



ISI Independent
Schools
Inspectorate

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

The Royal Ballet School

October 2022

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School's Details

School	The Royal Ballet School			
DfE number	318/6074			
Registered charity number	214364			
Address	The Royal Ballet School 46 Floral Street London WC2E 9DA			
Telephone number	020 7836 8899			
Email address	enquiries@royalballetschool.org.uk			
Academic and Pastoral Principal	Mr David Gajadharsingh			
Artistic Director	Mr Christopher Powney			
Chair of governors	Mr Christopher Rodrigues CBE			
Age range	11 to 19			
Number of pupils on roll	224			
	Day pupils	5	Boarders	219
	White Lodge Years 7 to 11	141	Upper School Years 12 to 14	83
Inspection dates	11 to 13 October 2022			

1. Background Information

About the school

- 1.1 Founded in 1926 as the Academy of Choreographic Art, The Royal Ballet School is based on two sites. It operates and is managed as a single school. Both sites have specialist ballet facilities and academic classrooms. The school is a registered charity and is overseen by a governing body.
- 1.2 Pupils aged from 11 to 16 years are housed and educated in White Lodge in Richmond Park, Surrey. The Upper School, for pupils aged 16 to 19 years, is situated in Covent Garden. All pupils in the Upper School are boarders.
- 1.3 The current academic and pastoral principal was appointed in April 2019, and the current chair of governors was appointed in February 2020.

What the school seeks to do

- 1.4 The school's mission is to nurture, train and educate exceptional young dancers for the Royal Ballet companies and other leading UK and international companies, and to inspire classical ballet training. It aspires to ensure the highest standards of academic education and provide world-class artistic training.

About the pupils

- 1.5 Pupils come from a very wide range of backgrounds. Around a quarter of White Lodge pupils and a half of upper school pupils are from overseas, representing around 15 nationalities. The school selects pupils on their artistic dance ability. Standardised test data provided by the school indicate that the academic ability of pupils is broadly in line with the national average compared to those taking the same tests nationally. The school has identified 33 pupils with special educational needs and/or disabilities, eight of whom receive additional support, mainly for literacy and numeracy. No pupil has an education, health and care (EHC) plan. A total of 25 pupils speak English as an additional language (EAL), of whom 19 receive additional support for their English. The school modifies its provision for pupils it identifies as the most able.

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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [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 2022, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's GCSE and post-16 results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, 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.
- 2.5 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 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. 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 3, 5–12, 15, 16 and 20 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 19 and 22 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 4, 7 and 23 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. 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 14 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 2 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.

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' artistic achievements and performances in the field of classical ballet are of the very highest standard and pupils are extremely well-prepared to pursue their careers.
- Pupils' knowledge, skills and understanding across different areas of learning are outstanding.
- Pupils are excellent communicators. They are highly articulate.
- Pupils' attitudes to learning are exceptional. They demonstrate the attitudes and habits of highly effective learners.

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

- Pupils demonstrate extremely high levels of resilience in their artistic development as ballet dancers.
- Pupils' self-confidence in performance, and self-understanding of how they might improve, are exceptionally mature for their age.
- Pupils have an excellent understanding of how to live healthy lives.
- Pupils develop a strong appreciation of the diversity within their community.

Recommendations

3.3 The school is advised to make the following improvement.

- Enable all pupils to develop their ICT skills sufficiently to support their ownership and leadership of creative and academic 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 The artistic standards achieved by the pupils through their pursuits in classical ballet are outstanding and well beyond age-related expectations. The school is highly successful in fulfilling its aim to nurture, train and educate exceptional young dancers and to inspire classical ballet training. Assessment data provided by the school, lesson observations and pupils' work show that pupils throughout the school make excellent progress across a range of learning and at all ages and abilities. Pupils with special educational needs and/or disabilities (SEND), English as an additional language (EAL), and those most able pupils, also make excellent progress in line with their peers as a result of highly effective teaching and support. In 2019 and 2022, results at GCSE were excellent, being well above national averages.

Three-fifths of results were at the three highest grades, and in 2020 and 2021, in the centre- and teacher-assessed assessments, three-quarters of results were graded at these high levels. Post-16 achievement for most pupils is reached via a two-year foundation degree in classical ballet, with the majority continuing into a third year when this is converted to a BA (Hons). In 2022, almost all pupils achieved distinction at the foundation level and nearly three-quarters secured first class awards. In 2020 and 2021, all pupils achieved this highest grade at foundation degree level and almost all pupils achieved their first-class honours.

- 3.6 Exceptional achievement at this level is further recognised through the pupils' transition to positions with the most successful companies in the professional world of ballet. In discussions, pupils appreciate that the boarding environment provides a structure of extended support beyond the school day which enables them to continue to strive towards excellence. This high level of attainment is a consequence of an aspirational learning environment enhanced by excellent teaching in well-resourced accommodation. It is also a product of highly effective leadership and management of both the artistic and academic programmes. Almost all parents and pupils who responded to the pre-inspection questionnaire agreed that teaching enables their child to learn and make progress.
- 3.7 Pupils' knowledge, skills and understanding across different areas of learning are excellent, particularly in their artistic endeavours. They draw upon previous learning and demonstrate success in applying this to a range of activities. Pupils are enthusiastic about acquiring new knowledge and are skilled in their application of techniques and methods. For example, in Year 7 personal, social, health and economic education (PSHE) lessons, pupils discuss the impact of what they see and read online and how that might affect their perception of the real world in relation to what constitutes a healthy relationship. Year 8 pupils link science to ballet by comparing the high pressure experienced in en pointe exercises. Senior pupils demonstrate higher order thinking skills when discussing a music composition demonstrating maturity and deep understanding that the intention of the composition was to make the audience feel uncomfortable. They recognise that conflict in society enables artists to reinvent themselves within the art itself and in doing so negate creativity. Pupils in Year 14 demonstrate excellent knowledge of rond de jambe both en dehors and en dedans, showing knowledge of the flexibility of the hip and turnout technique required to achieve perfection.
- 3.8 Pupils' communication skills are highly developed. They are particularly articulate and use subject-specific terminology with ease and great effect, for example when expressing critical and constructive views on peers' performances in ballet lessons. They use eloquent and sophisticated language when conversing with adults with the same level of ease and confidence as they would with their peers. In a Year 9 history lesson, pupils devised excellent impromptu scenes which depicted the main causes of World War 1. Pupils listen carefully to peers and teachers in order to develop their performance of sophisticated dance work and similarly apply this ambitious approach to their academic endeavours. The quality of pupils' writing is strong across the school, demonstrating confidence in their use of vocabulary and a range of sentence structures to enhance effect. These skills develop throughout the school and result in written work of an exceptionally high standard as seen in examples of pupils' dissertations which form a significant part of their honours degrees.
- 3.9 Pupils are highly numerate. They use a wide range of mathematical terminology and apply techniques in a range of contexts. For example, pupils in Year 8 use statistics in order to identify climate zones around the globe. They demonstrate fluency and accuracy when reading and interpreting data from graphs in order to make judgements. Upper school pupils confidently discuss everyday financial matters as a result of effective lessons on budgeting, developing their awareness of obligations and financial outcomes in contractual negotiations.
- 3.10 Pupils' information, communication technology (ICT) skills develop throughout their time in the school. When given the opportunity to do so, younger senior pupils make effective use of digital tablets to communicate homework with their teachers and access simple applications. Pupils in Year 10 use sophisticated software to compose creative and imaginative melodies, and in the upper school, pupils are highly competent in their use of ICT for researching independent tasks, checking factual

learning, completing and recording project work, reviewing their progress and communicating with their tutors. Highly competent use of recording equipment to enable and enhance critical feedback supports senior pupils' artistic development in the studio. However, pupils do not always develop their ICT skills sufficiently to support their ownership and leadership of creative and academic learning.

- 3.11 Pupils demonstrate high levels of focus, self-discipline and effective study skills in lessons. They conscientiously ask probing questions as they reflect on their work to identify next steps in their learning. They are curious thinkers and show confidence when analysing, hypothesizing and synthesising. For example, in a science lesson, pupils in Year 8 considered how changes in atmospheric pressure can have an effect on the human body. They considered why a bag of crisps might be easier to open at the top of a mountain, than at the bottom, using reasoning skills, and making excellent deductions to explain how the density of particles is linked to atmospheric pressure. During a ballet lesson, Year 12 pupils recalled a scene from *Don Quixote*, marked through the choreography and sequences, then added effective use of *épaulement* to enhance their performance. In a contemporary dance floor work session, pupils in Year 14 choreographed sequences of physical expression culminating in elevated use of the body, effective use of space, direction and organic movement.
- 3.12 Pupils achieve outstanding levels of performance in dance and choreography. Achievement in ballet is exceptionally high with pupils regularly enjoying successful exchanges with international ballet schools including those in New York, Canada, and the Netherlands. The majority of pupils in Year 14 secure positions at ballet companies across the world including the Royal Ballet Company, Birmingham Royal Ballet, the Dutch National Ballet and San Francisco Ballet. Pupils who leave at other times, overwhelmingly join a range of vocational dance schools with demanding entrance requirements in the UK and abroad. Every pupil in Years 7 to 9 performs in the annual production of *The Nutcracker* alongside the professionals of the Royal Ballet Company in the Royal Opera House, Covent Garden. Pupils enjoy working towards a range of other achievements beyond the world of ballet. These include regular distinctions in pre-GCSE French qualifications for pupils in Year 9, success in national art competitions and consistent high marks in national drama and music examinations. Pupils with EAL achieve English qualifications at the highest grades. Pupils enjoy participating in lunchtime and year groups concerts, carol services and regular music and drama showcases.
- 3.13 Pupils' attitudes to learning are excellent. They confidently demonstrate the attitudes and habits of highly effective learners. The discipline of learning, so highly developed in their ballet classes, is seamlessly emulated in the classroom to support their approach to academic work. Pupils respond highly positively to the school's robust ethos of encouraging individuality, creativity, responsibility and time-management in their learning. They demonstrate a resolute sense of purpose, moving around the school with poise and focus. Pupils arrive at lessons promptly, well prepared and are profoundly dedicated to working hard. For example, in a Year 10 ballet lesson, pupils learned to synchronise the movements of the *ports de bras* with the legs to increase coordination and flow of movement. Pupils thrive on challenge and embrace difficulty. They view each challenging new task positively as something which will help them achieve their aims and appreciate that hard work is to be enjoyed as well as endured. For example, they consider carefully how to make best use of floor pressure in order to help maximise foot articulation. Propelled by their future aspirations, pupils regularly celebrate their membership of their community and work diligently and independently to make the most of it.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate exceptional self-discipline and high expectations of themselves beyond the norm. They develop a keen sense of resilience and honesty throughout their academic and artistic work; understanding the next steps required to improve their skills and performance. Such attitudes are enhanced by a school culture that encourages mistakes to be viewed as learning tools. Pupils have high levels of self-awareness, recognising and self-correcting their own bodily positions when working

in the studio. For example, pupils adjusted their arabesque line with head, neck and ports de bras to improve their balance en pointe. Pupils are encouraged to 'be brave' and take risks in their learning, describing having to 'take a leap of faith' at times and to consider failure as part of growing. They are exceptionally well supported in this by the commitment of teachers and senior leaders which, in turn, are highly valued by the pupils. They recognise the process of selection for each new stage of their learning, appreciating the careful nurture provided by the school to prepare pupils for difficult decisions and alternative routes of study.

- 3.16 Pupils demonstrate excellent decision-making skills. From an early age, they believe that the independence they are encouraged to adopt forms the basis for making good choices, sharing their thoughts with peers and seeking guidance from adults. Pupils are acutely aware that the decisions they make now will shape their later lives. They spoke positively about the help they receive to understand the decisions that they and the school will make about their next steps and how to prepare for those in Years 9, 11 and 13. Pupils in Year 12 noted that it is entirely their own decisions to make ballet their chosen paths and that they make effective choices about alternative routes to fulfil their professional aspirations. They spoke confidently about how they are prepared for life after school, supported, for example, by developing their negotiating skills to ensure appropriate decisions are taken.
- 3.17 Pupils' spiritual understanding develops through a rich seam of artistic experiences. For example, pupils speak of the sense of awe and wonder when dancing for the first time with an orchestra, or seeing professionals perform in front of them for the first time. Performances at the Royal Opera House are treasured as being special moments in their lives, recognised through their tears of pride. Pupils' appreciation of the non-material aspects of life are experienced every day in their dance studios as they mature and develop as purveyors of high art. Pupils enjoy contributing to annual carol services and remembrance events. Pupils and staff spoke of the moving and striking response they had to a pupil-led holocaust memorial assembly. Additionally, pupils at White Lodge say that they appreciate the natural environment in which they live their busy lives.
- 3.18 Pupils' moral understanding is excellent. They have an acute sense of what is right and wrong. This is underpinned by their love of being at school and their unwillingness to compromise their behaviour. Pupils take full responsibility for their own actions and discriminate and understand the most appropriate ways to work effectively with others. In doing so, they instinctively demonstrate respect for the school systems which they feel are fair. They see leaders' and staff's expectations of behaviour as being clear and consistent, and work hard to ensure that they always act in a manner that displays this. Pupils conduct themselves sensibly and courteously around the school and their classroom behaviour is exemplary, giving them every opportunity to learn and progress. In the questionnaire, almost all parents feel the school actively promotes good behaviour. Most parents who responded agree that the school listens and responds to the views of pupils, a view agreed with by almost all pupils.
- 3.19 Pupils demonstrate maturity, kindness and empathy in their approach to one another and clearly collaborate well together, recognising the importance of teamwork to achieve a common goal. For example, pair work in ballet lessons enables pupils to contribute to the development of others whilst also themselves benefiting from the peer review. Pupils work collaboratively to contribute to the development of the school's equality, diversity and inclusion committee, suggesting areas for discussion and proposals for change. Where competition exists, for example, auditions for particular roles, pupils support each other and reflect on their own successes as well as when they have been unsuccessful. They congratulate and support those who succeed in the process and then move onto the next challenge. Pupils see this as an intrinsic aspect of their particular lives. Productive collaboration is enjoyed by pupils in the classroom as well. For example, pupils in Year 11 work productively in teams to solve composite algebraic functions in a competitive mathematical version of noughts and crosses. Pupils describe their happy boarding community as one big family. However, younger pupils can feel frustrated that there is sometimes limited time to socialise, strengthen

relationships and resolve issues. The majority of parents who completed the questionnaire feel that the school helps their children to develop strong teamwork and social skills and helps them to be confident and independent. Most pupils feel their peers are kind and respectful and that the school teaches them how to build positive relationships and friendships.

- 3.20 Pupils' contribution to others, the school and wider community is excellent. They take on a wide range of responsibilities sensibly and with great pride. Representatives of the academic board and the school council carry out their duties diligently and demonstrate excellent leadership skills when they present the views of their peers. Pupils are respectful and thoughtful about the needs of others who are less fortunate than themselves. They regularly organise collection boxes for local charities and community events, and raise money for local, national and international charities including Guide Dogs for the Blind and support for Ukraine. Pupils enjoyed broadcasting their ballet lessons to residents of a local retirement home for theatre professionals. Boarders enjoy roles of responsibility within their houses, such as becoming a guide for new pupils, writing welcome letters and gifting decorated ballet shoes.
- 3.21 Pupils develop a strong understanding of other faiths, beliefs and cultures. Through religious studies in Years 7 and 8, pupils feel they are able to build their understanding of what they recognise is an international and culturally diverse school. Year 8 pupils feel their understanding and insight are enhanced through video analysis of different types of ballet from other styles and cultures, for example, Bollywood. Pupils are respectful of the opinions of others and understand that everyone has the right to make choices or hold beliefs that are different from their own. They are keen to explain that they find racism, homophobia and any kind of discrimination unacceptable. Pupils demonstrate an excellent understanding of diversity. They show tolerance and compassion for each other, such as when helping overseas pupils to settle in. Pupils state that they understood what it is like to be 'different' more than most children their age, due to their choice of profession. They feel this enables them to develop greater levels of empathy for others in society.
- 3.22 Pupils exhibit a very strong awareness of the importance of physical and mental wellbeing. They describe the importance of balancing rigorous physical demands, being physically strong and mentally agile, with the need for good nutritional balance. They know the actions they must take to be healthy, as well as decisions that may cause them harm. Pupils appreciate the support they receive on diet and nutrition, mental health, dealing with injuries and rehabilitation through regular weekly meetings with a specialist team of health professionals. Pupils know how to stay safe, including online, and they understand the concept of consent in relationships. They know what to do if they receive inappropriate messages through social media and are aware of the types of websites to be avoided. Pupils enjoy increased independence as they move through the school with younger children's safety reinforced in a caring and gentle way. For example, Years 7 and 8 pupils are always chaperoned when they leave the school site at weekends, whilst older pupils are afforded a greater sense of independence. An overwhelming majority of parents and pupils who responded to the questionnaire conveyed the view that the school is a safe place to be and that it safeguards the children effectively.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mr Desmond Dunne	Additional reporting inspector
Mr Norman Patterson	Compliance team inspector (Bursar, ISA and SofH school)
Mrs Jean Hambley	Team inspector for boarding (Deputy head, HMC and IAPS school)
Mrs Karen Pickles	Team inspector for boarding (Director of education, GSA school)
Mr Francie Healy	Team inspector (Head, SofH school)