



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

The Godolphin and Latymer School

November 2022

Contents

| | | |
|---|--|-----------|
| School's Details | | 3 |
| 1. Background Information | | 4 |
| About the school | | 4 |
| What the school seeks to do | | 4 |
| About the pupils | | 4 |
| 2. Regulatory Compliance Inspection | | 5 |
| Preface | | 5 |
| Key findings | | 6 |
| PART 1 – Quality of education provided | | 6 |
| PART 2 – Spiritual, moral, social, and cultural development of pupils | | 6 |
| PART 3 – Welfare, health, and safety of pupils | | 6 |
| PART 4 – Suitability of staff, supply staff, and proprietors | | 6 |
| PART 5 – Premises of and accommodation at schools | | 7 |
| PART 6 – Provision of information | | 7 |
| PART 7 – Manner in which complaints are handled | | 7 |
| PART 8 – Quality of leadership in and management of schools | | 7 |
| 3. Educational Quality Inspection | | 8 |
| Preface | | 8 |
| Key findings | | 8 |
| Recommendation | | 8 |
| The quality of the pupils' academic and other achievements | | 8 |
| The quality of the pupils' personal development | | 10 |
| 4. Inspection Evidence | | 13 |

School's Details

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|----------------------------------|--|-----|-------------------|-----|
| School | The Godolphin and Latymer School | | | |
| DfE number | 205/6291 | | | |
| Registered charity number | 312699 | | | |
| Address | The Godolphin and Latymer School Iffley Road Hammersmith London W6 0PG | | | |
| Telephone number | 020 8741 1936 | | | |
| Email address | office@godolphinandlatymer.com | | | |
| Head | Dr Frances Ramsey | | | |
| Chair of governors | Mrs Alison Paines | | | |
| Age range | 11 to 18 | | | |
| Number of pupils on roll | 814 | | | |
| | Seniors | 607 | Sixth Form | 207 |
| Inspection dates | 29 November to 1 December 2022 | | | |

1. Background Information

About the school

- 1.1 The Godolphin and Latymer School is an independent day school for female pupils aged between 11 and 18 years.
- 1.2 The Godolphin School was founded in 1861 as a boys' boarding school, becoming a girls' day school with its current name in 1905. The school is administered by The Godolphin and Latymer School Foundation, a charitable company limited by guarantee. The school consists of: the Lower School, for pupils in years 7 to 9; the Middle School, for years 10 and 11; and the Sixth Form.
- 1.3 During 2022, a building project is underway to create a new library, further facilities for sixth form, extended space for dining and improved outdoor areas for pupils.

What the school seeks to do

- 1.4 The school aims to provide an education that promotes curiosity and initiative, intellectual rigour and independence of thought, reflective learning and flexible thinking, the ability to maintain an open mind and to reach a balanced judgement. The school seeks to encourage pupils to become considerate, compassionate, and courageous young adults who expect to take responsibility for the community and the environment in which they live.

About the pupils

- 1.5 Pupils come from a range of backgrounds with most living within the central London area. Data provided by the school indicate that the ability of senior pupils is well above average compared to others taking the same test nationally. The school has identified 101 pupils as having special educational needs and/or disabilities (SEND), 90 of whom receive additional support. No pupil in the school has an education, health and care plan or receives additional support for English as an additional language. The curriculum is modified through the provision of an adjusted timetable for pupils performing at an elite level in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

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

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

This is a FOCUSED COMPLIANCE INSPECTION which is combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2020 to 2022, 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 2020 to 2022 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.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health, and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- Pupils consistently achieve a very high level of success in public examinations and academic competitions across all areas of the curriculum.
- Pupils are highly articulate, have excellent listening skills and write with flair and depth on a wide range of subjects and interests that inspire them to read extensively for independent research.
- Pupils' sustained quest for knowledge and understanding is demonstrated in lessons through their searching, intelligent and perceptive questioning.
- Pupils are highly numerate and apply their mathematical skills and concepts with acuity across related subjects.
- Pupils' intellectual curiosity and academic leadership are excellent and as such, they lead with considerable willingness and enthusiasm across activities and societies throughout the school.

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

- Pupils are perceptive decision-makers because they are empowered to be independent in their choices and in their use of time.
- Pupils' self-confidence, resilience and desire to persevere are highly developed so that they are confident and inspired for the challenges of the next stage of their education.
- Pupils' commitment to respecting and acclaiming cultural diversity is excellent and permeates the life of the school.
- Pupils' understanding of the importance of a healthy diet and physical exercise helps promote a balanced lifestyle and their lively and energetic involvement in school life.

Recommendation

3.3 The school is advised to make the following improvements.

- Build on the excellent pupil-led initiatives to further enhance pupils' resilience in all areas of school life.

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 overall academic achievement of pupils is excellent. In 2022 the very large majority of A-level examinations were graded A* or A. In the International Baccalaureate (IB) for 2022 results were well

above world-wide norms with pupils achieving some of the highest scores world-wide. Results in GCSE examinations were equally highly positive. In 2022 over two-thirds of results were at grade 9, and most pupils achieved grades 8 or 9 across all subjects. These results are all in line with the school and teacher assessed grades for 2020 and 2021. Even from their strong starting points these results demonstrate rapid progress in pupils' knowledge, skills and understanding. Pupils with SEND achieve consistently in line with their peers. They receive regular individualised support which builds confidence and as a result they almost all achieve top grades at GCSE and A level. In discussions with inspectors all pupils spoke highly of the support they receive.

- 3.6 Pupils' knowledge, skills and understanding are of an extremely high quality. They demonstrate an outstanding ability to focus on their learning, to draw information from their teachers and from a wide range of sources, and apply this effectively across all subjects. For example, in a Year 12 analysis of a *Brahms Ballade*, pupils identified 'pivotal note' and 'consecutive motion' as they conducted a harmonic analysis, demonstrating secure knowledge of the theory behind the composition of chords. Year 13 chemists' focused questioning increased their knowledge of stability constants in Ligand exchange reactions. During class discussion on *A Taste of Honey*, Year 11 pupils exclaimed, 'But where are the dependable men in this narrative?', which fuelled a lively debate on the historic role of men compared to that of the present day. In the pre-inspection questionnaire, most pupils agreed that teachers are supportive, know how to help them learn and know their subjects well. Pupils engage intensely, encouraged by teachers to focus on the 'learning' zone as opposed to the 'performance' examination zone. Pupils' progress is tracked through a range of academic and pastoral information such as 'Myself as a Learner' which is highly effective in supporting pupils' well-being and their academic progress. Almost without exception pupils gain the necessary skills and qualifications to move to universities of their choice including to music, drama and art colleges in the UK and across the world with high entry requirements.
- 3.7 Pupils are fluent, cogent and lucid communicators in all contexts. In class or in larger meetings they project effectively, discuss and debate confidently and listen perceptively and sensitively to views of others with incisive responses and a mature sense of audience and place. They become highly proficient as exemplified in Year 13 French practice of oracy skills and in Spanish in an analysis of the film *Volver*. They read widely for academic purposes exemplified in their Extended Projects and Extended Essays. Pupils look beyond the surface level of a text illustrating figures of speech and literary device, seeing dead bulbs as a possible representation of a character's broken dreams or as an indicator of the potential to flower and flourish. Year 12 geographers thoughtfully described the advantages of pictorial evidence in fieldwork presentations, and Year 9 historians wrote succinctly on the English response to the French Revolution. Current topics such as 'the sustainability of deforestation' discussed by Year 11 geographers illustrated a clear understanding of fragile environments and entries to 'The Prismatic Jane Eyre Project', produced poems with flair and imagination in a range of languages through the lens of Charlotte Bronte. Pupils contribute to a panoply of academic publications such as 'Idle Brain' exploring writers, Sylvia Plath, and Sally Rooney, and in 'The Thinker' on topics such as, 'Do we still exist when we sleep?' and Sartrean Existentialism, a discussion on free will versus determinism. Pupils challenge themselves to explore the mystery of life and human experience, developing an empathetic response to others and a desire to contribute in future to make the world a better place.
- 3.8 Pupils are highly numerate. They show an excellent, ready ability to transfer their numeracy skills across subjects. Year 7 pupils effectively used binary notation to convert numbers from one system to another. Year 8 musicians successfully applied syncopated jazz rhythms with careful quaver-based counting. Older pupils said that the problem-solving nature of the mathematics course in the lower school is a key contributing factor in their success later. Pupils are algebraically agile and numerically nimble. Year 11 accurately displayed algebraic manipulations and in physics confidently rearranged the formulae relating current, potential difference and number of coils. Year 12 physicists confidently calculated kinetic energy and momentum of objects before and after a collision. Pupils enjoy 'more maths' and were observed busily finding whole number solutions to the Pell equation in their Year 7

club. To attend a mathematics clinic, pupils must arrive with a question; an astute move by teachers to challenge pupils of all abilities and needs to think through a problem and develop analytical skills.

- 3.9 Pupils have a secure understanding of the use of information communication technology (ICT). Many take it further as a discrete examination subject and enthusiasts win competitions such as in cryptology. Pupils are confident users of all digital tools available and switch easily in lessons from the use of portable devices to listening to their teachers. They readily interpret data and show excellent insight when transferring results to real life situations. Pupils use ICT effectively as a means of taking and organising notes and are adept at digital inking. Sixth form pupils find their devices invaluable for synthesizing large volumes of text for their Extended Projects and Extended Essays. Year 7 pupils observed were videoing rockets in the wind tunnel to explore air resistance and Year 8 geographers researched choropleth maps to interpret data. Year 11 computer scientists applied a range of functions together with mathematical skill in creating a computer game, carefully testing sections of code to debug them. Overseen by teachers, Year 10 pupils used their ICT skills effectively to deliver personal, social and health education (PSHE) sessions on sleep, procrastination and memory to Year 7 pupils, which they not only enjoyed but delighted in, having pupils, referred to as 'little teachers', help them learn.
- 3.10 Pupils explore far and above examination specifications to extend their talents and interests. Many win academic essay, art, drawing and writing competitions. Others are highly successful in mathematics and science Olympiads. A high proportion of pupils are accomplished musicians and excel in music external examinations. Many take part in the numerous choirs, ensemble groups and orchestras in school as well as in the regular in-house musicals, and choir and orchestral tours overseas. Some develop their talent and passions in art, photography, ceramics, textiles or sculpture as well as more formally for GCSE, A-level and IB. Individual portfolios are of high quality, and reflect pupils' independence and an excellent theoretical knowledge of practical approaches. Year 10 pieces showed an imaginative use of photography to be developed further with oils, watercolour, charcoal and three-dimensional pieces. In drama, pupils act, produce, choreograph or direct, as observed in a Year 10 production of *Kinder Transport*, entirely the work of the pupils. All Year 7 pupils take part in a Christmas play with eager anticipation. Keen debaters across the school, participate in in-house debating and local competitions and pupils host an annual debating competition with both local teams and teams from the USA. Sport plays an important part in the life of pupils for enjoyment and at a competitive level. Many excel, representing the school at county, national or international level. In the questionnaires, almost all parents agreed that the school provides a suitable range of extra-curricular activities and pupils agree. The outstanding extra-curricular programme significantly contributes to pupils' academic and personal development, fully supported and resourced by governors who see this as integral to pupils' development and well-being.
- 3.11 Pupils' collaborative and collegiate attitudes to their learning are a key factor in their high levels of achievement. They are highly motivated to succeed and take full responsibility for their progress. They actively engage in lessons and understand that acknowledging mistakes is not a weakness and a sign of failure but is a strength. This was evident in a Year 10 gym lesson where pupils encouraged those who did not quite succeed with their first efforts. From the many opportunities provided to commit to the challenge of academic research, this leads to habitual high levels of thinking and is inspirational in raising pupils' expectations to strive further.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils show excellent self-knowledge and self-reliance as a result of being able to develop at their own pace. Leaders and governors successfully strive to provide an environment where pupils thrive but have time to be whom they want to be, and to self-reflect. Pupils are aware of their own role in the development of their self-knowledge and confidence. For example, Year 13 pupils spoke freely in

offering their opinions eruditely, passionately and with belief in discussing and comparing the moral values of Waugh's *Brideshead Revisited* and Larkin's *Whitsun Weddings*. They contribute to each other's learning, but do so sensitively and with a sense of balance, allowing others' opinions to have time and weight. When pupils disagree, they do so carefully and with delicacy. Pupils display resilience and considered reticence if someone's opinion does not agree with their own, using new ideas sensitively to further individual perspectives. In discussion with inspectors, pupils agreed with the view that the school is a supportive environment, allowing them to flourish and one where there are people to talk to if they so wish. Reacting to the pandemic, the school has identified building resilience and confidence as a whole school priority.

- 3.14 Pupils' awareness of the importance of decision-making is excellent. In discussions pupils were only too aware of the need to make informed choices from the extensive extra-curricular opportunities to use their time productively. They know that decisions relating to academic choices are an important factor in their future plans and heed the guidance provided. In their busy lives, pupils support each other effectively. When having the individual report reading sessions with their teachers, pupils readily celebrated with each other. A few pupils talked of the decision to reduce their time in an activity to focus on academic work, realising the importance of future choices for their next steps. The school wholly supports pupils' passions and interests and as a result pupils can themselves decide to set up a new club or society to encourage others with similar interests. This is a strength of the school.
- 3.15 Pupils have a deep sense of the non-material aspects of life. Spirituality itself is not necessarily referenced, but many partake of the mindfulness sessions available and grapple with the mysteries of life, explored in philosophy and religious studies lessons. Year 12 pupils were observed developing a discussion on the possibility of holding both biased and unbiased views into a debate about influences on human thought. Discussing Kant's philosophy in religious studies, Year 12 pupils discussed the intrinsic value of goodness for its own sake. This led on to a discussion of God as the uncaused causer and to the question, 'Why does anything rather than nothing exist?'. In a Year 10 lesson on Christian beliefs, pupils explored terms such as 'spirit', 'holy' and 'immanent' which led to a searching discussion as to why an all-loving and all-powerful God allows suffering and evil in the world.
- 3.16 Pupils' moral stance and awareness of responsibility for their own actions and behaviour are excellent. They acknowledge that the harmonious and convivial atmosphere that prevails is due to the ethos and high expectations set by the school and modelled by staff in their behaviour and attitudes towards each other and with pupils. In the questionnaires, all pupils agreed that the school expects them to behave and the vast majority agreed that pupils are kind and respect each other. Scrutiny of documentation confirmed that incidents are rare. Pupils challenge each other on moral issues; fast fashion, fast food, local sustainability projects and young Afghan girls in London who need support. In the politics society, pupils passionately debated *inter alia* bribery, rainbow armbands, and human rights abuses in the context of the Qatar World Cup. Many pupils take part in debates, with debating societies for each year group, encouraging them to confront contemporary social issues. Pupils are not afraid to challenge and confidently discuss complexities of the moral decisions in areas such as climate change.
- 3.17 Pupils' social development is excellent, evidenced in a multitude of ways. They are proactive and highly motivated. For example, the social impact committee has engaged the whole school in supporting Hammersmith and Fulham Council foodbanks. A number of pupils took part in the national Youth Climate Summit 2021 and individuals have led year group assemblies, and a series of talks in several of the school's societies on environmental law, and policy and climate change. Year 10 and 11s collaborated with a press agency to encourage teenagers to engage with credible rather than fake news, and others researched air quality and the impact of Covid 19 lockdowns with a data company. In this way, pupils develop their collaborative skills, their ability to think creatively and to embrace different perspectives, to become considerate, compassionate, and courageous young adults who expect to take responsibility for the community and the environment in which they live. Many take part in the Duke of Edinburgh Award (D of E) supporting each other in challenging conditions and

building resilience beyond the safety of school. In the questionnaires, almost all parents agreed that the school helps their child to develop strong teamwork and social skills.

- 3.18 Pupils have an exceptionally mature approach to the promotion of diversity. They have an informed sense of justice and strive so that all are treated fairly, regardless of preferred gender identity, faith, race or needs within their school community. Without exception, all parents agreed in the questionnaires that the school actively promotes values of democracy, respect and tolerance of other people. Pupils take the lead during Black History month, on anti-racism and anti-bullying. In lessons observed, sixth formers studying the mechanics and ideologies of UK and US politics, examined tensions within constitutional law, and the challenges presented by Human Rights and Civil Liberties. Pupils respond positively to events marking diversity in literature, such as 'Around the World in 80 books' to extend their knowledge and understanding of diversity and cultural mores. They celebrate the wide range of cultures represented in the school in language week with costume dress and food from around the world.
- 3.19 In the questionnaires, the vast majority of parents agreed that the school encourages their children to adopt a healthy lifestyle. Pupils themselves agree that a healthy diet and physical exercise are significant factors in a healthy lifestyle. Much evidence was seen of pupils voluntarily practising their sports skills on the fields, in the early morning. After school much activity was seen in the gym with the whirring of machines, creative dance in the studio, and quiet reflection in yoga and mindfulness time in the quiet space. Pupils make informed choices to ensure they balance mental health and physical exercise and support their friends to seek help if they see a concern. Pupils appreciate the personal, social, health and economic (PSHE) programme and that they can provide feedback and revisit topics. Leaders review the programme regularly to ensure they are vigilant regarding pupils' well-being. Pupils' safety is a priority. Pupils learn how to stay safe physically and online and revisit these topics regularly in lessons.

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. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

| | |
|--------------------|--|
| Mrs Flora Bean | Reporting inspector |
| Mr Edward Falshaw | Compliance team inspector (Deputy head, HMC school) |
| Mrs Pat Clayfield | Team inspector (Former headmistress, SoH school) |
| Mr Stephen Holroyd | Team inspector (Deputy head, HMC school) |
| Mr William Ings | Team inspector (Deputy head, HMC school) |
| Mr Andrew Ireson | Team inspector (Former head of department, HMC school) |
| Mr Richard Lynn | Team inspector (Headmaster, ISA school) |
| Mr Roger Shaw | Team inspector (Senior Master, HMC school) |