



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Francis Holland School, Regent's Park

March 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	6
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	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	Francis Holland School, Regent's Park			
DfE number	213/6037			
Registered charity number	312745			
Address	Francis Holland School 39 Ivor Place London NW1 6XR			
Telephone number	020-77230176			
Email address	admin@fhs-nw1.org.uk			
Headmaster	Mr Charles Fillingham			
Chair of governors	Mr Patrick Sherrington			
Age range	11 to 19			
Number of pupils on roll	534			
	Seniors	389	Sixth Form	145
Inspection dates	15 to 18 March 2022			

1. Background Information

About the school

- 1.1 Francis Holland School, Regent's Park, is an independent day school for girls. With its sister school in Sloane Square, the school is jointly administered and governed by a charitable trust which provides central finance through its shared bursary and a shared board of governors known as the Council. Founded in 1878 by the Reverend Canon Francis Holland, the school has an Anglican tradition and foundation, but welcomes pupils from all cultures and traditions. It transferred to its present site in 1915. The school comprises a senior school and a sixth form. Since the previous inspection a new chair of governors has been appointed. The school has also taken on additional classroom accommodation in neighbouring properties.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school's aim is to provide a balanced education within a supportive, friendly and happy community. This is to be achieved by nurturing, challenging and encouraging pupils, whatever their ability, in order to develop their talents in an atmosphere of mutual trust and tolerance.

About the pupils

- 1.4 Pupils come primarily from families living in London from a variety of religious and cultural backgrounds. Nationally standardised test data provided by the school indicate that the ability profile of the senior school is above average, and that of the sixth form is also above average. The school has identified 129 pupils as having special educational needs and/or disabilities (SEND), which include mild forms of learning difficulties including dyslexia and attention deficit hyperactivity disorder, and of whom 42 receive additional specialist help. No pupil has an education, health and care plan. English is an additional language (EAL) for five pupils, two of whom require additional support.

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. 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.

Link 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 The school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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

- 2.12 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.

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

PART 6 – Provision of information

2.14 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Thirds	Year 7
Lower Fourth	Year 8
Upper Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils' attitudes to learning are excellent. They are highly self-motivated to succeed.
- Pupils attain highly in examinations and make rapid progress in lessons.
- Pupils are excellent communicators, articulate, confident and convincing.
- Pupils have strong skills for learning across all subjects and apply these well, including information and communications technology (ICT) and numeracy.

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

- Pupils are well-rounded individuals who mutually support each other to achieve highly.
- Pupils are confident and show strong self-awareness, enabling them to succeed.
- Pupils eagerly play their part in school and community, for example, as leaders and role models.
- Pupils are resilient and forward-looking in their learning, making the most of opportunities offered to them.

Recommendation

3.3 The school should make the following improvement.

- Promote diversity further by acting on pupils' views across the school, in order to demonstrate that the school places a high value on different cultures.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils' achievement is excellent, fulfilling the school's aims well. Their attainment over time is high. At GCSE, over half of pupils obtained the highest grades in the period 2018 to 2019 and this has risen further to almost three-quarters for centre- and teacher-assessed grades in the years 2020 and 2021. Standardised comparative data show that the school adds high value to pupils' starting points at both GCSE and A level. At A level, pupils' attainment is excellent across all subjects and continues to rise still further, placing the school recently in the top 10% nationally for added value. Pupils make excellent progress, from their above average starting points, to be highly successful at both GCSE and at A level, enabling them to proceed to universities of their choice, including those with high entry requirements. Pupils develop excellent knowledge, skills and understanding across a wide range of subjects, as reflected in their examination successes at A level and GCSE. Pupils with SEND and EAL achieve on a par with their peers. The staff of the learning enhancement department equip pupils with effective strategies to ensure they maximise their potential. English lessons build up the vocabulary of pupils with EAL further.
- 3.6 Pupils make rapid progress as they are well taught and enthusiastically apply themselves to academic study. The school atmosphere is highly conducive to learning, underpinned by a strong sense of community with a shared purpose. Pupils rise to the aspirational targets their teachers set. They respect teachers for their depth of knowledge, enthusiasm and skill in conveying their subject. Pupils are highly self-motivated and willing to persevere. They respond energetically to lessons that are both stimulating and that challenge their thinking. Pupils apply their knowledge confidently, read critically and make perceptive links between contexts. For example, in a lower school history lesson pupils learning about the Peasants' Revolt excitedly debated the story of Alphonse the camel, linking this to the study of a painting to demonstrate their understanding of the nuances of multiple webs of causation in all historical events. Pupils comment that teachers support them well to achieve, through encouragement and by fostering their self-belief. Governors support the development of teaching strategies very effectively through training opportunities and dialogue with senior leaders.
- 3.7 Pupils' communication skills are excellent. They write expressively, in a range of styles, as seen in the school magazines which pupils produce. Pupils' reading skills are highly developed and they are fluent and expressive readers aloud. Pupils read widely around their subjects, to extend their knowledge and understanding of context. Reading is encouraged from the earliest stage through keeping a reading log. Pupils with SEND communicate well, orally and in writing, encouraged by effective intervention strategies suggested by the learning enhancement department. Pupils are articulate and confident speakers, conversing with ease and conviction, expressing their opinions using sophisticated language and often conveying complex ideas and depth of reasoning. Younger pupils, for example, discussed the morality of designer babies, in debating club. Senior pupils discussed fluently their learning and the opportunities given for their academic and personal development. Pupils express their opinions forcefully, yet often with subtlety and sensitivity. 'Everyone's thoughts matter, not just mine', was succinctly expressed by a sixth-form leader. Pupils are reflective in discussion, excellent listeners, empathetic and eager to consider the views of others. In a psychology lesson they instigated a discussion on whether the model of morality standards they were using was equally applicable to cultures beyond the Western Hemisphere. Sixth formers have an acute awareness of tone and register, as shown when putting a celebrity at ease in an interview before the whole school. Quieter pupils give intelligent, clear and insightful responses. Pupils develop into competent linguists in modern foreign languages, with excellent fluency, range of vocabulary and command of idiom.
- 3.8 Pupils have excellent numeracy skills. Examination results in mathematics are high and pupils also achieve success in national mathematics competitions. Pupils apply their numeracy skills very effectively, for example, confidently carrying out the necessary calculations to establish marginal profit in an economics lesson. In a physics lesson pupils accurately managed variables of voltage, current and resistance in a circuit and in politics they readily manipulated large data sets using a

spreadsheet. Pupils reach well-reasoned conclusions; for example, they correctly interpreted complex data on the environment in geography. In work scrutinised pupils convey logical mathematical understanding, with clear and coherent methods.

- 3.9 Pupils use ICT highly competently and regularly to support learning. They have strong skills in using a variety of software to organise and present their work in a number of different subjects. Sixth formers expertly use ICT to produce high-quality magazines as part of their enrichment programme. Pupils' strong thinking skills in computing were noted in the extended project qualification for an artefact, which they had programmed in a variety of languages. Pupils develop increasingly proficient ICT skills as they move through the school. Lower Fourth pupils use ICT very effectively to be creative in music. Working enthusiastically in pairs, they explored textures and effects to conjure up an atmospheric piece on 'The Wild West', and to create a suitably enticing soundtrack for an advertisement. They successfully wove their own exploration of various instruments, wind, percussion and strings, which they had brought to the lesson, alongside computerised musical effects and notation.
- 3.10 Pupils develop very strong study skills, related to their strong motivation to learn. Older pupils manage their time efficiently to support their studies, interests and their contribution to school life. Pupils work very effectively independently, in pairs and in groups, drawing on a wide range of resources. They rapidly develop analytical skills, as staff deliberately plan these into lessons. Teachers tease out hypotheses from pupils and openly challenge them. In a Thirds English lesson, pupils actively learned new techniques for analysing a text, working in pairs to explore approaches, and then individually applying them. In economics, pupils successfully learned how to 'think like an economist' when seeking solutions to problems. Pupils are highly reflective, independent learners who draw inference from a variety of sources. Their higher-order thinking was evident in many lessons, such as in a lower school English lesson on media trends, where pupils successfully identified sensationalism in news reports, quoting examples of ageism, gender, spiritual and cultural bias.
- 3.11 Pupils enjoy a good measure of success across sports, music and other activities, with a good number of individual successes at a high level in competitions. Many excel in sport because of the wide range of sporting activities available to them, and because they are actively supported to develop interests and perform at elite levels in their chosen field. The school follows its aim to foster individual talents by showing flexibility towards those combining a training schedule with academic deadlines. Individual pupils play at regional level in hockey and netball. The U12 netball team won the Netball Westminster games and gained third place at the London Youth Games. A school team reached the regional finals of the English Schools Cross-country championship. One-third of Lower Fifth students complete the bronze level of DofE each year, with good numbers pursuing silver and gold awards.
- 3.12 Many pupils perform in music, many at a high level. Pupils achieve highly in A level and at GCSE, and some pupils perform outside school. Pupils actively participate in several choirs and in orchestra and instrumental ensembles, that successfully foster their musical interests. During the inspection, one choir was rehearsing Verdi's Requiem for imminent performance with an independent boys' school; and recently the school staged the opera Dido and Aeneas, and a jazz and dance show. Despite lockdowns over 80 pupils passed ABRSM examinations in 2020 to 2021, with over 20 merits in the upper grades and five distinctions at the highest grade.
- 3.13 Pupils achieve notable success in competitions, for example, in writing, winning the English and Media Centre's close reading competition and the Young Food Writers' Award. Pupils have been very successful in the Young Enterprise competitions for several years and are prize winners in the annual Model United Nations competition. Many others are shortlisted for awards or competitions, such as for art, with pupils gaining places at highly selective art schools. School teams won the NASA Space Competition in 2018 and 2020 and two teams achieved Gold Award in the Engineering Enrichment Scheme.
- 3.14 Pupils display excellent attitudes to learning. They are courteous, keen to learn and highly collaborative in approach. Pupils develop a high degree of independence through challenging project

work to extend their learning. They are very proud of their school and community. Prefects eagerly play their part in the school's successes and are mature in approach to these responsibilities, serving as excellent role models for younger pupils. The school's leadership sets the tone for these highly positive attitudes to learning.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils are very self-aware and reflective, as teachers and tutors provide regular opportunities for them to review their own learning and to form their views on current issues. For example, younger pupils are helped to understand their learning styles and older pupils guided to appraise their strengths and weaknesses. Prefects show insight, explaining clearly about how their leadership skills have developed, commenting on their growth in self-confidence and their increased understanding of what makes a good leader. They cite teamwork, trustworthiness and reliability as essential corollaries. Pupils enjoy learning and are ambitious, encouraged by their teachers. Pupils are highly self-motivated to learn and take action to enhance their individual progress. This involvement in their learning has improved since the previous inspection. Accordingly, pupils feel very well prepared for their transition to university.
- 3.17 Older pupils take decisions confidently in relation to their courses and university choices. Pupils often choose to read widely around school subjects. Prefects comment on how they have had to take decisions about balancing their work, responsibilities, and interests. In organising activities for younger pupils, they have to make decisions to promote their smooth running. They commented, moreover, that they had to decide how to prove their dependability, by setting their alarm clock to be able to get to school on time when on the rota to do morning duty before first lesson. Pupils give examples about decisions they have had to make in their personal lives that have become easier through help from school. Form tutors, for example, prompt them to explore alternative possible courses of action. Equally, pupils are empowered by their own increased self-awareness gained through leadership experience. They comment that they choose to take care of their mental health so that they are in a good place when faced with taking important decisions.
- 3.18 Pupils' spiritual development is good, fostered by the school's Christian foundation, along with the shared values of other religions represented in school. Pupils' deep sense of values is underpinned by their spirituality. They feel strongly that they belong to a school community with shared values. Pupils willingly celebrate other religions, as well as their own, through for example the Jewish Society, the Christian Union, and in setting up a Muslim prayer room. The Feminist Society showed a keen awareness of the importance of outside pressures when considering spiritual matters, for example as they weighed up the rights and wrongs of the influence of social media in shaping society's views towards feminism. Pupils comment that making music together or composing gives them a sense of otherness, a comment that they apply equally to art. Older pupils say that 'Being kind' is the school's motto, and that this basic principle cuts across all religions, motivating them to help one another and those beyond school.
- 3.19 Pupils self-regulate their behaviour. They have a keenly felt sense of justice, and a desire to help others. In lessons pupils relish the opportunities given to debate moral and ethical issues, deepening their understanding and response to morality. In religious studies lessons sixth-form pupils considered how ethics have changed since the 1970s and discussed, with insightful understanding, the moral issues regarding the sale of Ford Pintos, concluding that corporate responsibility needed to change to ethical standards. Debating and other societies provide further opportunities for pupils across the years to explore and express their views on topical issues. Pupils develop well their sense of collective and individual responsibility, through the school's procedural structures, for example as prefects and in setting up and running clubs. Older pupils are regarded as kind friends to younger pupils, sensitively

guiding them forward. Pupils readily accept responsibility for their own behaviour, including towards others, and are willing to sensitively challenge misbehaviour and unkindness.

- 3.20 Pupils' social development is excellent. They develop these skills well from the earliest years at school through frequent, regular opportunities to work together, in lessons and on projects, and in the many sports and other team activities. They work extremely well collaboratively in lessons and naturally do so, promoting their enjoyment in learning. Older pupils enthusiastically embrace the many opportunities they are given for teamwork and leadership, including house and prefect roles, charity fundraising and running clubs. They support each other without fear of failure. Pupils get on very well together both across the years and within their peer groups and are highly supportive to one another. A small minority of pupils felt that the school did not do enough to promote positive relationships. Inspection evidence shows that the PSHE programme places sufficient emphasis on this and that the school's active promotion of kindness and care for others is apparent in the warm and considerate relationships observed amongst pupils. Staff and pupils rightly comment on how relationship generally have needed to be rebuilt following pupils' recent long periods of absence from school.
- 3.21 Pupils make an excellent contribution to their school community and to others beyond, keen to play their part in these various communities. They seize the many opportunities to help others, taking the initiative to start up and organise clubs and fundraising activities. Pupils want to lead others and be useful, serving as role models. They have a strong motivation to help others. Several do voluntary work at a local primary school and with disadvantaged children, fundraising for their accommodation at a holiday centre. Pupils and staff talked enthusiastically about the various charity work projects they are involved in, ranging from local projects to projects in Sri Lanka. Pupils show great empathy and translate this into action, showing these qualities both within and beyond the school.
- 3.22 Pupils normally get on extremely well together, support and encourage each other. They are proud of their commitment to respecting all types of diversity. They appreciate having a voice in suggesting and organising thought-provoking speakers for assemblies, for example through the 'Women of Influence' initiative. However, in their questionnaires and in discussion with inspectors, pupils reported occasional silly, thoughtless behaviour in the lower years of the school. Pupils recognise that there is zero tolerance of such unpleasantness when identified. The leadership has made positive inroads into promoting diversity and tolerance. However, pupils perceive that there is insufficient endeavour to promote and explore different lifestyles, including those of minority groups. They appreciate the school's efforts thus far to raise awareness of diversity but feel yet more could be done to overtly celebrate diverse cultures. Structures such as school council provide a channel for suggestions, but pupils from across the school feel this is not a fully effective mechanism for their voice to be heard and acted on, in relation to such issues. Older pupils have good channels through which they get actively involved in decision-making in school.
- 3.23 Pupils have a high awareness of how to keep healthy and praise the range of sports available. Pupils' extensive participation in team games and physical education lessons promote their physical well-being. Through the personal, social, health and relationships programme pupils keenly appreciate the importance of healthy eating and of good relationships. The leadership supports pupils' mental health well, through a strong pastoral system, which provides a staff member to lead on well-being, and a counsellor, alongside the form tutors. Pupils understand that they must prioritise their mental well-being. They have good strategies to manage this. Teachers help pupils to balance their various needs, enabling them to make their own decisions regarding a healthy lifestyle.
- 3.24 Many parents commented very positively that the school's leaders prioritise pupils' well-being. Inspectors agree that the school balances academic success with well-being very effectively so that pupils can be successful, but also happy. Staff and pupils recognise the adverse impact of the recent pandemic on pupils' emotional well-being and actively seek to mitigate this. Governors have very good oversight and understanding of pupils' welfare and development needs and work closely with the senior leaders to promote this, through the allocation of staffing and resources. Whilst in their questionnaire responses, a small number of pupils said that they did not have an adult to help them

in school, every pupil interviewed, the majority at random, felt that there was an adult they could turn to at school to support them, and that staff were approachable, but you need to be self-aware and ask for help. Pupils say they feel safe and secure, and that they all feel that the school expects pupils to behave well.

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 and the safeguarding governor. Inspectors observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings and assemblies. 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 Honoree Gordon	Reporting inspector
Ms Diane Durrant	Compliance team inspector (Former deputy headmistress, SofH school)
Mr Oliver Chambers	Team inspector (Assistant headteacher, HMC school)
Mr Richard Jones	Team inspector (Head of senior school, SofH school)
Mr Thierry Lauze	Team inspector (Assistant headteacher, HMC school)