



Focused Compliance and Educational Quality Inspection Report

Hymers College

May and June 2022

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School's Details

College	Hymers College			
DfE number	810/6001			
Registered charity number	529820			
Address	Hymers College Hymers Avenue Hull East Yorkshire HU3 1LW			
Telephone number	01482 343555			
Email address	enquiries@hymerscollege.org			
Head	Mr Justin Stanley			
Chair of governors	Mr John Redman			
Age range	8 to 18			
Number of pupils on roll	975			
	Juniors	199	Seniors	568
	Sixth Form	208		
Inspection dates	11 to 13 May; 28 June 2022			

1. Background Information

About the school

- 1.1 Hymers College is an independent day school which was founded in 1893 as a school for boys; it became co-educational in 1989. The school is an incorporated charity, overseen by a board of governors. The school comprises three sections, all on the same urban site: the junior school for pupils aged 8 to 11 years; the senior school for pupils aged 11 to 16; and the sixth form for pupils aged 16 to 18.
- 1.2 Since the previous inspection the school has appointed a new chair of governors and a new head, who has overall responsibility for the whole school. The sixth-form common room has been upgraded and new science laboratories introduced; netball and tennis courts have been refurbished and a new all-weather sports pitch has been created. The sixth-form curriculum has been expanded to include additional A-level subjects.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to offer a life-changing education of all-round excellence with a strong academic thread. Through its programme of individualised care and support, the school seeks to enable pupils to flourish and fulfil their full potential, preparing them to lead happy, successful lives and make a positive contribution to their communities and the wider world.

About the pupils

- 1.5 The majority of pupils come from within a radius of 15 miles of the school and represent the local diversity of cultures and ethnicities. Most families have business or professional backgrounds. Standardised test data provided by the school indicate that the ability of the pupils in the junior and senior schools is above average and that of pupils in the sixth form is average, for those taking similar tests nationally. The school has identified 156 pupils as having special educational needs and/or disabilities (SEND), typically dyslexia and dyspraxia, 68 of whom receive specialist support within the school. Four pupils have an education, health and care plan. English is an additional language spoken at home for 61 pupils. Their needs are supported by their classroom teachers, with four receiving additional specialist support. The school has identified 65 pupils as the more able in the school's population. The curriculum is modified for them and for 280 other pupils due to their special talents in sports, music, drama and art.

2. Regulatory Compliance Inspection

Preface

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

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

This is a 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. 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](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.17 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.21 The standard relating to leadership and management of the school in paragraph 34 is met.

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- Pupils display excellent levels of achievement across a wide range of disciplines.
- Pupils display excellent attitudes towards their learning.
- Pupils of all ages have excellent knowledge, skills and understanding, effectively applying these across all subjects.
- Pupils demonstrate excellent communication skills as confident orators and in their writing.
- Pupils demonstrate highly developed study skills which they successfully use to challenge and extend their learning.

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

- Pupils display excellent levels of self-confidence. They are resilient and take responsibility for their own development in preparation for the next steps in their lives.
- Pupils demonstrate a strong moral awareness and exhibit high standards of behaviour.
- Pupils of all ages are responsible individuals who make strong contributions to their school and the wider community.
- Pupils are highly respectful towards each other and appreciate each other's differences as well as everyone's common humanity.

Recommendation

3.3 The school should make the following improvement:

- Strengthen pupils' understanding of the challenges and opportunities they face as young people by further improvement of the personal, social and health education (PSHE) programme in the senior school through increased use of pupil discussions.

The quality of the pupils' academic and other achievements

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

3.5 Pupils demonstrate an extremely high level of achievement in their academic studies and through their co-curricular commitments. This reflects the successful realisation of the school's aim to provide pupils with a life-changing education of all-round excellence and the school's mantra of 'High Merit, High Reward'. Pupils' attainment is high. At A level in the years 2020 and 2021, over half of teacher-assessed and centre-assessed grades achieved were consistently at A* to A with almost

all pupils achieving at grades A* to C and many gaining places in universities with demanding entry requirements. At GCSE in those same years, over half of grades awarded were at levels 9 to 8 with almost three quarters at levels 9 to 7. These levels of attainment demonstrate that pupils of all ages make rapid progress across the full range of subjects in the curriculum. Pupils in the junior school in particular make excellent progress. Analysis of standardised data from 2016 to 2018 demonstrates that pupils educated in the junior school achieve higher points at GCSE than the majority of pupils who join the senior school at a later date, reflecting that, ultimately, they achieve considerably beyond their potential. There is no other significant difference in attainment between the different groups within the school and pupils with SEND make consistent progress over time. Pupils of all ages achieve a similarly high level of progress. Pupils are supported in this highly successful learning by excellent procedures for assessment and monitoring, highly effective teaching and by high quality resources provided by school managers. The very large majority of parents state in their responses to the questionnaire that individual educational needs are met effectively and the teaching they receive enables their children to make progress. Inspection evidence confirms this.

- 3.6 Pupils in both the senior and junior schools demonstrate an excellent knowledge of different subjects, effectively applying their understanding across all areas of their learning. Pupils in Year 5 competently displayed their programming skills in information and communication technology (ICT) while Year 4 pupils confidently rounded up numbers, consolidating previous learning in mathematics. In the senior school, Year 8 biology pupils used their prior knowledge of food chains to identify the loss in energy moving from one trophic level to another. Year 10 pupils displayed excellent understanding of the difference between exothermic and endothermic reactions in a chemistry lesson. Pupils are proud of their work, taking pleasure in applying their skills to extend their learning. They are supported by a well-planned, broad curriculum which is carefully structured to allow pupils to continue to build on their learning as they progress through both junior and senior schools. Pupils develop excellent learning habits through well-planned, challenging lessons and teachers who inspire them.
- 3.7 Pupils of all ages demonstrate high levels of competence in the way they communicate and write. In the junior school, Year 4 pupils effectively used precise language to explain the emotions they were feeling when considering in English how emotion is expressed. More able Year 6 pupils display very well-developed descriptive language in written tasks, well above that expected for their age. Year 12 pupils fluently debated the question of freewill and the purpose of evil in religious studies (RS), coherently reinforcing their arguments with erudite references. Year 13 pupils demonstrated highly developed and analytical writing skills as they presented their research in their extended project qualification (EPQ) dissertations. In Year 7, pupils competently employed subject-specific terminology as they discussed how to create texture and create a 3D illusion from a 2D drawing. In modern foreign language lessons, pupils communicate confidently demonstrating clear articulation and excellent vocabulary. Across all age ranges, pupils rapidly develop their communication skills, encouraged by the ethos of positive interaction in the classroom and by the praise and support they routinely receive from their teachers.
- 3.8 Pupils display strong numeracy skills. Year 6 pupils demonstrated a secure understanding of perimeter, data handling and the use of these in real life investigations. In a computing lesson, Year 9 pupils confidently converted binary strings to hexadecimal and back. Across all ages, pupils apply their numerical skills competently in other subjects, as when Year 13 pupils recapped the Mann Whitney statistical test knowledgeably in Geography. Year 7 pupils described accurately how they used their numerical skills in number work in modern foreign languages; in design and technology (DT), working out the area of a cylinder; and to make tables and find the mean in science lessons.
- 3.9 Pupils are competent in their use of ICT and apply their skills effectively across a range of subjects. Year 5 pupils display well-developed ICT skills, competently accessing the internet for research and confidently assessing the accuracy of the information they found. Year 9 pupils demonstrated familiarity with and confidence in their ICT skills as they successfully completed a listening task in

French using computers and headphones to access work set online. Pupils routinely use word-processing functions to write, edit and format their work as is evident in their work in history, English and RS. Supported by excellent facilities and the encouragement to incorporate ICT across the curriculum, pupils use technology with good levels of competence to promote all aspects of their learning.

- 3.10 Pupils of all ages display excellent study skills. Younger pupils throughout the junior school demonstrate higher-order skills as they design and carry out their own investigations. Year 6 pupils designed workbooks to illustrate the characteristics of ducks, including a realistic pop-up duck as the book opened. In their EPQ studies, senior pupils employed probing questions as they sought to refine each other's thinking, revealing the highly detailed level of their research. Year 12 pupils analysed effectively and evaluated the success of devolution in Ireland in politics. These excellent study skills are encouraged through a classroom ethos which encourages pupil participation and independence of thought. Pupils are willing to take intellectual risks, using mistakes as learning opportunities and developing a mature approach to their learning.
- 3.11 Pupils in both the junior and senior schools achieve at high levels through participation in the school's co-curricular programme. They develop confidence and resilience as they gain new skills through a wide range of clubs and activities. Younger pupils thrive in a community where all pupils are encouraged to take part regardless of ability. They participate enthusiastically in school choirs, achieving local and national success in competitions. Every junior school pupil has the opportunity to represent the school in sports teams and join in the residential trips and visits programme, thereby gaining experience and confidence in their abilities. Pupils in the senior school participate successfully in local and national sporting tournaments. They attain exceptionally high grades in external music and drama examinations and achieve a high level of success in a wide range of national competitions including Chemistry and Linguistic Olympiads, Biology and Physics Challenges, Arkwright Scholarship awards in DT, the BBC 500 Words Writing Competition and becoming finalists in the School Quiz Club. In addition, pupils demonstrate professional-level skills as they participate in the school's dramatic productions, choirs and orchestras. Pupils gain experience and the life-skills envisaged in the school's aims through the strong co-curricular programme. In this they are ably supported by the commitment of staff and the resources provided by the school's leaders and governors.
- 3.12 Pupils of all ages and abilities demonstrate excellent attitudes towards their learning. They understand the importance of taking responsibility for the quality of their own work, applying themselves with diligence to their studies. Pupils work independently and collaboratively with a keen sense of purpose and enjoyment in their learning. Even when tasks are challenging, younger pupils demonstrate resilience as they work hard to complete the exercise, encouraged by the 'you can do it' attitude fostered by their teachers. Senior pupils display mature attitudes towards their learning. They persevere and encourage each other as they strive for excellence in their studies. Most parents in their responses stated that the school helps their children to be confident and independent and this is evident in the robust approach with which pupils approach their own learning. Both junior and senior pupils are strongly engaged in their own learning, supported by the high expectations of their teachers and the school's culture that encourages each individual to believe in themselves.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display strong levels of self-confidence in their academic studies and in their lives beyond the classroom. This quality is promoted by the school's ethos on developing personal values such as industry, respect, tolerance and kindness. This encourages and enables pupils to become independent young people ready to face challenges with a positive attitude. Pupils are reflective and

understand their own qualities: they know how they can improve themselves in all aspects of their lives. Pupils are resilient and hard-working, demonstrating self-discipline in their learning. Across the school pupils willingly support each other, echoing the positive example of senior leaders and teachers. In the junior school pupils apply the school's CARE (Care, Accept, Respect and Effort) code with punctiliousness: they care by being kind, accept others; respect those around them and make the effort to always try to be the best they can in all they do. As a result, these pupils demonstrate high self-esteem, are meticulous in their work ethic and develop strong social skills. Senior school pupils are mature when they reflect on their academic performance, setting themselves challenging targets and persevering until they succeed. Pupils of all abilities readily participate in the co-curricular clubs and activities, gaining self-awareness as they accept new challenges.

- 3.15 Pupils understand the importance of making decisions. Younger pupils enjoy making decisions in their subject lessons, learning to accept any consequences of these, and gaining an understanding of how to improve their decision making when facing challenges. Year 5 pupils analysed the way in which characters dealt with adversity in a story, realising how important it is to make the right decision at the right time. Pupils in the senior school demonstrate a mature understanding of how their decisions can affect their well-being and future. They display a thoughtful attitude towards the subject choices they make, appreciative of the careers guidance they receive. Pupils gain confidence in their ability to make sensible choices through the PSHE programme which includes RSE. This enables them to discuss issues such as relationships, diversity, respect and consent in an age-appropriate way. A small minority of pupils responding to the questionnaire did not agree that pupils are kind and respect each other. Inspectors found that pupils mostly treat each other with kindness and consideration. Some older pupils expressed the view that they would benefit from more PSHE and RSE discussions, especially following their protracted time away from school during lockdown. Inspectors' evidence supports this view.
- 3.16 Pupils of all ages know how to lead healthy lives and understand how their decisions may affect their health and mental well-being. They understand the benefits of plenty of exercise and a well-balanced diet. They understand the potential dangers of technology and understand how to stay safe online. Both junior and senior school pupils are aware of how their decisions affect those around them, learning the impact of the decisions they make through the well-run pastoral system and individual tutor arrangements which support them throughout the school. Pupils are appreciative of the support they receive for their mental health and know how to report any concerns they may have. Pupils feel well looked after, reflecting the quality of provision and the pastoral care they routinely receive.
- 3.17 Pupils have a clear sense of right and wrong. They understand the school's system of rewards and sanctions, and behaviour in the classrooms and around the school is positive and respectful. Almost all pupils and parents in their responses stated that the school expects pupils to behave well, and most pupils said that school deals effectively with poor behaviour. Inspection evidence from records of behaviour supports this view. Pupils know when they have got things wrong and take responsibility for their actions. In the junior school, pupils understand the importance of rules and are confident in challenging any behaviour they perceive as mean. They learn to value kind, caring behaviour, guided strongly by their CARE code. Senior pupils display well-developed moral awareness. They believe in right and wrong and have a strong understanding of moral dilemmas. In a Year 8 ICT lesson, pupils debated effectively the moral issues raised by hoodwinking customers into making a poor purchase through a cleverly designed product. Year 12 pupils discussed economic issues around vaping, showing maturity in their discussion of the morality of hypothetical policies. Pupils are trusted to take positions of responsibility and undertake their duties with dedication. Pupils behave with kindness and courtesy towards each other overall, in keeping with the school's aims to promote a clear understanding of moral choices.
- 3.18 Pupils demonstrate a strong appreciation of the non-material elements of life and how these strengthen their self-awareness. In the junior school, pupils are reflective during meditation and

enjoy periods of calm before lively lessons. They are moved by music and the beauty of the school grounds. Senior pupils debate philosophical questions coherently and accurately and speak openly of how the arts can influence mood and feelings, thereby showing their awareness of the human response to external stimuli. Thoughtful Year 10 individual artwork in the style of icons showed an appreciation of the role of spirituality in inspiring creativity. Pupils of all ages gain a good understanding of different religions and faiths in their RS lessons and through the programme of visiting speakers.

- 3.19 Within their community, pupils of all ages develop strong leadership skills and learn how to participate effectively in the organisation and development of the school. Year 6 pupils lead pupil-voice activities which allow all pupils to make a direct contribution if they wish, rather than speaking through representatives. Currently the focus is on improving the school grounds with the introduction of a 'Quiet Garden' where pupils can take time for reflection. Senior school prefects run clubs for the juniors, such as the coding club and the animation club. Sixth-form pupils demonstrate high levels of commitment as they work as subject mentors on a one-to-one basis with younger pupils. Year 13 pupils adopt a younger form, attending tutor time and leading some PSHE sessions as well as becoming a familiar 'listening ear'. Pastoral buddies receive training which enables them to offer support and guidance to those in their year and the one below. In the newly reinstated house system in the senior school, heads of houses organise inter-house competitions. Pupils are active in proposing and running a number of activities and clubs focused on areas such as equality, law, Islam, language and culture and a new cultural journal.
- 3.20 Pupils understand the importance of helping others. They undertake their duties conscientiously and are aware of the contribution this makes to the smooth running of their school community. Outside the classroom, pupils work effectively as part of a team. They engage readily in The Duke of Edinburgh's Award scheme or crewing a yacht in the Cat Zero sailing trip from Hull to Norway and back. The latter qualified the participating pupils for the Royal Yacht Association Competent Crew award on their return. Pupils demonstrate highly successful collaboration in the school's productions, either on stage or providing technical backstage support, as in the recent production of *Les Miserables*. They rehearse and perform successfully together as choirs, orchestras and ensembles. Year 11 pupils are enthusiastic in their support for the National Citizen Service which enables them to engage meaningfully with local communities. Their links with the city and communities of Hull are highly effective; pupils are very proud of them and the way in which they reflect the vision of the school's founder. Year 6 pupils in the leadership club plan and help organise their contemporaries in good works for charity. In the senior school, pupils successfully organise a wide array of events to raise money for the charities they choose.
- 3.21 Pupils are proud of the welcoming, inclusive nature of their school. They develop an awareness and understanding of other cultures from their peers, through the curriculum, visits from external speakers and the assemblies which celebrate diversity. Younger pupils are very well informed about equality and diversity and are able to discuss key religious festivals and customs accurately and sensitively. They understand and promote the concept that diversity adds value to a community. They are pro-active in ensuring that all are treated equally in the school. Senior school pupils appreciate the richness of diversity in the school and demonstrate respect for their own culture and that of others. They enjoy learning about differences and an ethos of tolerance and respect generally pervades school life. A proposal to introduce non-gender uniform rules was initiated by pupils and has been successfully implemented. A large majority of parents stated in questionnaires that the school treats their children fairly regardless of their sex, faith, race or needs.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, observed breaks and lunch times, and attended form meetings and a whole school assembly. Inspectors visited 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.
- 4.2 Evidence was gathered during two focused compliance and educational quality inspection visits, from 11 to 13 May and on 28 June 2022. A material change inspection took place at the same time as the focused compliance and educational quality inspection visit of 28 June 2022. This report should be read together with the advice note for that material change inspection visit.

Inspectors

Mrs Pamela Johnson	Reporting inspector
Mrs Kate McCarey	Reporting inspector
Mr Michael Goodwin	Assistant reporting inspector
Mrs Claire Hewitt	Compliance team inspector (Former headteacher, GSA school)
Mr Bill Chadwick	Team inspector (Former senior deputy head, HMC school)
Mrs Christine Graham	Team inspector (Former HMI)
Mrs Pamela Hutley	Team inspector (Former headmistress, ISA school)
Mrs Susan Woodroffe	Team inspector (Principal, HMC school)