



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Brampton College**

**December 2021**

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### School's Details

<b>College</b>	Brampton College			
<b>DfE number</b>	302/6101			
<b>Address</b>	Brampton College Lodge House Lodge Road Hendon London NW4 4DQ			
<b>Telephone number</b>	020 8203 5025			
<b>Email address</b>	admin@bramptoncollege.com			
<b>Principal</b>	Mr Bernard Canetti			
<b>Proprietor</b>	Brampton Educational Services Limited			
<b>Age range</b>	15 to 19			
<b>Number of pupils on roll</b>	206			
	<b>Seniors</b>	19	<b>Sixth Form</b>	187
<b>Inspection dates</b>	7 to 10 December 2021			

## 1. Background Information

### About the school

- 1.1 Brampton College is a co-educational sixth form college. Established in 1989 in Golders Green, the college moved to its present site in Hendon in 1998. It is owned by Brampton Educational Services Ltd, of which the college's principal is the controlling director. Since the previous inspection, the college has strengthened its learning support and pastoral provision and developed a well-being programme. It has also fully refurbished its science laboratories.
- 1.2 During the period March to August 2020, the whole school was closed.
- 1.3 During this period of closure the school provided remote learning materials for all pupils.
- 1.4 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.
- 1.5 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.
- 1.6 During the lockdown period of January to March 2021, all pupils received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades in 2020 and teacher-assessed grades in 2021 were awarded.

### What the school seeks to do

- 1.8 The aims of Brampton College are to help each student succeed in their aspirations and achieve their best possible examination results. It also seeks to develop the students' confidence, resilience, self-motivation and capacity to think for themselves in preparation for university education.

### About the pupils

- 1.9 Most pupils come from the local area with others travelling from more distant parts of London and beyond, including a small number from overseas. They primarily belong to professional and business families, whose ethnicity reflects that of the local area and London more broadly.
- 1.10 The number of pupils identified by the college as having special educational needs and/or disabilities (SEND) is 40 with 17 pupils receiving additional support from the college for their needs. There is one pupil with an education, health and care (EHC) plan. Thirty-two pupils have English as an additional language, four of whom receive additional support. Where there is a clear benefit, pupils identified as the most able and those with particular strengths may have their curriculum enhanced.

## 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 was 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.

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](#).

**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 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 2019 to 2021, 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 2019 to 2021 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 in the senior school, 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'.**

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 highly articulate and effective communicators.
- Pupils attain highly and make excellent progress across the school.
- Pupil attitudes to learning are excellent and they demonstrate strong initiative and independence, both individually and collaboratively.
- The quality of the pupils' study skills is excellent.

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

- Pupils show strong respect and support for the diverse nature of their community.
- Pupils' moral understanding is highly developed and they readily take responsibility for their own behaviour.
- Pupils are confident and resilient with excellent decision-making skills.
- Pupils are mature, insightful and perceptive young people.

#### Recommendation

3.3 In the context of the excellent outcomes, the college may wish to consider:

- Enhancing pupils' life-skill experiences by further expansion of the extra-curricular provision in college and in the community.

#### The quality of the pupils' academic and other achievements

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

3.5 Analysis of data, lesson observations and work scrutiny show that pupils throughout the college, in line with its aims, make excellent progress across all areas of learning and at all age and ability ranges. Excellent identification of individual targets assists pupils focus upon key areas. Intervention strategies are put in place if needed. Pupils with SEND and EAL also make excellent progress, in line with their ability. This is enabled by dedicated staff, detailed knowledge of individual pupils and strong, mutually respectful relationships.

3.6 In the years 2018 and 2019, results in external examinations at A level and GCSE were very good, being above national averages. Academic outcomes across all subjects are very good. The centre-assessed grades for 2020 and teacher assessed-grades for 2021 show pupils' attainment has risen. In 2021, over

three-quarters of A-level results were at A\* to A, and at GCSE nearly three-fifths at grades 7 to 9. The very strong online learning provision was cited by pupils as being a contributory factor.

- 3.7 Most pupils gain places at their first choice of university with high entry requirements or equivalent institutions in specific fields. Pupils achieve highly because of the excellent leadership of academic provision. Pupils are deeply engaged in the learning process, and a very large majority of pupils and parents commented on the help and encouragement they receive from supportive, experienced and dedicated staff when they experience problems with their work. This is supported by inspection evidence.
- 3.8 Throughout the college, pupils develop excellent levels of knowledge, skills and understanding across all areas of learning. It is evident that they build on their understanding of examination topics in all lessons. Pupils demonstrate impeccable behaviour around the college that strongly supports their overall achievement. Work seen by inspectors is of a standard either beyond or well beyond age-related expectations and pupils are highly effective in applying their skills across areas of learning. Older pupils in a philosophy lesson displayed high levels of knowledge and subject-specific terminology during a fast-paced discussion on *Anselm's Ontological Argument*. A-level mathematicians demonstrated very high-quality skills when confidently solving differentiation problems using the chain rule. The most able solved these problems very quickly, with one pupil using the double angle formula for the sine function in the final step of the calculation. The excellent artwork by GCSE pupils seen by the inspectors displayed remarkable skill, personal expression and had powerful impact.
- 3.9 The pupils are excellent communicators. They are confident, articulate and persuasive speakers and listen attentively and with engagement both to their peers and their teachers. Work seen in the scrutiny demonstrated pupils' ability to communicate clearly and with much care and accurate use of detailed language in their written work. Older pupils in a French lesson demonstrate their excellent knowledge of the language by the ease with which they converse fluently and eloquently throughout the lesson in the native language with excellent dialogue taking place. In a sociology lesson, pupils explained clearly and with confidence why the 1969 divorce law influenced the ways in which cohabitation became more popular, demonstrating their excellent understanding through their given examples. GCSE pupils in their English literature coursework use appropriate analytical style, supporting their ideas with clear and formally expressed textual evidence. Their analysis of language being thoughtful, persuasive and perceptive.
- 3.10 Pupils of all ages and abilities develop excellent numeracy skills and knowledge, and they apply these competently across a wide range of subjects and practical situations. In an extended project qualification (EPQ) presentation on migration patterns of students, a pupil made excellent and appropriate use of economic statistics to demonstrate the financial gains of those who gain top qualifications. Scrutiny of pupils' mathematical work in year 12 confirmed the very high quality of their work and the excellent progress of all ability levels over the course of the term. This progress was further evident in the mathematics lessons observed by the inspectors. In an economics tutorial, pupils quickly assimilated the concepts of economic growth and inflation and were extremely confident and accurate in their use of graphs to determine whether aggregate supply was either elastic or inelastic.
- 3.11 Online learning has had a significant impact on how well pupils apply their highly developed information and communication technology (ICT) skills across a wide selection of subjects and this has significantly increased pupils' independence in learning. Most pupils are now extremely adept at using different platforms and quickly adapt to different uses of ICT for learning. They use laptops and tablets and their mobile phones as appropriate in all of their lessons for research, note-taking, presentations and collaborative working. Pupils' work is shared and commented on through the effective use of available platforms. The leadership of the college creates an environment where this kind of approach to applying ICT skills is instinctive.

- 3.12 In line with the college's aims, pupils of all ages and abilities, including those with SEND and EAL, display excellent study habits and organisational and thinking skills throughout the college and across the breadth of the curriculum. They are adept at research and able to draw on a wide range of resources to inform their learning. Older pupils are extremely capable of the highest levels of analysis and evaluation as seen in a politics lesson when pupils fed back orally on the different personnel supporting the United States president, having synthesised information from past presidencies to highlight consequences of different leadership styles. Year 12 economists confidently demonstrated their use of higher order skills when analysing the effect of the Nissan factory on the northern economy in the United Kingdom, and then hypothesising about the wider use of the electric car in this country. In a physics lesson, GCSE pupils analysed and evaluated data from their investigation on how well different surfaces radiate heat with a high degree of precision, resulting in an accurate conclusion that the matt surface radiated heat better than the others tested.
- 3.13 Pupils' academic and other achievements are good. They are given opportunities to participate in competitions, sports and the arts and those pupils who accept these openings flourish in these areas. In recent years pupils at the college have had a high success rate in obtaining places at Oxford, Cambridge and at medical and veterinary schools. Academic achievements outside of the curriculum include success in competitions at regional and national levels: in Maths and Chemistry Olympiads, in UK Maths Challenge with gold medals achieved in 'Young Enterprise' and essay writing competitions. Talented sporting pupils are able to continue with their educational studies whilst training and competing at a national level in athletics, swimming and water polo because of supportive scheduling provided by the college. A few parents in their response to the parental questionnaire, felt that the school did not provide a suitable range of extra-curricular activities. In discussion with the inspectors, pupils expressed how they would welcome the provision of a wider range of co-curricular or extra-curricular activities. Inspection evidence concurs with this pupil response.
- 3.14 Pupils throughout the college demonstrate exemplary attitudes towards learning. Without exception, pupils settle down to work immediately, respond well to challenge in class and are focused and enthusiastic. They show a strong appetite for learning, whether working independently, collaboratively, or when taking the lead. They display extremely high levels of motivation and take full ownership of their learning, understanding their responsibilities towards this. This was exemplified in an EPQ presentation on the north-south divide with the excellent initiative, extensive research and connected reading providing the stimulus for the decision on which direction to take the project. Showing mature attitudes to learning, pupils demonstrate open-minded attitudes in discussions, have confidence to hold different views to others, but are willing to alter them as appropriate. Pupils in a film studies lesson gave extremely articulate responses to probing questioning, both individually and in collaborative paired work. The size of the college and the small number in each class enables very strong and cohesive relationships to develop between the pupils and staff, and between themselves and their peers.

## The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils have a high degree of self-understanding, demonstrating an appreciation of their strengths and acknowledgment of areas for development. Pupils are very independent, confident and self-disciplined in their approach to college life and preparing for life after college. This is enabled by the trust the college allows pupils to have in managing their everyday college routines. Pupils are appreciative of their teachers' encouragement and praise and their consequent improving academic results, using these as a motivating force for further progress. In their response to the questionnaire, an overwhelming majority of parents agreed that the school helps pupils be confident and independent. This view is supported by most of the pupils in their discussions with the inspectors. The excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders and staff to providing high levels of pastoral support.
- 3.17 Pupils are confident and resilient and have excellent decision-making skills. They appreciate that their daily decision-making is key to their success, well-being and is an integral part of the aims and ethos of the college. GCSE pupils are clear about the importance of fulfilling their potential in their GCSE examinations in order that they will have greater options in the future. They fully accept their responsibility in their decision-making within the school and relish the freedom they have in doing so. In their response to the questionnaires, almost all parents felt that the school listens and responds to the views of pupils; however, a very small minority of pupils disagree. Inspectors found various forums and surveys available for pupils to make their views known and saw the actions taken by the college in response, for example, pupil involvement in staff recruitment. Most parents feel that pupils receive suitable advice about choices of subjects and careers. However, in their questionnaires, a few pupils disagree with this. Following various discussions with staff and pupils, inspection evidence does not support this pupil response. Pupils are very good at recognising their own needs for self-referral, either academically in their selection of tutorial sessions or pastorally in requesting appointments with the college counsellors.
- 3.18 Pupils have a good understanding of spirituality and an appreciation of non-material aspects of life. The tolerance for those of other faiths is evident and adds to the visible healthy culture of care and respect. In discussion with the inspectors, pupils were able to elucidate in an extremely mature and deeply thoughtful way their understanding of themselves, their relationships and beliefs and matters beyond the physical. In a PHSE lesson, for example, pupils discussed openly the value they put on friendships and how this underlines the importance of feelings and emotions and their links to positive mental health. The college provides a prayer room where pupils of all faiths are able to go for prayer and quiet self-reflection and was seen in use during the inspection. Pupils commented positively of the colleges' programme of 'inspire talks' with the most recent one given by a holocaust survivor generating much conversation regarding discrimination and prejudice.
- 3.19 Pupils' moral understanding is excellent, and they take full responsibility for their own behaviour. They have a strong moral compass within their fully integrated community and a clear awareness of right and wrong which goes beyond age-expectations. They show respect for rules, both in college and in society at large. The college community is harmonious and has a strong desire to work towards the common goals of academic success and fulfilment. Pupils behave extremely well towards all members of the college community because they are taught to reflect upon what it means to act responsibly. Older pupils in a sociology lesson, including those with SEND and EAL, displayed very perceptive understanding of different ways in which the family group works in their lively discussion following consideration of the sociologist Donzelot's arguments on policing the family. The pupil-driven magazine *2021@BC* contained two articles on sexual harassment and violence which were both powerful and thought-provoking and reflected the pupils' conscious awareness of their social responsibilities to this issue. This was reinforced in the mature and sensible discussion observed in a relationships and sex education (RSE) lesson with pupils actively involved in a frank and open dialogue on this subject.

- 3.20 The pupils have excellent social awareness. Interaction between each other and the teaching staff is honest and open. They celebrate their own and others' positive characteristics and show a strong degree of awareness of their own and others' needs. They collaborate very well in lessons and around the college, working effectively together to achieve successful outcomes and are respectful of each other's views, even when disagreeing with them. This expectation of collaboration which exists at all ages throughout the school helps pupils to develop into considerate and empathetic young people. In their questionnaire, almost all parents agreed that the college helps pupils develop strong teamwork and social skills. For example in a science lesson older pupils worked co-operatively during a practical activity to determine the melting point of impure benzoic acid and in another lesson when setting up a chromatography column. Pupils are very supportive of each other's efforts and use praise and encouragement genuinely and generously when celebrating their achievements. The annual exhibition of pupils' art, photography and sculpture highlights their strong appreciation of the aesthetic. In their questionnaire, a small minority of pupils responded that they felt the college did not teach them how to build positive relationships and friendships. This was not supported by the inspectors' observations around the school and in their discussions with both pupils and staff.
- 3.21 Pupils have a good awareness of the importance of contributing to others and the wider world. They contribute effectively and willingly to the college community and their peers' college experience through their role on the student council, the LGBTQ+ and the green committees. Pupils are aware of issues relating to inequality and express this effectively through whole-college charity work. Charities that have benefited from this recently are a local foodbank and children's hospice. Pupils also contribute to a partnership school in Nepal that the college supports on an on-going basis, and the emergency 'Oxygen for India' appeal. Older pupils are also involved in the volunteering programme of the Duke of Edinburgh's Award Scheme. There is evidence of self-motivated attendance at career-driven clubs like the medical society (MEDSOC). Further expansion of the extra-curricular provision in college and in the community could enhance pupils' life-skill experiences.
- 3.22 Pupils show excellent respect for their own and other cultures. They value diversity, and exhibit sensitivity and tolerance towards those from different backgrounds and traditions, as seen in class discussions and the varied friendship groups within the college. The multicultural and multifaith population throughout the college, the values of the college and the systems that operate within it are all highly effective in enabling the pupils to recognise, develop their understanding of, and in many cases celebrate the difference in others within their college community. The pupils are at ease and tolerant with each other, supported by the leadership having created a culture of integration and acceptance. Older pupils in an English lesson displayed excellent understanding of different cultural perspectives through their discussion of how *King Lear* has been performed through the centuries. In their questionnaire responses, a very large majority of parents felt the school responds effectively when pupils use unkind or prejudiced language to each other, and most pupils say they feel that they are kind and respect each other. Inspectors' observations around the school support this also.
- 3.23 Pupils of all ages within the college know how to stay safe and understand how to be physically and mentally healthy in ways that are appropriate for their ages, particularly in terms of diet, exercise, online safety, and a balanced lifestyle. They are fully aware of the importance and the need to offset academic work with time away from their studies to safeguard good mental health. Pupils take the opportunity to take part in regular physical exercise outside of the college environment. Most pupils agreed that they know how to stay safe online, and they feel safe and secure in school this view is supported by an overwhelming number of parents. In response to the questionnaires a few parents and a small minority of pupils felt that the college does not encourage pupils to adopt a healthy lifestyle. Inspection evidence does not concur with this view. The college and its pastoral teams have made conscious efforts to address concerns about pupil mental health issues and the pupils spoke very positively about the benefits that this was having on their 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and personal tutor meetings. Inspectors visited 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 Michael Evans	Reporting inspector
Mrs Sarah Dawson	Compliance team inspector (Former deputy head, HMC school)
Mr Michael Yates	Team inspector (Head of science, HMC school)