



ISI Independent
Schools
Inspectorate

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

Westminster Abbey Choir School

February 2023

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School's Details

School	Westminster Abbey Choir School		
DfE number	213/6044		
Address	Westminster Abbey Choir School Dean's Yard London SW1P 3NY		
Telephone number	020 7654 4918		
Email address	choirschool@westminster-abbey.org		
Headteacher	Mr Mark Mitchell		
Chair of governors	The Very Reverend Dr David Hoyle		
Proprietor	Dean and Chapter of Westminster		
Age range	8 to 13		
Number of pupils on roll	27		
	Day pupils	0	Boarders 27
	Juniors	16	Seniors 11
Inspection dates	7 to 9 February 2023		

1. Background Information

About the school

- 1.1 Westminster Abbey Choir School is an independent boarding school. It is a single-sex school registered for male pupils. Founded in around 1560, the school is situated within the precincts of Westminster Abbey. The current school building dates from 1915 although substantial alterations and refurbishments have taken place over the years. The school is owned by the Dean and Chapter of Westminster. The management, control and direction of the school is the responsibility of a governing body which includes several members entirely independent of the Abbey.
- 1.2 Pupils are expected to board on a full-time basis other than the probationer choristers who may go home at weekends. The pupils are accommodated in dormitories sited within the main school building. These are divided into areas accommodating three or four pupils of the same age.

What the school seeks to do

- 1.3 The school exists solely to educate and care for the pupil choristers of the Abbey choir. Within the demands of what is aimed to be a specialist music school, the school seeks to provide a balanced education, a Christian environment and a happy and supportive place in which to live.

About the pupils

- 1.4 Most pupils come from families living in the southeast of England, but a few come from further afield. Data provided by the school indicate that the ability of the pupils is above average in relation to other pupils nationally who take the same standardised tests. The school has identified three pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support. No pupil in the school has an education, health and care (EHC) plan. Three pupils have English as an additional language and their needs are met by their classroom teachers. All pupils are talented in music, and when the school identifies pupils as being the most academically able in the school's population, the curriculum is modified for them.

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 own framework for assessment confirms 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 education in Years 4, 5 and 6 and relationships and sex education in Years 7 and 8, 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.

- The standard of pupils' musical achievement, in particular through choral performance, is outstanding.
- Pupils' knowledge, skills and understanding across a range of subjects is excellent.
- Pupils are consummate communicators.
- Pupils sometimes rely too heavily on adults to provide support with academic studies, which leads to a relative lack of ownership of their learning.
- Pupils demonstrate excellent attitudes to learning.

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

- Pupils demonstrate exceptionally high levels of self-understanding, self-esteem, self-confidence and self-discipline.
- Pupils' spiritual awareness is exceptional.
- Pupils understand and appreciate the importance of taking responsibility for their behaviour.
- Pupils' social awareness and collaboration skills are extremely well developed.
- Pupils' contribution to the lives of others is exceptional.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable all pupils to develop a greater sense of ownership of their learning and achievement.

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 school wholeheartedly fulfils its aim to provide the best possible experience for choristers, which prepares them for the next stages of their education and adult life. Furthermore, its aim to provide a balanced education, a Christian environment and a happy and supportive place in which to live, is successfully achieved. Pupils embrace opportunities to be successful in all that they do, whether singing in the Abbey or stretching their learning in preparation for scholarship examinations to senior schools. In the response to the pre-inspection questionnaire, all parents agreed that the range of

subjects is suitable, and that the school equips their children with the team working, collaborative and research skills they need in later life.

- 3.6 Pupils' achievement, particularly in musical performance, is outstanding. They demonstrate excellent levels of academic achievement as a result of teachers' flexible and highly supportive approach to ensuring pupils' academic development is secured in and around their extraordinarily busy professional lives as choristers. The conspicuous commitment of senior leaders and other staff ensures pupils attain strong academic progress. Effective tracking and monitoring procedures enable teachers and leaders to identify relative areas of weakness in the performance of individual pupils, leading to interventions being provided to support and stretch pupils where appropriate. In standardised assessments pupils, including those with SEND, make excellent progress over their time in the school in line with their ability. English and mathematics assessment data provided by the school indicate that the vast majority of pupils attain at a significantly higher level than those taking similar tests nationally.
- 3.7 Pupils make excellent progress in the development of their knowledge, skills and understanding across a range of subjects. As a result of a challenging and broad curriculum, pupils' thinking is appropriately challenged and stretched. For example, when discussing global disasters in geography, pupils in Year 6 demonstrated excellent understanding of tectonics and their impact on populations. Pupils in a Year 8 English lesson demonstrated extremely high levels of knowledge and technical vocabulary when explaining their understanding of soliloquies and the meaning of Machiavellian. In science, pupils in Year 8 demonstrated secure knowledge and understanding of forces and motion, distance and time, currents and chemical reactions. In their twice daily choir rehearsals in song school, pupils demonstrate extremely high levels of musical understanding, clearly linking music to linguistic, human, social and aesthetic qualities through their singing. Pupils sing highly demanding material from the sacred music canon. Their ability to read the music, interpret the phrasing, understand the harmonic and structural features, follow instructions and produce crystal clear precision is outstanding.
- 3.8 Pupils demonstrate extremely well-developed communication skills. Their artistic endeavours in the choir lead to outstanding musical and emotional highlights in the very public setting of the Abbey. Their aural skills in rehearsals are extremely highly developed as encouraged, coaxed and refined by exceptional musical leaders. Across all areas of the curriculum, pupils prove themselves to be attentive listeners, respectful of their teachers and their peers. Pupils are highly articulate and speak with great clarity and confidence when talking in front of others, for example, when explaining Plato's parable of the cave. When reading aloud from texts, they effectively adapt their tone and expression when varying roles. Whilst the quality of pupils' handwriting is variable, their ability to express their knowledge and understanding in the written form is of a consistently high standard. There is a positive culture of reading in the school. Pupils appreciate and enjoy using their well-resourced library and spoke of the active encouragement that teachers and resident staff give them to read in their free time.
- 3.9 Pupils have excellent numeracy skills. In mathematics lessons, they work at a consistently high standard, stretched and challenged by focused and differentiated teaching. Whilst supported to understand the topics they are learning, pupils are encouraged to enjoy a sense of fun and creative exploration. Pupils in Year 5 were highly engaged when drawing polygons and transforming and reflecting them in quadrants, first using grids in their books before proceeding to an online platform. Year 8 pupils' ability to verbalise their understanding of increasingly complex mathematical concepts, such as isometric drawings, reverse percentages and the volume of different shapes, is exceptionally well developed. Pupils apply their numeracy skills across a range of other subjects. For example, pupils in Year 6 confidently use bar graphs to record information in geography and history. Pupils in Year 7 use their understanding of scale to create larger versions of historic paintings in art, and, in a science lesson, pupils in a Year 8 calculated the level of pressure exerted when a football player jumps and lands on his feet.

- 3.10 The development of pupils' information and communication technology (ICT) skills over their time in the school is excellent. Pupils confidently and competently apply these skills to a range of areas of the curriculum, for example, in mathematics, science, geography and performing arts. They use a range of applications to research, record and present data, design 3D structures such as Roman towers and high-performance boats, compose musical scores, create interactive quizzes and develop their coding skills. Pupils in Year 7 produced a range of presentations in various subjects, for example, explaining chemical reactions in science, and pupils in Year 8 confidently researched entrepreneurs online and produced excellent individual fieldwork projects on the Isle of Dogs for a geography assessment. Pupils regularly choose to extend their learning in the ICT room in their free time, reflecting on previous tasks, developing projects and replaying interactive video projects.
- 3.11 Pupils' study skills develop extremely well across a range of disciplines. Pupils in Year 4 regularly exhibit a deep sense of curiosity, often using *what if* type questions to develop their thinking. In a mathematics lesson, pupils in Year 5 engaged enthusiastically in the discovery and understanding that all angles in a triangle add up to 180 degrees. As they move up through the school, pupils increasingly draw upon a variety of sources when researching topics. Teachers regularly challenge pupils to analyse information, make hypotheses about their findings, and use this to create high-quality outcomes which demonstrate their deeper understanding. For example, the choristers demonstrated this deeper understanding through verbal feedback to the choirmaster about what was required to improve the performance. They used highly technical musical terms to explain their thinking on how the choir might further improve, for example, by projecting their voices without forcing them, and adopting more vibrato. In humanities and English, pupils use mind maps to explain their thinking and plan their writing. In a Year 8 English lesson, pupils discussed the concept of kingship in Shakespeare's *Macbeth*, making effective annotations in the text and considered the forthcoming coronation of Britain's next monarch in the context of the play.
- 3.12 Pupils' life beyond song school and the classroom is highly enriched by the range of extra-curricular activities. Pupils highly value these opportunities to break away from their busy study and performance schedules. Activities such as museum club, bridge building, painting and clock-making offer pupils a calm oasis for recreation and reflection. Sport and outdoor pursuits are an important aspect of school life. Pupils enjoy participating in weekly games sessions in a wide range of sports including football, hockey, cricket, handball and badminton. Their competitive nature is honed each term in an ongoing, keenly contested trophy competition between the school and local rivals. Pupils respond positively to the school's focus on participation, enjoyment and personal improvement, and an encouraging sense of support for peers underpins their involvement. Pupils relish their involvement in dramatic performances which have included *The Hunchback of Notre Dame*.
- 3.13 Pupils' musical achievements are outstanding. Nearly half of all public music examinations result in distinctions and several pupils secure places at music conservatoire junior departments in London. Pupils' involvement in a range of school ensembles and orchestras enable them to extend their considerable musical skills in other directions. These lead to regular concerts in school and in public. A considerable number of music scholarships have been achieved to senior independent schools with competitive entry requirements. As members of the Westminster Abbey choir, pupils operate at a consistently professional standard on a daily basis. Their unquestioningly professional approach to that role is highly notable, and the significance of their contribution to the performances in, and the life of, the Abbey are immense.
- 3.14 Pupils demonstrate excellent attitudes to learning. They clearly love the collaboration of performing together, sharing the feeling of singing at such a high level. They demonstrate outstanding attitudes when rehearsing in song school. They are highly focused, show responsibility for their place in the choir, listen attentively and operate collegiately and homogeneously. The school's consistently positive and deeply embedded values underpin the development of pupils' engagement and initiative. Pupils thrive on challenge and are keen to reach the highest standards possible. Pupils are developing their ability to take responsibility for their own learning and how to improve, both academically and

personally, but can rely too heavily on adults to provide scaffolding and solutions. This sometimes presents itself as practical expediency and the school aims to develop pupils' personal resilience as students and owners of their own academic and personal destinies.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils demonstrate exceptionally high levels of self-understanding, self-confidence, self-esteem and self-discipline. They are able to express their understanding of their own strengths and weaknesses and are developing an understanding of the next steps required to improve their academic performance. Pupils demonstrate outstanding self-discipline and resilience when rehearsing in song school. Operating at exceptionally high levels, the pupils understand the processes which will lead to improvements in the musical performance and are always keen to contribute their part and deliver reliable, confident and accurate results. Pupils learn to understand themselves extremely well and, as a result, are very well prepared for the next stage of their learning and lives. This was evident in conversation with boarders who talked positively about the support and encouragement they receive from resident staff whom they say know them very well and encourage them to constantly grow and be ambitious.
- 3.17 As pupils move up through the school and gain a deeper knowledge of themselves and appreciation of their current and future needs, they become increasingly able to make productive and useful decisions in their daily lives. In discussion with pupils, it was evident they understand that the decisions they make academically, in their day-to-day relationships, and in the choices they make about their personal lifestyle, will have an impact on them both now and in the future. Boarders talked about the need for them to make appropriate decisions on a daily basis, for example, choosing activities, fitting in their individual music practice, managing their free time effectively, or simply choosing to do the right thing in terms of their social relationships within a close-knit community. The importance of making the right decision was highlighted in a Year 7 personal, social and health education (PSHE) lesson on the impact of taking drugs. Pupils were able to clearly explain the dangers of drugs in addition to highlighting their need to be aware of the decisions they might have to take in the future regarding being offered drugs.
- 3.18 Pupils' spiritual awareness is exceptional. Their daily engagement with the Westminster Abbey community and their key role in the performances at regular weekly services is valued by the choristers and never taken for granted. As they perform at the very highest level in a venue of such religious, historical and architectural significance, they reflect upon the part they play in history. Their significant involvement in the funeral service of Queen Elizabeth II left an indelible and profound impression in their memories and a deep appreciation and understanding of her place in history as well as in their lives. Pupils explained their appreciation of the awe and wonder of the occasion by expressing their surprise at how they had developed from being babies to being the focus of a global audience. During the inspection, the choristers spoke excitedly about the anticipation of and preparation for the coronation of King Charles III. The pupils' appreciation of their surroundings is expressed in the view that 'It's exhilarating in the Abbey. It makes you feel closer to God.' As boarders, pupils value the strong sense of belonging to a community, describing the boarding house as homely. Pupils have an excellent understanding of world faiths and international diversity as a result of the religious studies programme and their exposure to a range of visiting delegates to the Abbey. The PSHE and assembly programmes further support the pupils' spiritual understanding, and pupils were overheard discussing the three aspects of the chaplain's assembly theme of scripture, tradition and reason.
- 3.19 Pupils' behaviour in school is generally excellent and, when in the Abbey, is exceptional. Pupils understand and respect the importance of taking responsibility for their behaviour, and they recognise what is required of them in public situations. As a result, they develop an excellent moral

understanding. They can distinguish right from wrong and fully appreciate the importance and need for following rules and maintaining high standards. In PSHE lessons, pupils are encouraged to speak about manners and rules in society and acknowledge that they apply to everyone. In response to the pre-inspection questionnaire, a small number of pupils felt that pupils are not always kind and respectful towards one another. However, in discussions, they were able to contextualise this in terms of day-to-day tolerance of peers in a small and sometimes intense environment and spoke eloquently about learning to deal with and resolve ongoing, low-level relationship issues effectively and positively. In response to the questionnaire, all parents agreed that the school actively promotes good behaviour.

- 3.20 Pupils' social skills are highly developed and their ability to work effectively together is excellent, for example, when collaborating in class, musical ensembles, choir, after-school activities and at break-times. The need to be socially aware and to be able to get on with others is a strong feature of life in the boarding house. Pupils voice their understanding that they feel they are part of a family and, as such, are required to pull together. Pupils feel they benefit enormously from the PSHE programme and the strong, supportive relationships they form with their teachers and resident staff. In response to the questionnaire, all parents agreed that the school helps their children to develop strong teamwork and social skills.
- 3.21 Through their work in the Abbey, pupils contribute at a local, national and international level to the lives of others in a most positive way. Residents of local care homes benefit from regular performances by the pupils who also enjoy performing in local schools and churches. These outreach activities enable pupils to develop an appreciation of wider society. Governors take an active interest in pupils' personal development and see them in their roles as choristers on a regular basis. Pupils take on responsibility for various elements of school life, such as head and second choristers, school council roles, mentors and role models to younger pupils, both as boarders and as choristers, and as members of the vertical tutor group system, which helps them to appreciate the needs of others in their community. Pupils enjoy organising concerts to raise funds for charity, for example, a local homeless organisation, and their proximity to the range of protests and marches in Parliament Square opens up a rich seam of topics for informal investigation and discussion.
- 3.22 Pupils convey their understanding and tolerance of people with other faiths and beliefs. They sensitively demonstrate great respect for diversity and awareness of people from different cultures. In a PSHE lesson, younger pupils investigated their own recent family histories to expose the breadth of the international reach across a small number of people, commenting on the importance of being respectful of all cultures and religions and not pre-judging others. Senior pupils discussed and reviewed various world religions drawing links and similarities between their practices and customs. This tolerance and appreciation of diversity is supported by the breadth of their international exposure achieved through the choristers' participation in services at the Abbey, which included an evensong service during the inspection at which the United Kingdom's links with Grenada were celebrated.
- 3.23 Pupils have an excellent understanding of how to keep themselves physically and mentally safe. The vast majority of parents responding to the questionnaires agreed that the school encourages pupils to adopt a healthy lifestyle and stated that boarding staff understand, and are responsive to, the needs of their children. Pupils display competency in their understanding of how to look after themselves online, supported by discrete ICT lessons, the PSHE programme and assemblies. Boarders have an excellent understanding of how to keep healthy, and what to do if they are unwell or are feeling homesick. They have many opportunities for physical exercise throughout the week and are highly appreciative of the nutritional food provided for them at mealtimes. Pupils feel safe in their school and spoke warmly about the staff who support and care for them.

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, evensong and an assembly. 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
Mrs Sarah Hollis	Compliance team inspector (Former head, IAPS school)
Miss Heather Fulton	Team inspector (Former head of pre-prep, IAPS school)
Mr Richard Evans	Team inspector for boarding (Former head, IAPS school)