



ISI Independent
Schools
Inspectorate

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

Eastbourne College

June 2021

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School's Details

School	Eastbourne College			
DfE number	845/6014			
Registered charity number	307071			
Address	Eastbourne College Old Wish Road Eastbourne East Sussex BN21 4JX			
Telephone number	01323 452300			
Email address	reception@eastbourne-college.co.uk			
Headmaster	Mr Tom Lawson			
Chair of governors	Mr Philip Broadley			
Age range	13 to 18			
Number of pupils on roll	645			
	Day pupils	359	Boarders	286
	Seniors	348	Sixth Form	297
Inspection dates	8 to 11 June 2021			

1. Background Information

About the school

- 1.1 Eastbourne College is an independent, co-educational day and boarding school for pupils aged between 13 and 18 years, situated in a residential area of Eastbourne. Boarders are accommodated in two houses for female pupils, and three for male pupils. The school is a registered charity administered by a board of governors.
- 1.2 During the period March to August 2020, the College remained open only for children of key workers. No boarders remained on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all of the school's pupils, other than the children of key workers or vulnerable pupils and some boarders, received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.6 In 2020, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.

What the school seeks to do

- 1.7 The school aims to provide a balanced education in a safe and healthy seaside environment that equips pupils to be happy and fulfilled. It seeks to encourage pupils to enjoy learning, develop creativity, be ambitious, and develop core values of excellence, participation, integrity, kindness, courtesy and care for others.

About the pupils

- 1.8 Pupils come from a range of professional and business backgrounds, with about a third from less affluent families. Approximately three-quarters of pupils reside in the UK. Boarding pupils primarily come from the south east of England and overseas. Day pupils come from the surrounding area of East Sussex.
- 1.9 Nationally standardised test data provided by the school indicate that the ability of the pupils is above the average for those taking the tests. The sixth form is of above average in ability. The school has identified 194 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, 57 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 108 pupils, 40 of whom receive additional specialist help.

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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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](#).

COVID 19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2018 to 2020, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2018 to 2020 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

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

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

- 2.12 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.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 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. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils are enthusiastically committed to achieving academic success and do so.
- Pupils enjoy excellent levels of success in a wide variety of co-curricular activities.
- Pupils' communication skills are excellent; they speak articulately, debate confidently, and apply these skills effectively across the curriculum.
- Pupils demonstrate mature and positive attitudes towards their learning.

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

- Pupils demonstrate remarkably high levels of self-confidence, self-reliance and resilience.
- Pupils have very purposeful and supportive relationships with each other and across the whole school community.
- Pupils' spiritual understanding and appreciation of the non-material aspects of life are excellent.
- Pupils have great respect for the diversity of the school community.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Ensure that younger pupils develop social skills further by greater representation of their views and ideas in pupil-led committees.

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 pupils' high academic achievements and enthusiasm for learning fulfil the school's aims to enable pupils to pursue excellence and enjoy learning. This success supports the view of the vast majority of parents, responding to the online questionnaire, that the school is governed, led and managed well. Recent improvements in pupils' examination results have been facilitated by school leadership targeting pupil support and frequent progress monitoring. In the years 2017 to 2019, the most recent three years for which comparative data are available, results in GCSE examinations have been above the national average for maintained schools. At A level, results have been well above the national average for maintained schools and selective maintained schools. This includes high achievement by more than a third of sixth-form pupils who complete an extended project qualification (EPQ). They demonstrate effectively the use of analysis and synthesis in the quality of their written work and presentations. By the end of Year 13 pupils have made excellent progress. This includes pupils with EAL, those with SEND and the most able. The large majority of sixth form pupils gain their first choice of course at universities with highly-competitive entry requirements.
- 3.6 Pupils have continued to make excellent progress during the COVID-19 restrictions since September 2020. They were able to engage successfully with the curriculum through remote learning. Pupils speaking to inspectors said that this worked well. They have become adept in the use of appropriate platforms to manage and store their work. All parents responding to the questionnaire felt that boarding helps their child's progress. Boarders speaking to inspectors said, for example, that the boarding environment helps to improve their organisational skills. Pupils across the school show a high level of enthusiasm towards their academic achievements especially when they receive their electronic report card (eRC) progress reports. They enjoy the opportunity to set new academic targets to make further progress.
- 3.7 Pupils excel in many events beyond their academic studies. The vast majority develop their ability to compete and refine their talents across a range of activities. They are enormously proud of significant achievements in local, regional and national tennis, cricket, hockey, netball, and equestrian sports. Pupils strive to better themselves, taking initiative and gaining huge enjoyment from the standards they achieve. They perform at the highest level in the school's outdoor activities, including water sports, taking calmly and pragmatically challenges that come their way. Approximately 100 pupils a year achieve silver or gold in The Duke of Edinburgh's Award scheme. More than thirty pupils achieve merit or distinction in LAMDA awards starting at grade 5 in Year 9 and completing grade 8 in their final year. Many pupils achieve success in instrumental and singing examinations, with 13 achieving Grade 8 in the last twelve months and one pupil passing their diploma examination. String quartet compositions produced by sixth formers are to be performed by a group of professional musicians. Pupils achieve excellent outcomes in national competitions, including science Olympiads; university-hosted events and essay competitions; and a national dance competition. A successful 'Young Geographer of the Year' was recently invited to represent the UK in Istanbul.
- 3.8 Pupils of all abilities develop outstanding linguistic, aesthetic and creative skills. The standard of pupil's art is excellent. They acquire sophisticated approaches to the use of colour without constraint. Pupils develop a deep understanding of what they learn. For example, more able pupils analysed Shakespearean plays perceptively. They are able to identify metaphors and imagery, the meaning in *Hamlet* behind Polonius's advice to his son and Hamlet's dramatic language. Pupils display an excellent level of linguistic knowledge and understanding in a wide variety of lessons. They show excellent understanding of verb conjugations and how to manipulate verbs in modern foreign languages. As a result, performance in French and German examinations is excellent. Pupils transferred prior knowledge and understanding from previous lessons to achieve positive results in practical work.
- 3.9 Pupils articulate their ideas with confidence and demonstrate excellent spoken skills when communicating with adults and their classmates. They are typically keen to contribute to class

discussions and do so in an unselfconscious way. Pupils showed outstanding skills in both listening to the ideas of others and then coming up with effective counter arguments. Pupils use subject-specific vocabulary very well. For example, they engaged effectively in paired discussions to determine the correct sequencing of cards to consolidate their biochemical understanding of photosynthesis. They seek additional information to further develop their inquisitive instincts, such as when describing how carbon dioxide is converted into organic substances. Pupils show great awareness of the communication skills needed for later life and how these develop through their time at school.

- 3.10 Pupils develop excellent mathematical skills across the curriculum. They successfully apply their understanding of numeracy to many subjects, such as science, geography, business and economics. The ability to understand, analyse and manipulate numerical information is outstanding. This is illustrated when they extract the correct numerical values from a range of challenging chemical questions. Pupils were able to take a technically difficult question and use the correct mathematical formulae to come up with the correct answer both quickly and accurately. Pupils show excellent capability in economics to complete graphs using the axes of costs/benefits and quantity. They were able to identify any inaccuracies on the graph and collectively work towards producing a correct version.
- 3.11 Pupils of all ages demonstrate excellent digital literacy skills. They used the online platforms effectively to access revision resources that had been created for them. Pupils are competent and confident in their use of information and communication technology (ICT) across all year groups. Using ICT for researching independent tasks, checking factual learning, completing and recording homework, reviewing their progress and communicating with their teachers and house staff. A particular strength observed was their ability to involve members of the class, who were overseas, but fully included in the lesson. In Spanish, pupils very effectively promoted their own learning and progress by sharing their screens individually with their teacher to receive immediate feedback. A-level mathematicians used traditional laptop computers and graphic calculators to good effect.
- 3.12 Pupils' study skills are excellent and embedded well from Year 9 onwards. They apply their skills very effectively during prep time, with particularly effective support for boarders. Pupils work at a consistently high level to increase their own knowledge and to allow for the effective learning of others. They display a high level of ability to undertake academic research and evaluate a wide range of resources and sources of information critically, including those in the school's learning resource centre. Pupils use their textbooks effectively to deepen understanding, such as when determining the role of adenosine triphosphate in the different stages of photosynthesis. Pupils demonstrate excellent abilities to evaluate their work critically against provided assessment criteria and identify areas and strategies for improvement, as well as highlighting positive aspects of their work. They demonstrate well the ability to ask pertinent questions which help them to develop further their analytical skills. Pupils have a well-developed ability to analyse types of questions that can be asked in examinations. They demonstrated that they were able to synthesise facts from different resources into a single revision sheet.
- 3.13 Pupils' attitudes to learning are excellent. The older pupils are particularly confident and self-assured. They show a remarkably mature attitude to all aspects of their learning. Pupils across the school are proud of their work and eager to improve and embrace mistakes as opportunities to develop. They display independence and use initiative to overcome challenges, work with partners, lead debates and question each other passionately on topics such as climate change, fairness, and sportsmanship. Pupils are always willing to work in a collaborative manner, allowing others to take an active role in the learning that occurs. For example, mixed-ability groups in biology were fully engaged in making suggestions for labelling a diagram correctly while completing an endocrine system revision task. SEND and EAL pupils were secure in their groups and contributed their ideas with confidence.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils support one another to develop an atmosphere and culture that allows for effective learning in the classroom. Pupils work maturely and independently in line with the school's values and expectations through collaboration and inclusivity. This is particularly evident among older pupils who willingly take responsibility for their own learning and development. They develop a strong sense of purpose. Pupils know with confidence, as shown in both observed lessons and pupil interviews, who they are, their strengths and areas to develop. They work with vigour and resilience to complete tasks and willingly accept feedback. Pupils understand and value the importance of self-discipline, showing resilience when they struggle to solve difficult tasks. They are confident that they can receive help from classmates and teachers whenever it is necessary. Pupils answer questions without fear of failure, and they flourish as a result. Boarders speaking to inspectors say that they develop independence and self-reliance because their boarding houses foster a sense of belonging to a community.
- 3.16 Pupils show an excellent ability to make decisions both in the short term to improve pieces of work, as well as in the long term, thinking about career and life aspirations. They aspire to make their own decisions about learning and value the chance to contribute both in the academic setting and in the wider aspects of school life. They willingly seek out chances to develop both themselves and the school. Pupils are very well prepared for their chosen pathways when they leave the school, by the school's futures centre, with an extensive programme of visits and inspirational speakers. In Year 9 English literature pupils were able to decide on their level of proficiency to select quotes for an argument about the author's use of text. The choice some made matched their ability while others chose to challenge themselves further. Design and technology pupils in Year 12 were able to clearly explain decisions they had taken which would make their project unique.
- 3.17 Pupils have an outstanding grasp of non-material aspects of life and take great interest in caring for others and the environment. They demonstrate a strong understanding of the need to recognise other religions and compare them to their own faith. Pupils enjoy chapel because they can reflect freely on their own spiritual beliefs. They enthusiastically engage in chapel charity work and take responsibility to meet the needs of other locally and globally. They exhibit kindness and courtesy, showing exceptional levels of empathy in understanding the thoughts and views of others. Pupil-led groups, such as the eco committee, have been influential in reducing food waste and the removal of single use plastic, as well as engaging in philosophical debates.
- 3.18 Pupils evaluate sensitively moral issues and choices. They use examples from history and literature to discuss differences and develop a strong sense of fairness. Pupils speaking to inspectors said that they understand that behaviour systems are fair and that expectations are clear. They are clearly aware of right and wrong, and work hard to ensure that they always act in a manner that displays this. They are keen to develop a community that cares for all and allows for all pupils to flourish. They value respect, tolerance, and kindness when supporting their community and conduct themselves accordingly. Sixth formers' understanding on being good role models is very strong. They inspire younger pupils to follow in their footsteps and to become the best they can be.
- 3.19 Pupils share the desire to create a family atmosphere, within the school. They have positive relationships with classmates, tutors, and school leaders where everyone knows each other. Pupils work well collaboratively in groups or individually on large productions and projects. They share their thoughts and ideas clearly with others. In responding to the questionnaires an overwhelming majority of parents said that the school actively promotes good behaviour. A similar number of pupils agreed that the school expects them to behave well although a small minority said that pupils do not always treat each other with respect. Discussion with pupils showed that most of those who agreed with this negative view felt that the cause is usually immaturity rather than any deep-seated antagonism, and that the school usually challenges such behaviour. Pupils speaking to inspectors said that by the end

of Year 10 pupils more readily adhere to the school's expectations with improved behaviour. Older pupils' behaviour in lessons and around the school during the visit was impeccable.

- 3.20 A small minority of pupils, mainly from Year 10, when responding to the questionnaire said that the school does not listen to their feedback. This view was supported by a few parental responses. Inspection evidence concluded that there are sufficient opportunities for older pupils to communicate their views and opinions through a wide range of committees and groups. However, younger pupils receive limited encouragement to attend these meetings. As a result, they do not benefit from the discussions and recommendations made. Pupils are immensely proud of their achievements and look up to older years to create their own legacy. Almost all pupils benefit from a school culture that expects pupils to act in a caring manner towards each other. Teamwork is highly effective. For example, the school 'Eco Warriors' recently participated in a beach clean, and the school has one of the largest combined cadet force (CCF) contingents in the region. Boarders' contribution to harmony across boarding houses is excellent. They are supportive, tolerant and show empathy within the boarding community and across the school.
- 3.21 Pupils aspire to be prefects and contribute to the community of the school. Prefects present as a strong group, trained in leadership and more recently safeguarding. Pupils readily accept the responsibilities to support one another in house duties or as team captains and wish to have greater opportunities to lead. Pupils on prep duties effectively use different strategies to support younger pupils or those with learning or language difficulties. They motivate pupils who struggle academically and ensure that they complete tasks to the best of their abilities. Pupils develop leadership skills through house drama, house singing and house sports. They encourage younger participants to bravely represent their house.
- 3.22 Pupils have an excellent social awareness. Several school science and language pupils provide effective one-to-one support sessions across eleven local secondary schools as part of the Eastbourne Schools Partnership. Twelve out of twenty-one partnership pupils in modern foreign languages and all science pupils involved in the partnership saw an improved performance in their 2019 GCSE results. Pupils are proud of their local and global achievements and spoke willingly about some of the causes they have supported. They have built bird boxes for the Sussex Wildlife Trust and made clothes for local orphans among a plethora of other charitable activities. Pupils meet with local pensioners at their weekly Monday club in normal times, entertaining them in music, games and teaching the 'silver surfers' how to use the internet. They also helped set up a winter night shelter for homeless people and slept out overnight to raise money and awareness. Pupils take great interest in the culture of the school, and they take an active role in ensuring the school's atmosphere is welcoming.
- 3.23 Pupil-led initiatives celebrate diversity. The school's 'be you' group promotes understanding, inclusivity, and respect. This was exemplified during the inspection when pupils discussed their learning about LGBTQ+ as part of Pride week. Pupils speaking to inspectors provided clear explanations about people feeling comfortable and safe being themselves and how this adds to the diverse culture within the school. Older pupils are very aware of the importance of individual liberty. They effectively use a range of strategies to learn about themselves. For example, boarders acquire a deep understanding of their own culture and that of others locally and internationally.
- 3.24 Pupils have a remarkably high level of understanding about the benefits of staying mentally healthy and physically fit. Pupils feel safe in the school. They know what to do if they have any worries. Pupils have great trust in the pastoral care of the school and build close relationships with key members of staff. They show outstanding care for classmates who might need support and actively promote ways to improve life at the school and beyond for those pupils. A positive impact of the pandemic acknowledged by pupils has been to make them realise the importance of having and keeping a healthy and happy balanced lifestyle and the need to talk. Pupils acknowledged that mental health has been a recent focus for the school in personal, social and health education and assembly and feel this has enabled them to develop resilience. They are aware that a school counsellor is available should a pupil need to discuss any aspect of their physical health or well-being.

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 the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Desmond Dunne	Reporting inspector
Mrs Colette Culligan	Accompanying reporting inspector
Mr Karl Meier	Compliance team inspector (Assistant head, HMC school)
Mr Stephen Hardy	Team inspector (Head of department, HMC school)
Mr Steven Head	Team inspector (Head of boarding, HMC school)
Mrs Karen Wilcock	Team inspector (Deputy head, GSA school)
Mrs Elena Hesse	Team inspector for boarding (Vice-principal, ISA school)
Mr Thierry Lauze	Team inspector for boarding (Assistant head, HMC school)