are keen to contribute and prepared to think for themselves, readily answering questions and engaging in constructive discussion and reasoned argument. Relishing a challenge and prepared to engage, they do not shirk opportunities to discuss demanding issues, for instance of an ethical or philosophical nature. They co-operate well in group work and listen appreciatively to each other's views. They display application and perseverance and work well independently. Pupils have good standards of literacy and numeracy and good note-taking skills, and they produce a substantial body of work in all subjects. Some pupils lack the organisation to keep their ring binders and lever-arch files in good order. Pupils, especially those in the lower school (Years 7, 8 and 9), use information and communication technology (ICT) resources extensively. Pupils make good use of the library and the internet for academic research. Throughout the period of the inspection the library was constantly and busily occupied; pupils were unanimous in its praise as an exceptional facility and a place in which they very much enjoyed working.
- 3.3 Sport is an undoubted strength of the extra-curricular life of the school. Not only have many pupils recently won district and county honours in rugby, netball, cricket and swimming, but national representation has been achieved in rowing, gymnastics and girls cricket. Choral music is notably strong, with seven Oxford and Cambridge choral scholarships having been won in the past six years. Year by year the number of pupils achieving success in instrumental music examinations has significantly increased, as has the number participating in the Duke of Edinburgh's Award scheme. Young Enterprise teams regularly achieve success in the regional finals. An annual exhibition of art in the SW1 Gallery reflects the work of a flourishing department. Drama is in good health, with a sequence of challenging productions taking place each year.

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

- 3.4 The curriculum is good overall. The academic curriculum is broad and well balanced throughout the school. It covers all of the required areas of learning; it is suitable for all ages, abilities and needs, and its wide range supports the stated aims of the school. All of the Year 6 study French, German, Spanish and Latin. Drama has been introduced in Years 6 to 8. The GCSE subject choices are wide, with controls to ensure a balanced programme of study. Options include a course in critical thinking. Economics has been added as an A-level option and psychology, previously studied via distance learning, is now taught in the school. A radical review of ICT has led to the retention of the European Computer Driving Licence, but also to the proposed withdrawal of the subject as a GCSE and A-level option. The excellent life skills and citizenship (personal, social and health education) course incorporates, as required, suitable material on the public services and institutions of England.
- 3.5 The learning support department is very efficiently administered. Early screening leads to diagnosis of those with LDD. Some pupils with LDD benefit from individual learning plans and very helpful lessons given by members of the department; all have their details clearly recorded and circulated to their teachers. The teaching staff are sympathetic to the needs of individual pupils; however, they are not systematically guided or trained to make best use of the information which they receive about pupils with LDD. The ablest pupils are stretched by subject setting and curricular enrichment sessions; there was, however, limited evidence of extension activities in lessons and written work. Further development of the programme for those identified as gifted and talented is planned.
- 3.6 The outstanding library and learning resources centre, appropriately situated in the heart of the school, is greatly valued for academic study and research, for quiet recreational pursuits such as reading and chess, and as a statement of the school's priorities. It is exceptionally well resourced and its imaginative division into separate rooms enhances its versatility.
- 3.7 The quality of careers education is good in guiding appropriate subject choice and well-informed application to higher education. It is offered through the life skills course from Year 9 onwards. Pupils value highly the advice on option choices, creating a CV and UCAS preparation. All pupils in Year 12 undertake a period of work experience. Information and advice are given to any pupil who calls in at the careers office, suitably and centrally positioned next to the library. The annual careers convention draws on the experience and expertise of parents and former pupils.
- 3.8 There is a suitable balance of intellectual, creative and physical extra-curricular activities. Since the previous inspection report, the school has introduced more academic societies, such as science and philosophy. For many of the activities, attendance is voluntary and registers are not consistently kept. Consequently tutors do not have a clear idea of the extent of their tutees' extra-curricular involvement or their levels of commitment until the full reports, where pupil participation is now commented on in a section of its own.

- 3.9 A busy programme of trips at home and abroad provides academic, social and cultural enrichment. Foreign destinations last year included America, France, Germany, Iceland, Italy and Spain.
- 3.10 At present the scope of community service is limited. Examples of activities include some pupils helping in local primary schools and the choir singing in a local hospital. Pupils participating in the Duke of Edinburgh's Award scheme undertake service activities as part of the qualification.

3.(c) The contribution of teaching

- 3.11 The quality of teaching overall is good and contributes effectively to the pupils' progress and attainment, and to the school's good progress towards the fulfilment of its academic aims. Some of the teaching observed was excellent and scarcely any was less than good. The overwhelming majority of the parents who responded to the questionnaire were complimentary about the quality of teaching in the school. Teachers are well qualified; the level of their knowledge and expertise is high. In all lessons teachers create a well-disciplined atmosphere, which encourages effective learning. Their working relationships with the pupils are excellent. Teachers pay attention to the needs of individuals and, where necessary, tailor their demands accordingly. Clarity of exposition and patience when explaining difficult concepts were notable features of many lessons.
- 3.12 Throughout the school, lessons are well planned and teachers cover the examination syllabuses very thoroughly. Most lessons are taken at a brisk pace, with suitably varied approaches to the work in hand. Resources are well deployed and teachers make appropriate use of ICT in their lessons. There was a judicious mixture of English and the target language in modern language lessons, enabling pupils to make good progress. Pupil participation is encouraged, with teachers clearly trying to involve all members of the class in question and answer sessions and not allowing the more effervescent pupils to dominate. The best teaching is characterised by the teachers' evident passion for their subjects, by high expectations of all pupils' performance and by friendly but firm encouragement of pupils of all abilities to extend themselves.
- 3.13 Pupils at all levels appreciate the willingness of the teaching staff to help them with their work outside the timetabled lessons. Formal subject-based clinics and individual learning sessions, at lunchtimes or after school, play a significant part in helping pupils. In addition to the examined subjects, the critical thinking course is presented in a stimulating manner. All of the teaching staff teach the life skills and citizenship programme, with specialist input from external sources.
- 3.14 Marking of work is variable in quality. Some is perfunctory; the best is thorough, constructive and encouraging. In many subjects, attention is paid largely to content and not to the details of presentation, spelling, punctuation and grammar. Regarding assessment, examples of good practice include target grades and the monitoring of pupils' progress in relation to objective data.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The pupils' personal development is excellent. They are justifiably proud of their school and engage fully with its ethos and values. They express a high level of satisfaction with most aspects of the school, including the range of opportunities available to them and the degree of help and support which they receive from their teachers.
- 4.2 Pupils have a well-developed awareness of the spiritual. They learn to listen, to reflect and to show respect for others. They are aware of the needs of those less fortunate than themselves and of environmental issues. They respond positively to the values conveyed by the excellent pastoral system which is reinforced by the life skills programme and the new course on Christian teaching. The chapel is physically situated at the heart of the school. The appointment of a chaplain and the placing of chapel worship in the middle of the day make strong statements about the school's values and ideals. An oasis of quiet in a busy day, the chapel service is treated respectfully by the pupils. The spiritual leadership and pastoral support of the chaplaincy are greatly valued by the whole school community.
- 4.3 The pupils' moral development is at a high level. Open-minded, they have a genuine sense of fairness and of right and wrong. They learn to exercise responsibility on behalf of others as prefects or as members of the school councils. Pupils questioned during the inspection said that they felt that their opinions were listened to in the school councils, and that positive changes had resulted. Many of the pupils are involved in charitable fund-raising, notably for causes relating to children and illness. Members of the sixth form sponsor a child and her village in Africa.
- 4.4 Pupils are well developed socially. A strong sense of friendly co-operation permeates school life. Socially, whether in small or large groups, the pupils enjoy their free time in a pleasant and civilised manner. The vast majority of parents who responded to the questionnaire agreed that the school achieved high standards of behaviour and this is an area of marked improvement since the previous inspection. The pupils themselves appreciate the kind, caring ethos which leads to positive, friendly and supportive relationships. They welcome the opportunity to develop their self-confidence through performance in, for example, games, drama or music. Sixth formers assist with sports training and the academic support of younger pupils. Year 10 pupils pastorally support those in Year 7; the school is intending to expand this mentoring system.
- 4.5 The pupils' cultural awareness is strongly developed. In addition to what they learn through the links with Africa and India and through the programme of trips mentioned earlier, pupils come to understand their cultural heritage through literature, art and music. They also learn about other cultures in subjects such as history, geography, languages and religious studies. Furthermore, the excellent life skills course gives pupils insights into a wide range of complex contemporary issues which have worldwide implications. Ethnically, Emanuel is a relatively diverse community and pupils from different cultural backgrounds get on exceptionally well together, indeed as if there were no differences. In their response to the questionnaire almost all of the parents agreed that the school promotes worthwhile attitudes and views.

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

- 4.6 The quality of pastoral care is excellent, fostering pupils' personal development and academic achievement extremely well. The overwhelming majority of the parents who responded to the questionnaire said that they were happy with the pastoral help and guidance given to their children. The pastoral arrangements ensure that close attention is given to individuals' health and well-being and their acquisition of emotional maturity, which is one of the stated aims of the school. Relationships between staff and pupils are very good indeed, securely based as they are on mutual tolerance and understanding.
- 4.7 The school's pastoral structure provides the framework within which pupils grow and flourish. The form tutors are the first pastoral contacts, as they see their pupils on a daily basis. The heads of year monitor not only pastoral welfare and behaviour but also academic performance, as well as organising year-group assemblies and the life skills course. They in turn are supported by and meet regularly with the heads of section (lower school, middle school and sixth form) and the pastoral leadership team. The whole system works extremely well, serving the interests of the pupils' all-round development.
- 4.8 Nearly all of the parents who responded to the questionnaire agreed that the school achieves high standards of behaviour. Since the previous inspection the school has imposed much more systematic monitoring of behaviour, punctuality, appearance and other disciplinary concerns. The conduct card, carried by all pupils from Years 6 to 11, not only relates to disciplinary matters but is also used to record commendations for good work, effort and behaviour.
- 4.9 Relationships between pupils are, on the whole, excellent. Instances of bullying or harassment are rare and are resolved promptly and effectively. The records of such incidents include details of the measures taken to achieve their satisfactory resolution. The pastoral team promotes an anti-bullying culture through lessons and assemblies, as well as talking to parents on topics such as cyber-bullying.
- 4.10 Arrangements for health and safety are good. Staff supervision at breaks and lunchtimes has improved and is now good. The educational visits co-ordinator ensures that appropriate risk assessments are applied for all trips and visits. External consultants carry out regular fire risk assessments and fire practices are held each term. Consultants also conduct annual checks of each department and comment on their risk assessments. The health, safety and welfare committee meets each term and a governor visits the school at least twice a year to monitor health and safety; she reports back to the personnel committee and to the main board. The medical centre provides well for pupils who are ill. The school has a suitably detailed plan to improve educational access for pupils with disabilities.
- 4.11 Correct procedures for the safe recruitment of staff and for the appointment of governors are meticulously followed. All staff undertake child protection training provided by Wandsworth Social Services. Pupils know who the child protection officer is and under what circumstances she should be notified or consulted. The safeguarding policy meets requirements and is implemented effectively.

- 4.12 Pupils are encouraged to develop healthy eating habits and to take regular exercise. The food is nutritious and the pupils much appreciate its quantity and quality, as well as the choice offered on the menus. The dining hall's all-weather *al fresco* annexe is enjoyed by staff and pupils alike. The curriculum incorporates a full programme of sport and exercise.
- 4.13 The admissions and attendance registers are properly maintained and correctly stored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good. The governing body exercises effective oversight, successfully discharges its responsibilities and fully supports the aims of the school. It has responded positively to the recommendations in the previous report. The finance and buildings committee works closely with senior management, monitoring all aspects of the school's finances and development programme. Three additional committees – strategy, curriculum and personnel – have been established since the previous inspection, which has led to frequent and in-depth discussions between governors and senior management across a wide range of issues. Policies and regulatory requirements, including those for child protection, welfare, health and safety, are regularly discussed at committee meetings and are systematically reported to and reviewed by the full board. The governors are now more fully involved in the life of the school, with, for instance, improved attendance at school functions and regular observation of lessons. Furthermore, departments by rotation make presentations to the governors' academic committee and the chairman of the governors sits on the scholarships committee. In addition to the timetabled meetings of the board and its committees, frequent meetings between the chairman and the headmaster ensure excellent communication at the top.
- 5.2 With reference to a recommendation in the previous report, the governors and management now work closely together to define the school's vision for the future and to ensure that this vision is effectively communicated both within and beyond the school. The well-argued school development plan is wide-ranging and ambitious, but at the same time carefully realistic. It is in two parts, focusing on physical development and finance, and also on improving teaching and learning. The most recent major project was the outstanding library and resources centre; the governors have plans for other substantial improvements to the school's facilities and for the continuing improvement of its overall educational provision. Individual governors have been on training courses, but this practice is not systematically followed.

5.(b) The quality of leadership and management

- 5.3 At all levels of responsibility, leadership and management are excellent in furthering the aims of the school through the provision of a broad-based education which attends to the needs of the individual and promotes worthwhile attitudes and values. The management team is dedicated and hard-working; it effectively communicates its priorities and expectations to all staff, thus ensuring that the school has a strong sense of purpose.
- 5.4 The school is extremely well run. The success of the school's management may be attributed in large measure to a happy mixture of the informal and the formal. All of those in senior positions operate an 'open door' policy, are easily accessible and indeed do their turns of duty around the school. Lines of communication and consultation are excellent. There are also clearly understood and extensive systems of answerability and accountability. The process of annual and triennial departmental reviews is very thorough. The clear and structured departmental planning process provides effective analysis and evaluation of the needs of the academic constituencies in the school. Regular meetings of management teams ensure that all aspects of the life of the school are constantly examined in a

constructively self-critical way. Line management achieves a sensitive balance between support and intervention. It is clear that the senior management team and the rest of the staff are all pulling in the same direction in their determination to continue to raise standards in all aspects of school life.

- 5.5 The school ensures that rigorous procedures are followed concerning the recruitment of all staff and governors, and a centralised register is accurately kept: all deficiencies which were brought to the school's attention in the previous report have been rectified. Newly qualified teachers are given appropriate induction and support. All staff are suitably trained and aware of their roles in safeguarding, welfare, health and safety. In their response to the questionnaire, parents expressed great satisfaction with the governance and management of the school.

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

- 5.6 Between school and parents, as elsewhere, relationships are very good. The school communicates regularly, both formally and informally. The excellent weekly newsletter is complemented by the headmaster's twice-termly letter to parents, which keeps them abreast of news, events and developments. The annual school magazine gives a full and vivid picture of school life; almost a third of the magazine is devoted to lively reports from academic departments. The revised school calendar is very informative.
- 5.7 Parents receive regular information about their children's academic progress, but full reports are sent to parents only once a year (twice for new pupils); these reports are detailed, informative and constructive. Some respondents to the parents' questionnaire would like more than one full report per year. Parents also receive half-termly progress reports; in the examination years these include not only effort and achievement grades but also a minimum target GCSE or A-level grade for each subject.
- 5.8 The parents association has refocused its activities, organising social rather than fund-raising events and providing valued educational seminars for other parents. A senior member of staff attends committee meetings and events, thus further ensuring very good communication between parents and school. A dedicated section on the website enables parents to communicate with one another and post notices.
- 5.9 The overwhelming majority of parents who responded to the questionnaire agreed that the school encouraged them to be involved in its life and work; the opportunity to sing in the parents' choir was much appreciated. They also agreed that the school handled concerns well and that they received timely responses to their questions. Almost all of the parents expressed satisfaction with the attitudes and views promoted by the school and with the overall quality of education provided for their children.

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 chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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.

Inspectors

Mr Paul Spillane	Reporting Inspector
Mr Ian Davenport	Team Inspector (Head, HMC school)
Mrs Valerie Fogarty	Team Inspector (Head of Middle School, HMC school)
Miss Francesca May	Team Inspector (Director of Studies, HMC school)
Mr John Parsonage	Team Inspector (Former Head of Department, HMC school)
Mr Roderick Spencer	Team Inspector (Senior Master, SHMIS school)