



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Hull Collegiate School

June 2019



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School's Details

School	Hull Collegiate School			
DfE number	811/6000			
Registered charity number	1016538			
Address	Hull Collegiate School Tranby Croft Anlaby Hull East Yorkshire HU10 7EH			
Telephone number	01482 657016			
Email address	enquiries@hullcollegiateschool.co.uk			
Head	Mrs Alex Wilson			
Proprietor	United Church Schools Trust			
Age range	3 to 18			
Number of pupils on roll	613			
	Boys	289	Girls	324
	EYFS	104	Preparatory	168
	Seniors	275	Sixth Form	66
Inspection dates	11 to 13 June 2019			

1. Background Information

About the school

- 1.1 Hull Collegiate School is an independent day school for girls and boys between the ages of 3 and 18. It was established in 2005 by the merger of Hull Grammar School and Hull High School for Girls and is part of the wider United Learning group which includes the charitable trust, the United Church Schools Trust (UCST). The UCST Board, which is supported by a local governing body, is the legal proprietor of the school. The chairman of the local governing body is a member of the UCST board.
- 1.2 The prep school and the senior school are on the same site, occupying a 19th century mansion and a range of modern buildings, set in extensive grounds.
- 1.3 A new head and a new head of prep have been appointed since the previous inspection and there has been a programme of development of new buildings, which include sixth form and Early Years Foundation Stage (EYFS) facilities, a new library and a sports pavilion.

What the school seeks to do

- 1.4 The school aims to bring out the best in everyone, by encouraging all pupils to have the confidence to embrace new challenges and to extend the boundaries of their learning, within a culture of mutual respect.

About the pupils

- 1.5 Pupils come from a range of professional and business families and a variety of different ethnic and cultural backgrounds. Nationally standardised test data indicate that the ability of the pupils in the prep school and in the senior school is above average. In the sixth form, the ability is broadly average. The school has identified 103 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and autism spectrum disorder (ASD), 46 of whom require specialist support. Seven pupils in the school have an education, health and care plan (EHC), or a statement of special educational needs. English is an additional language (EAL) for 9 pupils, none of whom require additional support. The school aims to challenge the most able through varied teaching and learning approaches, and stimulating extra-curricular and enrichment activities.

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

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 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 REGULATORY 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. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, 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 prep school, the school measures attainment using nationally standardised tests in English, maths and reading. In the years 2015 to 2017, the results in English and mathematics were broadly average. Results in reading were above average.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. IGCSE results in first language English, biology, information and communication technology (ICT) and further mathematics have been higher than the worldwide norms. Results in IGCSE physics have been similar to worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

2.15 A range of information is 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.

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

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 excellent.
- Pupils have extremely positive attitudes to learning, are highly motivated and are keen to make the most of all that the school provides for them.
 - Pupils are extremely articulate communicators who express themselves clearly, both orally and in writing, and who apply their skills effectively to other areas of learning.
 - Pupils demonstrate excellent levels of knowledge, skills and understanding across all areas of the curriculum.
 - Pupils are highly successful collaborative learners, both inside and outside of the classroom.
- 3.2 The quality of the pupils' personal development is excellent.
- Throughout the school, pupils develop into well-rounded, kind and confident young people.
 - Pupils have an exceedingly strong sense of community; they are supportive of each other and are proud of their school.
 - Behaviour throughout the school is excellent, and pupils have a strong awareness of the difference between right and wrong.
 - Pupils are naturally inclusive and demonstrate strong acceptance for those who are different from themselves.

Recommendation

- 3.3 Within the context of the excellent outcomes, the school might wish to consider:
- Ensuring that current best practice is widely disseminated so that pupils experience greater opportunities to develop and use their ICT skills to a higher level.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils demonstrate high levels of competence in their academic achievements, building on their knowledge to extend their understanding and promote their learning across all areas of the curriculum. They explore ideas in depth and make excellent use of concepts acquired in previous lessons, thanks to some well-prepared and high-quality teaching, probing questions, and high expectations. For example, under the careful guidance of their teachers, pupils developed an excellent understanding of the role of the large intestine through a very visual hands-on experiment, demonstrated their extremely good phonic knowledge as they played phonic bingo, and displayed exceptional creative skills when using photography to explore portraiture through the lens of favourite artists.
- 3.6 Pupils are highly articulate, expressing themselves clearly and with purpose, with numerous opportunities for discussion and debate available for them in the classroom and beyond. For example, pupils in the prep school spoke with great clarity in an assembly, giving examples of their favourite words and, in an A-level Spanish lesson, pupils used the target language with great confidence when discussing *La Sagrada Familia*. Pupils' writing skills are very well-developed as seen through, for example, well-written essays in history, and extensively researched projects for the Extended Project Qualification (EPQ). Pupils of all ages display exceptional listening skills when listening to teachers and to their peers. It is notable throughout the school that pupils with SEND, who experience difficulties with communication, have the confidence to contribute to discussions as they are encouraged and supported by their peers.

- 3.7 During their time at the school, almost all pupils make at least good progress from their different starting points and many make excellent progress. In discussion and in their responses to the pre-inspection questionnaire, pupils were keen to point to the quality of the teaching and the tremendous support they receive from their teachers as key contributory factors to their academic success. National profiles completed at the end of the Early Years Foundation Stage (EYFS) show that children's attainment is at least in line with national expectations for their age in all areas of development, and the majority of children exceed these. Pupils achieve these excellent results because teachers monitor the children's progress rigorously to ensure that individual needs are fully met, and to plan for the next steps for learning. This confirms the leaders' effective response to the previous inspection, to extend planning of lessons in the EYFS and to make more time available for monitoring. In the prep school, pupils' progress, judged from standards in lessons, the scrutiny of their work and results in standardised tests, is good overall in both English and mathematics and excellent in reading. At GCSE, pupils achieve above the national average, results in IGCSE have been higher than the worldwide norms in most subjects and pupils' results at A level have been in line with the national average for those in maintained schools. Pupils with SEND frequently achieve above expectations, being very well supported by the school and by their peers. Over the last three years, the majority of leavers from Year 13 have gone to their first-choice university.
- 3.8 From the earliest years, pupils display good levels of numerical literacy, as seen when children in the EYFS displayed a high level of understanding when tackling an activity to find the difference between two numbers. Pupils' skills are well-developed as they have frequent opportunities to put them into practice to enhance their learning and investigations. Subjects such as design and technology, geography, physics and chemistry contribute strongly to the development of these skills. In an A-level physics lesson, pupils were observed applying their mathematical knowledge very skilfully when formulating and solving complex calculations concerning Apollo 11 flight data. Exceptional mathematical reasoning skills are evident in enrichment activities such as the UK Maths Challenge (UKMT); in 2018, the school won the regional finals of the Junior UKMT team challenge. Pupils are also competent users of ICT who are able to utilise their basic skills effectively across the curriculum. For example, pupils in Year 7 made excellent progress with a translation exercise in Spanish when using a class set of devices during a starter activity. In some subjects pupils display skills of the highest level, such as in art and photography where they use presentation software and conduct web-based research with ease and quickly learn the skills, for example, to use more complex software to manipulate images. However, across the curriculum pupils do not always develop and use higher level ICT skills, as occasions to do so are limited.
- 3.9 Pupils' higher-order skills are extremely well-developed. From the youngest years, pupils use these skills with confidence because they are encouraged to extend their understanding by learning through open questions and appropriate tasks. In a lesson in Year 3, pupils were able to translate texts into physical actions, for example making their own potions in imitation of George in *George's Marvellous Medicine*. Their strong ability to analyse, hypothesise and synthesise is evident through subject-specific opportunities such as: in-depth analysis and evaluation in history, articulation of experimental hypotheses in science, and image analysis and creative problem-solving in art. During the inspection, for example, pupils in Year 8 showed scientific insight when discussing whether the temperature of a snowman would rise or fall when it put its coat on. Pupils in Year 12 explained how their skills had been stretched through involvement in preparing their EPQ projects on topics as diverse as supertankers, votes for women and how Brexit would affect the manufacturing sector.

- 3.10 Pupils display excellent attitudes to learning, and are keen to embrace the extensive opportunities made available for them. They take a high level of responsibility for their studies, demonstrating an intrinsic motivation and determination to do well. This is because the pupils know what is expected of them and recognise the sense of enjoyment that can be gained from achievement and improvement. Children in the EYFS show excellent initiative and independence as they take leadership in their learning, whilst being guided in their decisions with skilful questioning by practitioners. Within the classroom, pupils of all ages work co-operatively and collaboratively. During a science lesson in Year 8, the atmosphere was electric as groups of pupils worked together to research the different forensic science skills that they needed to solve a real crime. Pupils are highly motivated, enthusiastic and keen to engage in discussion and challenge ideas; the exchange of views between pupils and teacher is both commonplace and bespoke. This fulfils the aim of the school to bring out the best in everyone by providing an education that is relevant, challenging and engaging, enabling every child to develop an enthusiasm for learning.
- 3.11 Throughout the school, pupils achieve excellent standards in a wide range of co-curricular activities and pursuits, thus fulfilling the school's aim to provide opportunities for pupils to develop their confidence through learning and co-curricular opportunities. Pupils are encouraged to pursue their interests to the highest level and have gained considerable success in local, regional and national competitions. Successes in the sporting arena abound from representing the school in major sports such as rugby and hockey to more individual pursuits such as show jumping. Pupils seize opportunities to showcase their talent in drama productions, such as *Annie* and *Grimm Tales*. Musical ensembles have gained success in local competitions, and outstanding artistic achievement is evident in the quality of the artwork on display throughout the school. An increasing number of pupils are taking part in the Duke of Edinburgh's Award scheme at all levels, with 18 pupils achieving a gold award in 2018. At the same time, the measure of pupils' additional achievements lies not so much in these accomplishments, but in the fact that, through their time at the school, every pupil will try many new activities, develop new skills, and challenge themselves in adventurous activities, all of which also contribute in no small measure to their personal development, as explored in the following section of the report.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils are kind, compassionate and extremely thoughtful young people who understand the value of service to others, both in their local community and across the world. They see it as their personal and collective responsibility to enhance the lives of others and are encouraged by teachers who are altruistic role models. For example, pupils were very thoughtful in choosing a small charity to support which provides sanitary products for disadvantaged girls. Pupils have a strong sense of community and speak highly of the desire to take on responsibility and help other people, particularly beyond the classroom, for example through mentoring younger pupils and through the school council. Pupils who contribute to the community through voluntary activities, supporting in a residential home or helping in a special school, said how much such activities have helped them to mature and develop empathy for others. Pupils in the prep school develop social awareness by taking part in small challenges in their homes and local communities, such as recycling single-use plastics to protect the environment. Pupils are extremely empathetic and appreciate what they have when they realise the extent of poverty in some other countries. It is no surprise that pupils from the school have led an initiative to import and sell coffee from Uganda to raise funds to pay for Ugandan children to go to school.

- 3.14 The pupils' moral awareness and social development are excellent. Pupils' respectful behaviour, both in school and on trips, highlights the strong moral values of the community. In the questionnaires, an overwhelming majority of pupils and a very large majority of parents agreed that the school actively promotes good behaviour. Pupils believe passionately that the school is a happy community built on kindness and consideration, where pupils are respectful of the right of others to hold different opinions to their own. They are willing to accept the consequences of their actions and understand why rules are needed for a calm, safe and happy environment for all. They develop a strong moral understanding, debating a variety of topical issues in lessons and in the debating club. For example, in an English lesson in Year 9, pupils showed an excellent grasp of the moral questions raised by a challenging poem about apartheid in South Africa. Pupils' excellent social awareness is evident in the ease with which they talk to and interact with adults and in their positive engagement with others in lessons and activities.
- 3.15 Pupils are extremely good at working collaboratively to benefit others, with older pupils supporting younger pupils in learning and with pupils working together on charitable endeavours. They work effectively with each other in lessons, and the supportive environment enables pupils with SEND to gain social skills and form successful relationships with their peers. Pupils expect their thinking to be challenged, alongside the right to challenge others respectfully. This quality enables them to be very successful when working together on projects, such as the development and marketing of a silicone drinking straw for a Young Enterprise bid. Pupils feel that they have learned a great deal about teamwork during their time at school, developing the ability to be present for each other, and to work consciously towards a shared goal. For example, pupils of a variety of ages benefit from an atmosphere of strong mutual support as they work together to present events such as the Christmas pantomimes.
- 3.16 Pupils show great sensitivity and respect for those from different backgrounds and with different learning needs to themselves. In questionnaire responses, an overwhelming majority of parents and staff felt that the school actively promotes the values of democracy, respect and tolerance of other people, and in interviews it was clear that pupils are very accepting of each other. They work and play effectively together and enjoy opportunities to celebrate diversity through their studies, assemblies and celebration days. Through links with a school in Uganda, pupils have developed a strong appreciation of the challenges faced by pupils from a very different culture to their own. Their commitment to inclusivity is as a result of belonging to a harmonious school, and the dedication of the leadership to ensuring that everyone is treated equally and fairly.
- 3.17 Pupils show a strong appreciation of the non-material aspects of life through the obvious pleasure they get from their learning and the care they show for the environment in which they live. Pupils have a very well-developed aesthetic sense, and their appreciation of the arts is strong, as seen in an art lesson in Year 5 where pupils demonstrated appreciation of the intrinsic beauty and fragility of the natural world as they handled a wide variety of shells. In the EYFS, children showed pure delight when splashing in puddles and completely covering paper with paint, and older pupils appreciated opportunities for reflection in quiet places in the school grounds.
- 3.18 Pupils not only have an excellent understanding of the importance of staying safe and keeping both mentally and physically healthy, but they put this understanding into practice through their involvement in the life of the school. During the inspection, children in the EYFS showed a strong appreciation of how to stay safe on bikes by travelling quite fast, but not getting too close to the bike in front. In discussions, pupils showed an excellent understanding of the need to eat a balanced diet and were appreciative of the options for lunch and the provision of plenty of fresh vegetables and fruit. They understand the need for exercise to stay healthy and enjoy the many opportunities for sporting activities provided for them, both in activities and in lessons. The pupils also have a well-developed understanding of the importance of mental health and feel well supported by the pastoral team. They appreciate, and take advantage of, the opportunities to take part in activities such as yoga, wildlife club and mindfulness as a break from academic work.

- 3.19 Pupils develop excellent life skills throughout every stage at the school and are fully supported with extensive transition programmes and pastoral care. They are resilient learners who have self-confidence in abundance, whilst retaining an air of humility. For example, pupils in the prep school displayed high levels of self-confidence when representing their houses in the spelling bee in front of the whole school. Pupils develop a high level of self-esteem through positive comments and encouragement from their teachers and their peers. From the youngest ages, the pupils' ability to make decisions about their learning is exceptional. In the EYFS, where pupil choice was seen to be paramount, the children made their own decisions about when to help themselves to a healthy snack. Pupils develop high levels of self-esteem through their involvement with activities which both challenge and interest them. All of the above amplifies the school's aim to bring out the best in everyone by expecting pupils to have confidence in their own abilities, setting their own aspirational goals and working towards them with commitment, determination, independence and pride.
- 3.20 The opportunities which have such an impact on pupils' personal development are a result of the clear vision expressed by the school's leaders and the opportunities they are given to attempt challenging activities, and the encouragement to see setbacks as learning opportunities. Overall, the school is highly successful in developing well-rounded, confident, skilled young people who are very well equipped for the next stage of their education.

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 form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Sue Clarke	Reporting inspector
Mrs Jane Buttery	Accompanying inspector
Mrs Pamela Leech	Compliance team inspector (Former senior teacher, GSA school)
Mrs Ann-Marie Elding	Team inspector (Head of preparatory, SofH school)
Mrs Valerie Stewart	Team inspector (Assistant principal, ISA school)
Mr Chris Townsend	Team inspector (Head, HMC school)
Mr Paul Vicars	Team inspector (Head, HMC school)