



# **INDEPENDENT SCHOOLS INSPECTORATE**

**THE GODOLPHIN AND LATYMER SCHOOL**

**STANDARD INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## The Godolphin and Latymer School

Full Name of School	<b>The Godolphin and Latymer School</b>	
DCSF Number	<b>205/6291</b>	
Registered Charity Number	<b>312699</b>	
Address	<b>The Godolphin and Latymer School Iffley Road Hammersmith London W6 0PG</b>	
Telephone Number	<b>020 8741 1936</b>	
Fax Number	<b>020 8735 9520</b>	
Email Address	<b>office@godolphinandlatymer.com</b>	
Head Mistress	<b>Mrs Ruth Mercer</b>	
Chair of Governors	<b>The Lady Patten Of Barnes</b>	
Age Range	<b>11 to 18</b>	
Total Number of Pupils	<b>727</b>	
Gender of Pupils	<b>Girls</b>	
Numbers by Age	<b>11-18:</b>	<b>727</b>
Number of Day Pupils	<b>727</b>	
Number of Boarders	<b>0</b>	
Inspection date	<b>16 Mar 2010 to 17 Mar 2010</b>	
Final (team) visit	<b>26 Apr 2010 to 28 Apr 2010</b>	

## PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in December 2003.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## 1. THE CHARACTERISTICS OF THE SCHOOL.

- 1.1 The Godolphin and Latymer School, situated in an urban setting in west London, is an independent girls' day school for pupils aged from eleven to eighteen. It was built in 1861 as the Godolphin School (a boys' boarding school), and became a girls' school associated with the Latymer Foundation in 1905 when it adopted its current name. The Godolphin and Latymer School Foundation, which is comprised of fifteen governors, serves as the school's governing body and is now its sole trustee.
- 1.2 The school aims to provide a stimulating learning environment in which pupils strive for academic excellence while developing self-respect and self-reliance. It encourages girls to serve the community and aims to equip them to become responsible adults and active citizens. It seeks to offer high standards of pastoral care, a broad and balanced curriculum with many sporting and cultural opportunities, and a wide range of extra-curricular activities. Since the last inspection, the International Baccalaureate (IB) Diploma Programme has been introduced, new classrooms have been built, and a new Music School and Performing Arts Centre have opened.
- 1.3 The school roll is comprised of 727 pupils, of whom 202 are in the Sixth Form. Entry to the school is by selective examination at the age of eleven, and, in addition, between ten and fifteen pupils enter the Sixth Form from other schools each year. A similar number leave through relocation or to take up places at boarding or co-educational schools. The ability profile of the school is far above the national average. Sixty-two pupils are identified by the school as having learning difficulties or disabilities (LDD), some of whom receive specialist support.
- 1.4 Pupils generally come from professional and highly educated families. Around four fifths join from other independent schools. Financial support is granted to just under one tenth of pupils per year group on entry. Since 1977, when the school moved from voluntary aided status to full independence, there has been a strong emphasis on encouraging access regardless of financial background. The school is supported by an active parents', teachers' and friends' association and a committed old girls' association. Virtually all pupils take up places at universities in the United Kingdom or the United States of America, sometimes after a gap year.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

School	NC name
Upper III	Year 7
Lower IV	Year 8
Upper IV	Year 9
Lower V	Year 10
Upper V	Year 11
Lower VI	Year 12
Upper VI	Year 13

## **2. THE SUCCESS OF THE SCHOOL AND ACTION POINTS**

### **2.(a) Main findings**

- 2.1 The school succeeds in its aims of promoting academic excellence and developing self-reliance and self-respect, while fostering the desire to serve the local and wider communities. Learning and achievement are excellent and progress is good in relation to the pupils' ages and abilities. Pupils' academic attainment is outstanding. They show a genuine love of learning. Teaching is mostly good or excellent. The pupils benefit from involvement in an unusually wide and enriching range of extra-curricular activities, contributing enthusiastically to a programme of local volunteering, to a range of cultural, artistic and musical activities, and to a wide range of successful sporting endeavour. Information and communication technology (ICT), although widely available, is not used consistently across the curriculum. Reports to parents are regular, though do not always reflect the very high level of pupils' effort and achievement. The introduction of the IB has broadened opportunities for independent learning and research for some members of the sixth form, though these are not uniformly available throughout the school.
- 2.2 The development of pupils' spiritual, moral, social and cultural awareness is outstanding. Pupils have many opportunities to take responsibility within the community which is characterised by mutual care and respect, and self-belief. The excellent pastoral care enables pupils to develop in a safe and supportive environment. Pupils are extremely well behaved, courteous and considerate, helping to create an open and positive atmosphere in the school. Pupils responding to the pre-inspection questionnaire expressed great satisfaction with their education and progress and were happy to be at the school. They are supported by the high priority given by the school to issues relating to safeguarding, welfare, health and safety.
- 2.3 The governing body is committed to the success and development of the school and contributes to its strategic development. It has overseen a significant building programme in recent years and retains effective oversight of the school's financial and resource planning. The school's leadership and management are strongly determining factors in the outstanding quality of education provided. The senior team shares a common vision for the school's future progress, with clearly delegated responsibilities. Parents have expressed great satisfaction with all aspects of the school. Links between the school and parents are excellent. Of the four recommendations from the last inspection, two have been fully addressed and two, relating to ICT and the staff development review, are currently being implemented.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

### **(ii) Recommended action**

2.5 The school is advised to make the following improvements.

1. Explore further ways of diversifying teaching styles in order to provide greater opportunities for independent learning;
2. Ensure that information and communication technology is fully integrated in planning, teaching and learning across the curriculum;
3. Review the system of written reports to parents in order to provide greater consistency and clearer guidance to pupils for improvement.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and their learning, attitudes and skills**

- 3.1 The quality of pupils' achievements and of their learning, attitudes and skills is excellent. They make good progress over time in relation to their ability, which is far above the national average. Results in GCSE over the past three years for which comparative data are available have been excellent when compared with the national average for all maintained schools and high when compared with maintained selective schools. International GCSE (IGCSE) results have also been high in comparison with the averages for schools nationally and internationally. Pupils' performance at A level over the last three years has been high when compared with all maintained schools and also high when compared with maintained selective schools. Results in the IB in 2009 were high in comparison with national results.
- 3.2 The education of the pupils is outstanding and accords with the school's aims, which seek to promote academic excellence and develop self-respect and self-reliance. Pupils are clearly enthusiastic about their learning, articulate their ideas and opinions with maturity, and are supportive of each other. Pupils develop their knowledge, understanding and skills in a stimulating, intellectual and artistic environment and display particularly high levels of creativity in subjects such as art, drama and music. Pupils' literacy and mathematical skills are excellent.
- 3.3 In the overwhelming majority of lessons, learning and achievement were excellent or good. However, the quality of summative report writing does not always reflect the high standards of learning and achievement observed. ICT is widely available to support learning and is well used primarily for communication between pupils and teachers and in extra-curricular activities. The pupils' use of ICT in some subjects contributes significantly to the high level of skill shown for research and for specific assignments.
- 3.4 Since the last inspection, the introduction of the IB in the Sixth Form has given greater opportunity to combine breadth of study with enhanced opportunities for independent learning. The programme of "Think" lessons provokes wider discussion and complements the IB Theory of Knowledge lessons in giving new insights into ways of thinking, knowing and learning. The school has recently appointed a thinking and learning co-ordinator and begun a review of the curriculum in Years 7 to 9, in order to identify more opportunities for independent learning which will help to challenge further the most able pupils.
- 3.5 The relationship between pupils and teachers is outstanding. It reflects the strong, caring ethos of the school and helps to promote very positive attitudes to learning.

### **3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)**

- 3.6 The curriculum is broad and balanced and provides appropriate and wide-ranging challenges. It fully covers the requisite areas of learning and supports the aims of the school. The curriculum is suitable for pupils at all stages of the school, its challenging nature being particularly appropriate for the highly academic profile of the pupils, who have the opportunity to study a diverse range of subjects. The senior team has begun to look at ways of diversifying approaches to teaching in order to provide wider opportunities for independent learning.
- 3.7 Five modern foreign languages are offered. There is opportunity for gifted linguists to study an additional language within the core at GCSE. The most able mathematicians are able to take IGCSE mathematics early and then complete a more advanced free-standing qualification. The introduction of the IB into the Sixth Form has also contributed to the breadth of the curriculum. Personal, social and health education (PSHE), taught up to Year 11, includes topics on citizenship in Years 8, 9 and 11. In most year groups it is taught by specialist teachers, in others by form tutors.
- 3.8 Individual learning support is offered to any pupil who would benefit from such help. A clear and effective system is in place to identify such pupils. Information about preferred learning styles is disseminated appropriately to staff so that they can provide the necessary guidance.
- 3.9 The range of extra-curricular activities offered is outstanding. The school strongly encourages the pupils to involve themselves in the extensive programme of community service; about 160 senior girls take part in this and in other voluntary work placement schemes. Many work with children with LDD or act as mentors in local primary schools, where they offer a range of literacy and language enrichment programmes. Pupils also visit the sick and elderly or help in local care institutions.
- 3.10 The school's social services team organises weekly charitable fund-raising events, including popular cake sales, and a significant sum of money was raised for charity last year. Regular entertainments and tea parties are held for elderly local residents. Academic departments hold frequent community events. Many activities are arranged and organised by senior pupils for the benefit of younger girls; for example, a production of 'Cinderella' was written and produced by Year 12 pupils for pupils in Year 7 to perform.
- 3.11 An innovative and extensive European work experience exchange programme enables a large number of Year 12 pupils to benefit from placements in Berlin and Paris. Other exchange opportunities exist and many trips abroad are undertaken. Comprehensive careers advice helps to guide the pupils in decisions about their future.
- 3.12 Musical opportunities are outstanding. Regular concerts of high quality are presented, involving large numbers of pupils. Drama is also a successful and popular activity. A major arts festival had taken place shortly before the inspection. The school has enjoyed much recent success in debating. Most departments organise clubs and clinics outside the curriculum to enrich the lives and raise the level of achievement of the pupils.

- 3.13 Sporting opportunities are a significant and popular aspect of the school's wider curriculum. Regular fixtures are played in several sports, and the school has a justifiable reputation for the quality of its rowing. The range and quantity of the extra-curricular opportunities for pupils are underpinned by the dedication of the staff, who are deeply committed to ensuring the success of the programme.

### **3.(c) The contribution of teaching**

- 3.14 The teaching was excellent or good in the majority of lessons observed, and never less than satisfactory. In the best lessons, teaching was characterised by enthusiasm, a deep love of learning and excellent commitment to promoting pupils' progress. In these lessons, pupils were encouraged to draw on previous work, to think critically and to take responsibility for their learning by showing creativity and initiative. In the small number of lessons judged satisfactory, the pace was pedestrian, relying heavily on teacher explanations and not fully releasing the potential of the girls as independent learners.
- 3.15 Teachers display strong subject knowledge and mastery of their material. Lessons are well planned and time managed effectively. Teachers are friendly, encouraging and, in the best lessons, inspire the girls to extend their understanding and knowledge beyond the needs of the examination specifications. This was particularly evident in the sixth form lessons where more open-ended tasks were used to challenge pupils. In a small number of lessons, the pace and level of challenge restricted the opportunities for the girls to display their innate creativity and potential for independent learning. Behaviour in lessons is extremely good and well managed.
- 3.16 In addition to the library, teaching is supported by good resources available to staff and pupils. Departments are well provided with resources for ICT, and its effective use was observed in a small number of classes which enhanced the learning of the pupils significantly. However, the use of ICT as a teaching tool reflecting good practice and the regular review of progress in its development, recommended at the time of the last inspection, are not widespread across the school.
- 3.17 There is effective informal day-to-day liaison between staff regarding pupils' academic progress, but as yet little evidence of consistent or systematic incorporating of assessment data into pupil tracking and future academic planning. Marking of pupils' work is normally frequent and, in the best examples, is positive and supportive, providing constructive advice on how to improve, although this practice is not followed across all subjects.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The development of pupils' spiritual, moral, social and cultural awareness is outstanding. Pupils are encouraged to use their initiative, be creative and develop responsibility in an inclusive environment with a strong sense of community.
- 4.2 Pupils' spiritual development is excellent. They combine confidence and a strong sense of self-worth with respect and concern for others. Their contribution to the life of the school reflects a sense of identity and self-belief. Opportunities available to take responsibility are numerous. The many positions available, from membership of the head girls' team or the school council to running a club or activity, develop high levels of confidence in the pupils. The well-resourced PSHE programme encourages pupils to explore moral, personal and social issues and to recognize how an individual's values and beliefs can determine behaviour. Personal development in the school is nurtured by the involvement in events within the school and the wider community.
- 4.3 Pupils' moral awareness is strong. Their behaviour is excellent and shows sensitivity and care for each other. The quality of their relationships and their own high expectations contribute to the smooth running of the school. The pupils feel they understand the code of conduct and believe it to be fair. Moral awareness is developed through discussion in lessons, debates in clubs and during activity sessions, as well as through contact with visiting speakers who present stances on a variety of moral issues; for example, a recent Year 10 discussion on the impact of social networking sites and their potential challenges, or a sixth form debate on drug- and alcohol-related issues. The generosity of pupils in supporting the scale and range of charitable events reflects their high level of moral awareness.
- 4.4 Opportunities for responsibility throughout the school enhance the pupils' excellent social development. The pupils respond positively to the encouragement they are given to contribute to the school community and to take responsibility for leading clubs and activities. Older pupils act as role models for younger pupils, offering support and guidance when required. Representing the school is seen as an honour in sport, debating and many other activities. Equally impressive is the enthusiasm of the pupils to qualify for valuable experience gained from involvement in the Duke of Edinburgh's Award Scheme and the voluntary work programme. The pupils establish strong and supportive relationships with each other and with adults. Clear codes of conduct and high expectations result in excellent behaviour. Pupils enjoy being part of the school.
- 4.5 Cultural development within the school is excellent. The comprehensive schedule of educational visits, trips, exchange programmes and visiting speakers helps to build pupils' appreciation of their own and other traditions and cultures. The outstanding quality of the contribution of the art, drama and music departments adds depth to the cultural experience. The cultural values of the school are reinforced within the PSHE programme, in year group activity sessions and through the outstanding quality of well-presented displays around the school.

**4.(b) The contribution of arrangements for welfare, health and safety**

- 4.6 The pastoral care shown to pupils is excellent and fully supports the aims of the school. The quality of the relationships between staff and pupils and between the pupils themselves is outstanding. The willingness of the teachers to get to know the girls both inside and outside the classroom fosters an air of mutual trust and respect. Pupils feel safe and well cared for.
- 4.7 An open atmosphere exists throughout the school, which enables pupils to discuss freely any concerns they may have with an appropriate adult including the school nurse and counsellor. The school does not tolerate anti-social behaviour, including bullying, and has clear procedures in place to respond should it arise. Pupils are fully aware of the forms bullying can take and how they should deal with it. The pupils conduct themselves responsibly and the exemplary self-discipline shown by them is a significant strength of the school.
- 4.8 The pastoral structure in place is robust with good communication between the heads of sections and involvement of the head of PSHE embedded. Heads of section are involved in the monitoring of form staff. Pupils value the school council as a useful and effective way of raising and resolving issues of concern. The merit award system is seen as generally positive, although pupils suggest that there is sometimes a lack of consistency in its application by teaching staff.
- 4.9 Pupils understand very well the importance of choosing a healthy diet and participating in regular physical exercise. Pupils commented positively on the quality and quantity of the food available and on the opportunity to provide comments and suggestions for improvements. Pupils appreciate the numerous opportunities to participate in a wide range of sports, both timetabled and within the extensive extra-curricular programme.
- 4.10 The safeguarding policy meets all requirements and is effectively implemented. An appropriate programme of regular training for staff in child protection is in place. The school places a high priority on the safety and welfare of pupils both in school, supported by good health and safety procedures and precautions against fire and other hazards, and on external visits where, similarly, thorough risk assessments are undertaken. Good provision is made for pupils who are unwell. A comprehensive plan is in place to improve further the already extensive access available to those with disabilities. Admissions and attendance registers are well maintained and stored.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The governance of the school is good and supports the school's aims. The governing body provides effective oversight, benefiting from a wide range of experience and expertise and including in its membership a number of parents and former pupils. They successfully discharge their responsibilities in particular for financial planning and investment in staff, accommodation and resources, and educational standards. They provide support for the Head Mistress from whom they receive regular reports.
- 5.2 The governors contribute to the school's strategic vision, and have successfully overseen an extensive building programme in recent years. The governing body recognises the challenge of supporting educational innovation, especially with regard to opportunities for more independent learning among the pupils, while maintaining the traditional values of the school.
- 5.3 The number of governors' committees has increased since the last inspection, giving governors enhanced opportunities to become involved in the life of the school and to retain an overview of school policies.
- 5.4 The governors satisfactorily discharge their responsibilities for child protection, welfare, health and safety throughout the school. Two governors have undertaken safeguarding training provided by the local authority. Results of a parental survey indicate an extremely high level of satisfaction with the governance of the school.

### **5.(b) The quality of leadership and management**

- 5.5 The quality of leadership and management is excellent. The Head Mistress has overall responsibility for the running of the school and for its vision and strategic development, which are supported by effective delegation of specific responsibilities to help realise the aims of the school. Leadership and management are characterised by a sense of common purpose among members of the senior team which is clearly articulated to all groups within the school community. This team has expanded considerably since the last inspection and its effectiveness is a major factor in the school's successful development. Financial management is good.
- 5.6 The quality of the pupils' education benefits from the clear direction provided through the school's leadership and management. The strategic development plan, which is clearly linked to the school's aims, has had wide staff involvement and sets out clear targets and perceived areas for further progress more transparently than at the time of the last inspection. The school's leadership and management are responsible for balancing an exceptionally wide range of both curricular and extra-curricular activities.
- 5.7 The school has benefited from considerable and wide-ranging self-evaluation, setting priorities and ensuring that they are achieved. The school is able to attract staff of high professional quality. Priority has been given to consultation over the development of a new system of annual staff review, which will fulfil a recommendation of the last inspection after its imminent implementation and enable closer monitoring of departmental development. The school is aware of the need to provide greater consistency in the provision of independent learning opportunities for

pupils which are already offered by the introduction of the IB and the “Think” programme and will be further supported through the annual staff review.

- 5.8 Meetings at various levels are held regularly and decisions effectively communicated. Training and professional development for staff take place regularly, including on matters relating to safeguarding, welfare, health and safety. School policies are regularly reviewed. The school council contributes to the meeting of the school’s aims and addresses wide-ranging educational and pastoral issues. The responses to the parental survey indicated an extremely high level of satisfaction with the school’s leadership and management.
- 5.9 The administration of the school is good, reflecting the sense of order and calm efficiency that characterise its day-to-day running. The school has in place thorough arrangements for checking the suitability of staff and governors. Appropriate procedures are in place for the support and training of newly qualified teachers.

### **5.(c) The quality of links with parents, carers and guardians**

- 5.10 Links between the school and parents are excellent and strongly support the academic and extra-curricular aims of the school. Responses from the pre-inspection questionnaire were overwhelmingly positive and indicate that parents are extremely supportive of the school. Particular areas of satisfaction included teaching, pastoral help and guidance, information regarding their children’s progress, communication with the school and the availability of information about the school and its policies. They feel that the school welcomes their involvement and that their concerns are well handled.
- 5.11 The school issues a large number of excellent publications to disseminate information on a regular basis. Some, like the Sixth Form ‘Alternative Prospectus’ and the excellent and imaginative modern foreign languages magazine ‘Link’, are student-led and produced. Others include curriculum booklets, subject-specific booklets on volunteering and music, and several magazines. A very full and informative parent handbook is published for new parents. Regular newsletters are also produced. The school’s comprehensive website includes the required policies.
- 5.12 Reports are sent home twice a year. These contain effort and achievement grades and a comment. These reports vary in quality and can lack consistency between grade and comment, as well as lacking clear guidance to pupils for future improvement. Parents’ evenings are held at least once a year for all year groups. There is a very active Parents, Teachers and Friends Association (PTFA), which is deeply involved in school life, and parents are encouraged to attend the numerous school events such as plays, concerts, school matches and lectures. The Old Dolphins’ Association for former pupils is a greatly valued part of the school community. Parents have strong representation on the governing body.
- 5.13 Parental concerns are dealt with promptly and effectively and a clear and effective complaints policy is in place.

**What the school should do to improve is given at the beginning of the report in section 2.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior 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 registration sessions. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mr John Dunston	Reporting Inspector
Mrs Julie Eldridge	Team Inspector (Head, GSA school)
Mr Christopher Enos	Team Inspector (Director of Studies, GSA school)
Mrs Liz Laybourn	Team Inspector (Deputy Head, GSA school)
Mr Oliver Price	Team Inspector (Head, ISA school)
Mrs Ann Boyce	Team Inspector (Deputy Head, GSA school)