



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports
For Schools with Residential Provision**

DLD College London

October 2019



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School's Details

College	DLD College London		
DfE number	208/6004		
Address	199 Westminster Bridge Road Lambeth London SE1 7FX		
Telephone number	02079 358411		
Email address	dld@dld.org		
Principal	Mr Irfan Latif		
Proprietor	Alpha Plus Group Ltd		
Age range	14 to 19		
Number of pupils on roll	386		
	Day pupils	156	Boarders 230
	Lower School	53	Sixth Form 333
Inspection dates	01 to 03 October 2019		

1. Background Information

About the school

- 1.1 DLD College London is an independent day and boarding school. It is co-educational and predominantly educates sixth-form pupils but admits some aged 14 and 15 years. The school was founded in 1931 and today it offers a wide range of courses which include GCSE, A level, BTEC and International Foundation Programmes (IFPs). The school is owned and governed by the Alpha Plus Group.
- 1.2 The school moved to new purpose-built accommodation on London's south bank in 2015. The self-contained boarding accommodation is situated on the upper floors with the teaching and other areas below. A new principal took up his post in January 2018. Since the previous inspection, the school has created a well-being centre and new library.

What the school seeks to do

- 1.3 The school's mission is to develop pupils who have the potential to be the next generation of leaders to take their place in a challenging and diverse world. It aims to build pupils' confidence by providing strong pastoral care and to help each individual achieve their potential by encouraging a rigorous approach to academic work, independent thinking and intellectual curiosity.

About the pupils

- 1.4 Pupils are drawn from a wide range of countries, the majority from professional and business families. Around a half are boarders. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average in the lower school and below average in the sixth form. The school has identified 70 pupils as having special educational needs and/or disabilities (SEND), which include attention deficit disorder and social, emotional and mental health issues, 25 of whom receive additional specialist help. Nine pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 143 pupils, whose needs are supported in class and by language lessons. Data used by the school have identified 10 pupils as being the most able in the school's population and they follow a designated scholars' programme. The curriculum is modified for five other pupils because of their special talents in music and art.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 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 2016 to 2018, performance has been in line with the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils are highly competent in their use of technology and use it most efficiently to enhance their learning.
- More able pupils achieve high academic levels in their analysis and research.
- Pupils have excellent attitudes towards their work and are keen to work independently in most situations when prompted to do so.
- Pupils have well-developed study skills and develop their knowledge and understanding well in school and boarding time.
- Pupils with EAL make notable progress in their language acquisition.
- The majority of pupils make good progress in the classroom, but some become disengaged, when teaching lacks challenge or suitable opportunities to participate, hindering their progress.

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

- Pupils develop high levels of self-confidence and resilience in line with the school's aims.
- Pupils have a clearly defined sense of cultural awareness and value highly meeting and conversing with pupils from different nationalities and backgrounds.
- Pupils place a high value on law and order, and this is reflected in their responsible and respectful behaviour.
- Pupils have a well-developed understanding of their own mental health and that of their peers.
- Pupils' social development and social collaboration is a strength of the school.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that teaching consistently promotes all pupils' engagement by offering them appropriate challenges and opportunities to participate in order to enhance their progress.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' knowledge, understanding and skills are good across all the areas of learning with some pupils achieving high academic standards in their chosen subjects. Many sixth-form pupils opt for mathematics and science subjects, economics and business studies where good levels of knowledge and understanding were seen. Some excellent understanding was observed such as when pupils in mechanics solved complex problems involving the elastic collision of balls. In BTEC business studies, pupils made an excellent analysis of leadership styles and applied this accurately to topical examples. Some more able pupils make full use of the opportunities offered by their central London location, such as the British Library, and explore their subjects in depth in preparation for university study. Lower school pupils demonstrated at least good understanding across a range of subjects such as in English where pupils had an excellent understanding in terms of the language, form and structure of *My Last Duchess* and compared it successfully to one of Shakespeare's sonnets. Pupils also attain good, and often excellent, standards in their creative subjects as was seen in the high standard of artwork and photography observed in lessons and on display around the school. Many pupils have

strong musical and drama skills and they perform well both in lessons and in a range of school performances which encompass seasonal concerts and productions such as *Guys and Dolls*.

- 3.6 In 2016 to 2018, A-level pupils attained results above those predicted for their ability, and results in 2019 suggest this level has been maintained with 78% of pupils achieving grades A* to C compared with 76% nationally. Each year a small number of pupils choose to study independently to complete an extended project qualification with most attaining the highest grades. Pupils taking GCSEs currently complete their courses in one year and, in 2016 to 2018, achieved results in line with their ability. Pupils studying for BTECs in the years from 2016 to 2019 achieved a 100% pass rate and, in 2019, around a third of the pupils following the IFP programme achieved a good standard of 75% or more overall. As they leave the school, pupils are most successful in gaining places in higher education. Almost all go to UK universities; others go on to study at business and art colleges or gain places on a wide range of vocational courses such as music production, fashion, media and graphic design. Pupils' success in gaining these places is, in part, due to the effective support and advice they receive from the school when choosing appropriate work experience.
- 3.7 Pupils' levels of attainment as indicated by the evidence from public examination results, scrutiny of their work and interviews with pupils, together with standardised measures of progress, indicate that most pupils make good progress over time.
- 3.8 Considering that over one third of pupils have EAL and a significant number of these are in the early stages of language acquisition as they begin their studies, their progress is notable, with almost all making good or excellent progress during last year and a third improving significantly. Of the fifth of pupils who have SEND, some also have EAL. Both groups make at least similar progress to their peers because their needs are identified at the outset and they receive highly effective support for their language development and other needs. Their successful progress to higher education is aided by effective EAL teaching which helps them with applications and interview skills.
- 3.9 Pupils' attitudes to learning are excellent in most situations. The commitment of pupils of all abilities to their studies and their willingness to work independently contribute strongly to their progress and academic success. They work equally well, whether on their own or studying together. Some of the most able pupils undertake independent research that ranges well beyond the academic level required by the A-level syllabus. Pupils who are still acquiring fluency in English are prepared to revisit lesson content, using the school's online resources, to ensure they have understood the subject matter correctly. Pupils work willingly in class and, when offered appropriate challenge, they respond with enthusiasm and commitment producing work of the highest standards. This was observed in a wide variety of teaching, from sixth-form drama, where self-motivated pupils eagerly embraced the challenge of devising their own pieces, to politics, where pupils continued their research and reading outside the lesson to better understand the current issues in parliament. Some teaching provides work which is insufficiently challenging, resulting in pupils becoming disengaged, in particular the more able. At other times, some pupils appear passive and make limited progress as teaching offers them insufficient opportunity to participate and respond.
- 3.10 Pupils have well-developed study skills. Most are able to plan their work appropriately and to manage their time efficiently in school and in boarding study time. They are encouraged and enabled in this by the school's advice on developing strong study skills and by the provision of a number of quiet work areas around the school building. Most pupils in the lower school appreciate the value of the supervised study period in the evening and, in response to the pre-inspection questionnaire, most boarders agreed that boarding helps them with their academic studies.
- 3.11 All pupils develop their communication skills well as they move through the school and those with EAL make rapid progress, partly because of the school's expectation that English should be spoken in school and in the boarding areas; for example, the school constantly encourages pupils to develop their speaking and listening skills by showing visitors around and by giving presentations to their fellow pupils. Pupils make good use of the many opportunities offered by the co-curricular programme to

develop and practise their public-speaking skills in debates, drama productions and the Model United Nations. Their reading skills improve through their normal lessons and are strengthened by the new library facility and activities such as the reading club and writers' group. In many lessons, pupils were observed speaking, listening and debating using fluent high-level language to great effect such as in a sixth-form lesson where pupils confidently discussed, in French, the positive impact of immigration in France. In a few lessons, little opportunity was offered to pupils to respond to the teaching and pupils, particularly those at an early stage of language acquisition, made limited progress in their communication skills.

- 3.12 Pupils demonstrate strong numeracy skills and they apply them confidently across a wide range of subjects. The large proportion which takes mathematics and science courses are highly competent in using their numerical skills. Scrutiny of pupils' work shows that they use these accurately to analyse data and manipulate formulae in subjects such as science and geography, and to plan and execute their work in subjects such as graphic design, art and music.
- 3.13 Pupils make excellent use of technology throughout their time at school. Digital literacy is second nature to most and encouraged strongly by the school's virtual learning environment. Pupils use technology widely in independent study and more able pupils harness it to aid their learning and research. Pupils instinctively use their phones, with permission, to photograph their assignments, to research information and to provide resource photographs as a basis for art, media and graphics projects. Those working on linocut prints had a thorough understanding of photographic software and its capabilities and used it to produce some excellent digitally enhanced images. Pupils check assignments, develop their understanding through access to an online library and conduct academic research successfully enabled by governors' investment in high-quality resources such as the virtual learning environment.
- 3.14 Pupils achieve well in a range of cultural events and competitions including the UK mathematics challenge, with several pupils achieving high levels of success, and in national music and speech and drama examinations. Pupils' work has been exhibited at local art exhibitions, and drama groups performed at a local festival. Other pupils have achieved successes in national independent schools' competitions in a range of disciplines such as art, photography, musical composition and essay writing. The school's football team has enjoyed success this year winning in the league against local schools. The introduction of the Duke of Edinburgh Award (DofE) scheme has allowed a number of pupils to develop successfully their practical and leadership skills with six pupils gaining silver awards last year.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils' confidence grows quickly as they become accustomed to living away from home. Pupils with EAL become more assured as their competency in English increases. By the time they reach their final year at school, pupils know themselves well as evidenced by their personal statements for their higher education applications. All parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. Boarding pupils say that the friendliness of the school community helped them feel at home immediately they arrived; for example, fellow pupils greeted them and chatted in the lift on the way up to the boarding house. In response to the questionnaire, the vast majority of boarders agreed that the boarding experience is a key factor in boosting their confidence. Some take leadership roles, for example helping to lead small groups of boarders whose members soon get to know each other. Pupils consider that boarding is a middle way between childhood and adulthood. They appreciate that they have freedom, but with care in the background; this helps them to become more self-disciplined and they are well prepared for adult life.
- 3.17 Pupils rapidly gain confidence in their work. Most find the regular academic testing reassuring and gain confidence because staff are always willing to help. Almost all pupils develop resilience over time by being treated as young adults, with good preparation for life in London through an effective

induction programme. Pupils identify that the well-being centre at the heart of the school building enables them to cope resiliently with problems of mental health or other issues. Most learn quickly to manage their own difficulties, and, as the barriers to learning are removed, they flourish. The oldest pupils are self-aware and quietly confident, self-disciplined and with a strong sense of service to others.

- 3.18 Most pupils know themselves well and so make informed decisions about their futures encouraged by year group assemblies and discussions with their personal tutors. They choose their subjects and select appropriate work experience placements in line with their university or college aspirations. They are realistic about their applications for higher education and, without losing sight of their ultimate goals, they make effective back-up plans. Pupils say the school enables them to think and plan for themselves and they appreciate the opportunity to make their own decisions in the knowledge that support is available if they should need it.
- 3.19 Pupils organise events for themselves such as the summer ball and start their own interest groups. They willingly accept leadership opportunities as part of the many formal and informal opportunities provided for them to contribute to school life. Their reasons are various, but most want to serve the school or wider community. This demonstrates the success of the school's identified mission to develop the potential in pupils to be the next generation of leaders. Pupils identify with the community around their school; they collect surplus food for the nearby food bank where they volunteer, and some have become involved in a local initiative to re-purpose the redundant police station as a community hub. Pupils take a lead in fundraising by organising events in aid of their chosen charity such as the nearby children's hospital. Within the school, pupil leaders see their roles as being first among equals. Student council members have a strong sense of service to others and their committed and caring approach to leadership mirrors the example set by the school's leadership and governance.
- 3.20 Pupils show a good appreciation of the non-material aspects of life through their desire to serve others and their strong beliefs in the inclusive values of their school community. Not all are strongly self-reflective but say they appreciate time to think in their breaks and the quietness of their rooms at the end of the day. Pupils respond positively to opportunities to discuss philosophical concepts where they arise in lessons such as English, history and politics, and some express their strong emotional responses to great works of art and musical experiences which have inspired their own studies. Others make full use of their central London location to seek out places of worship and inspiration, from temples and churches to theatres and sculpture parks; and pupils spoke of the very special atmosphere when the school graduation ceremony was held in the House of Commons chamber.
- 3.21 Pupils have a high regard for law and order. This was seen in lessons, such as a sixth form sociology class where pupils showed a strong sense of what is right and wrong as they debated the differences between blue-collar and white-collar crime. Pupils have worked with staff to produce an effective behaviour code for the school; they feel their actions are their own responsibility and those who admit to breaking the rules at times accept that the sanctions imposed are fair and help them to moderate their own behaviour. Pupils' strong moral values mostly transcend their individual cultures to create a calm, harmonious and unified atmosphere at the school where everyone feels safe and accepted. In the questionnaire, almost all boarders said that they get on well with each other in the house and all parents who responded agreed that the school promotes good behaviour.
- 3.22 Pupils are acutely aware of the variety of backgrounds, cultures and faiths represented in their school community and they are sensitive to these differences, instinctively making allowances for others and actively enjoying the diversity they find among their fellow pupils. These positive attitudes enable pupils to work together extremely well, encouraging each other in their studies and activities, and in their personal lives. Pupils say that one of the strongest features of the school is the way they are able to get to know fellow pupils from the more than 50 different nations whose flags surround the atrium of the school building. Many enjoy working together to achieve common goals; the student council for example, encourages environmentally friendly practices in school and was instrumental in the school's significant move towards becoming plastic free; and pupils found that the weekend away at

the start of the year helped them to work as part of a team. The large majority of those who responded to the questionnaire agreed that the school helps them to develop good teamwork and social skills.

- 3.23 Pupils understand well how to stay safe, informed by the personal, social, health and economic education curriculum, the school's remote supervision arrangements when they leave the building, and easily available information within the school and boarding houses. Governors' investment in skilled staff has enabled pupils to become safe, responsible and confident users of internet technology. Pupils hear and understand the messages which the school seeks to convey with its new health charter and develop confidence from these. They are well equipped to protect their own mental health and to help others when they have problems. They are strongly supported in this by the well-being centre which offers a focal point for all pupil's personal needs, including a friendly therapy dog or a relaxed opportunity to talk.
- 3.24 Pupils appreciate and respond well to the efforts made by the school to offer them a well-balanced diet and opportunities for physical exercise. Most choosing to eat healthy meals in school, and they make good use of nearby health clubs and parks or take part in school sports activities.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and 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

Mrs Catherine Williamson	Reporting inspector
Ms Charlotte Avery	Compliance team inspector (Head, GSA school)
Mrs Sally Cunliffe	Team inspector (Former Senior Housemistress, HMC school)
Mr David Dawswell	Team inspector (Second Master, HMC school)
Mr Richard Milner-Smith	Team inspector (Head, ISA school)
Mr John Tuson	Team inspector (Deputy Head, HMC school)
Mr Steven Head	Team inspector for boarding (Head of Boarding, HMC school)