



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Fine Arts College

February 2020



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School's Details

College	Fine Arts College			
DfE number	202/6387			
Address	Fine Arts College Centre Studios 41-43 Englands Lane London NW3 4YD			
Telephone number	0207 586 0312			
Email address	mail@hampsteadfinearts.com			
Principal	Ms Candida Cave			
Proprietor	Dukes Education			
Age range	13 to 19			
Number of pupils on roll	210			
	Lower School	50	Upper School	160
Inspection dates	11 to 13 February 2020			

1. Background Information

About the school

- 1.1 Fine Arts College is an independent co-educational day school for pupils aged between 13 and 19 years. It is owned and governed by Dukes Education, supported by an advisory committee. The principal has been in post since the college's foundation in 1978 and is assisted by a headteacher.
- 1.2 Since the previous inspection, pupils may now be admitted from age 13. Pupils in Years 9 to 11 moved to the current site, alongside the sixth form, in January 2020.
- 1.3 The college began as a sixth form college for arts and humanities and pupils in Years 10 and 11 were admitted in the 1990s. The school comprises the Lower School, for ages 13 to 16, and the Upper School, for ages 16 to 19. Most pupils enter in Year 12.

What the school seeks to do

- 1.4 The college aims to instil a love of learning in students of all ages and to help them achieve entry into outstanding higher educational establishments, believing that with the right encouragement, students flourish academically and creatively. The college seeks to encourage self-discipline and self-motivation, as a bridge between school and university.

About the pupils

- 1.5 Pupils come from professional and arts backgrounds, mostly from white British families living within a two-mile radius. Data provided by the college indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. The college has identified 114 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, social, emotional and mental health needs, and specific learning difficulties. Seven pupils are on the autistic spectrum. The needs of pupils with SEND are met by their classroom teachers and a specialist teacher. Three pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 47 pupils. There is no specific additional provision for their needs. The college identifies individual talent and offers a curriculum to suit, with free choice and combinations of examination courses.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations 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 2016 to 2019, performance has been in line with the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2019 have been in line with the national average for sixth formers in maintained schools.
- 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 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.

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

2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical 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.

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

PART 6 – Provision of information

2.13 A range of information is variously 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

2.16 The standard relating to the manner in which complaints are handled [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 good.

- Pupils achieve well, enabling them to proceed to higher education, including to institutions with highly selective entry policies.
- Pupils' attainment in arts-related subjects is often excellent, as the college ethos is highly conducive to creativity.
- Pupils are excellent communicators, confident and fluent.
- Pupils are highly independent, self-motivated learners, who respond with enthusiasm to the excellent teaching and stress on individuality.
- Pupils, including those with SEND and EAL, make good progress from their various starting points, but the school's systems do not readily identify or address where there is underachievement.

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

- Pupils are strongly self-aware and understand the value of the decisions they make for their future.
- Pupils show high levels of moral responsibility and understanding.
- Pupils have an excellent understanding and appreciation of diversity.
- Pupils have high levels of self-esteem and self-confidence, reflecting the college's focus on developing these qualities.
- Pupils new to the school respond well to the college's more liberal approaches to learning, quickly overcoming any previously negative attitudes to school.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that all pupils, including those with SEND and EAL, make rapid progress across the school.
- Develop the skills and accountability of middle leaders further, including the sharing of good practice, and more structured planning to better meet the needs of all SEND and EAL pupils.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' achievement over time is good, fulfilling the college's aims. Attainment at A level overall is average. Pupils' performance is strong in the arts, for example fine art and other related subjects, such as English and drama. Some individual pupils excel and proceed to institutions with highly selective entry policies, or directly into careers in the media, securing recording contracts or other professional work whilst still at school. The vast majority of pupils successfully gain places at the universities or colleges of their choice, principally in the fields of arts and humanities. This is due to a combination of factors: excellent, highly skilled and specialised teaching, highly motivated attitudes to learning and well-targeted preparation, for example through presentation of portfolios of work.

- 3.6 Attainment at GCSE is average, with a spread of grades reflecting pupils' abilities on entry. Pupils' ability on entry to the lower school is broadly average, with a number of pupils below average. Many pupils who join the college before sixth form have had a disappointing or negative experience in their previous schools and have to catch up knowledge and skills, at the same time reappraising their attitudes to learning. In their pre-inspection questionnaire responses, and in discussion with inspectors pupils were fulsome in their praise for the liberal ethos in the college, which they say has quietly guided them to more positive attitudes, because they felt they can now 'be themselves' and discover their individual interests and talents.
- 3.7 Hence, although the school's data show that pupils' progress is average across the college, observations of their current progress in lessons and through a scrutiny of their work, shows that they make good, and often rapid progress, notably in arts subjects. Teachers encourage individual talents. In the lower school, pupils catch up on basic skills, such as numeracy, through small classes, individual attention and well-planned lessons. Following new subjects such as photography, allows pupils to explore possible choices for GCSE early, increasing their enjoyment of school. Pupils themselves show great insight when commenting that it is not a lack of teachers' expertise in managing them, but themselves who need to mature, which at times acts a brake on their rate of progress prior to sixth form. However, staff have had little professional development focused on working with this age range, and with the increasing proportion of pupils with SEND, to equip them best to maximise pupils' achievement.
- 3.8 Pupils with SEND and EAL progress largely in line with their peers. Some pupils' progress is excellent: however, there are pockets of underachievement. Fortnightly progress reports helpfully indicate the direction of travel for a pupil, but the tracking of pupils' progress is otherwise in its infancy. Not all work is thoroughly marked, for example. The college does not have readily to hand the information it needs to determine accurately the rates of progress for individual pupils in every subject, so that it can quickly identify any underachievement. Following very recent changes to leadership roles, a college-wide system to address this is being established, to more readily identify where an individual pupil may be underachieving. The school lacks a strategic approach and leadership for the management of SEND. As a result, whilst support and advice are given to staff when requested, provision to meet individual pupil needs appears ad hoc, in many cases reactive, rather than proactive. There is no planned programme to support the needs of the growing number of pupils with EAL.
- 3.9 In the upper school the ethos and environment are highly conducive to creativity. Together with pupils' excellent self-motivation, this ensures that pupils make rapid progress in a good number of subjects. Pupils actively engage in developing knowledge, gaining strong levels of subject understanding. Challenging, engaging and well-paced teaching prompts excellent motivation and response, with mature, yet robust classroom discussion, as seen, for example in a Year 13 English revision lesson on romantic poetry and in discussing the character of Clara in *Wuthering Heights*. A major factor in this is the bonds of trust created through warm and supportive relationships between teachers and pupils. In fine art, progress over time is excellent, as seen in in portfolios, and in work on display.

- 3.10 Pupils' communication skills are highly developed, especially in speaking and listening, as evidenced in English and drama lessons, and in pupils' well-judged, reflective responses in discussion with inspectors. Pupils are excellent, confident and fluent communicators, with command of a wide range of vocabulary for their age. Schemes of work build well on subject-specific terminology. For example, in drama, pupils engaged enthusiastically when discussing the interpretation of roles and scenes using Max Stafford Clark techniques. Similarly, in a sixth form history lesson, pupils were fluent, conscientious and focused in analysing historical sources, as part of their work on understanding the factors in Hitler's rise to power. Pupils' communication skills develop so rapidly because the college provides extensive opportunities for communication in all lessons, across all years. Pupils are constantly being asked to reflect on their work, are always challenging, questioning, and debating points, expressing these with tolerance. They are empathetic listeners, who articulate their views with ease. Teachers' skilful use of open-ended questions promotes this, as does the college's emphasis on, and support of, individuality.
- 3.11 Pupils' reading and writing skills are good overall, but reflect their learning profile and the variable subject approaches to assessment. Pupils learn to communicate in a range of modern foreign languages (MFL) with good levels of pronunciation and intonation, as seen for example with sixth form pupils discussing in Italian the historic emigration of mafia members to the USA. Teaching is planned well to ensure steady progress in the early stages of language learning and is often taught by native speakers.
- 3.12 Pupils' mathematical skills are sound, and sufficient for them to apply these skills where needed in other contexts. Pupils in the lower school are often filling in gaps from prior education, enabling them to be successful at GCSE. In mixed ability classes, the pace of progress for more able pupils is at times restricted. Pupils applied their knowledge of network analysis diagrams well in a business lesson, and in drawing showed good understanding of proportion. They carefully applied their numeracy skills in pattern-cutting in textiles.
- 3.13 Pupils' information and communication technology (ICT) skills are good. They follow a discrete course in Year 9 to develop these. In discussion pupils say that they acquire sufficient skills for practical purposes as they follow other subjects, such as photography and media, where ICT skills are taught and applied as part of the course. Pupils apply excellent ICT skills in certain subject areas, such as music technology; for example, in A-level composition, when creating and refining a novel approach to a base, using a non-standard group of musical instruments, and in applying sound techniques, including depicting a whale in a composition on the sea. In the recent past A-level pupils have secured professional recording contracts whilst still at school, and been involved in DJ initial sets at Glastonbury Festival. Excellent resources and teaching expertise allow these pupils to flourish. Pupils' strong ICT skills are applied to excellent effect in media, in making films, where pupils actively work together to enhance their skills in composition. Pupils confidently apply their word-processing and research skills when taking notes, promoting their independence in learning, for example researching key definitions when unsure, in psychology. In some other subjects, little use of ICT was evident. Some pupils in Years 10 and 11 suggest they would like discrete ICT lessons, in order to equip them better for the future.

- 3.14 Pupils are highly independent learners in a range of subject areas. Study skills within the classroom are excellent: pupils engage in a mature, thoughtful and analytical manner. Higher-level research skills are taught within the curriculum, notably in areas such as film studies, developing pupils' analytical skills. Individual lower school pupils show good concentration and application, such as in self-directed learning in MFL. Pupils show very strong ability to work independently, for example when presented with appropriately challenging tasks, in subjects such as English and history. Pupils freely choose their examination subjects and so are motivated to work hard. In all the arts, the curriculum allows for independence of thought, organisation, and work. Pupils take ownership of learning and time and have high aspirations of success. The college has no library or resource centre, however, and so cannot always fully capitalise on the pupils' evident desire to explore all their subjects further.
- 3.15 Pupils appreciate the emphasis on developing individual potential and respond enthusiastically to this. Some individual pupils have great success out of school. For example, one or two pupils every year have their work accepted for a prestigious national summer junior art exhibition. Other pupils exhibit their creative work in film at a local cinema. Some individually talented pupils have success in music competitions, and demonstrate their skills in performance at bi-annual school concerts. However, opportunities to further skills in performance are few within school, as there are no choirs or ensembles. Similarly, there are few opportunities for team or individual success in sport. Pupils show initiative in organising activities but report that these are not always well attended. A few scholarships are offered for effort and achievement across areas of school life.
- 3.16 Whilst some lower school pupils show variable attitudes to learning, inspectors agree with pupils that any negative attitudes improve rapidly. Given free choice of subjects to reflect their interests and talents, pupils eventually find their way to success and are proud of the school for helping them to do this. Parents' and pupils' questionnaire responses were very positive on all aspects of school life.

The quality of the pupils' personal development

- 3.17 The quality of the pupils' personal development is excellent.
- 3.18 Pupils are acutely self-aware, because the college's approach is focused on developing self-empowerment, resilience and self-motivation. Much is done through the example of the leaders and teachers, based on developing a liberal approach towards self-awareness that seeks to develop a keen sense of responsibility for oneself and one's decisions. All pupils express high levels of self-esteem and self-confidence, and many also demonstrate considerable self-discipline. Pupils with many differing needs are looked after well. Staff focus on pupils' individual needs and one-to-one support is provided on an informal basis, as needed. The ethos of the college enables the pupils to be accepted for 'who they truly are', as pupils typically state, enabling them to improve their own learning. Established relationships with staff foster this, as pupils regain and build trust. The college stresses the development of the individual and so leadership tends to be shown informally within the school, instead of in terms of official recognition, such as a prefect system. Nevertheless, some opportunities for developing leadership qualities within areas of interest, in the arts, for example are missed.

- 3.19 Pupils have a profound understanding of the value of the decisions they make for their future and show excellent decision-making skills. On entry, pupils are required to find their own way to making the right decisions, rather than through the application of sanctions. In this way, as younger pupils told inspectors, as they progress, they modify their behaviour and attitudes to school and learning for the better. For example, many cite how and when they came to realise that their future was in their own hands and they stopped trying to rebel. On entry to the lower school pupils tend to show less positive attitudes to learning at the outset, but this improves rapidly, because of an established ethos of taking responsibility for their own actions. Equally, having the major say in which subjects they wish to pursue enhances pupils' motivation for learning. The highly effective personal tutorial system and personal, social and health education (PSHE) classes equip pupils with the knowledge and skills they need to focus on individual decision-making, such as in academic choices and on personal well-being. Senior pupils display excellent behaviour around school. Pupils are polite to each other, to staff and to visitors. Sanctions and behavioural systems are clearly understood, based on prevention and positivity rather than punishment.
- 3.20 Pupils show a good level of spiritual understanding. They are encouraged to represent their own faith positively, but equally to be respectful and to learn about that of others. This has created a community of tolerance, empathy and understanding. Pupils' spiritual awareness is developed equally through exposure to the arts, leading to an appreciation of the different dimensions of life and provoking a thoughtful response to these. Pupils' philosophical perspectives are fostered by the emphasis on the aesthetic within the college. They have a strong awareness of the non-material aspects of life, gained through opportunities for spiritual reflection presented to them within the PSHE curriculum and the enrichment programme, and in follow-up tutorials, for example when discussing Holocaust remembrance. Pupils' highly positive approaches to diversity reflect the many different cultures and beliefs within the school community. The culture of the college is a liberal one, emphasising tolerance and support for individuality, echoed in the highly positive questionnaire responses. Pupils raise awareness of diversity, for example by setting up an Autism Awareness Society and a Feminist Society. Pupils openly discuss their emotional and other needs in front their peers, confident that they will listen empathetically, and that they will be supported, rather than judged. Pupils express the positive impact of this, typically describing the college as a 'safe, loving, open, accepting, and welcoming' place and one 'where it's ok just to be'. This acceptance of diversity underpins the success of pupils with SEND.
- 3.21 All pupils show high levels of moral responsibility and understanding as the college's ethos enables them to distinguish between right and wrong. In discussion pupils are very clear that mutual respect lies behind their wish to be part of the school community and that this has often changed their attitude and beliefs towards adults and how best for a community to operate, on consensus, without the need for rules. They understand the rationale why, if they do not accept and work with the school, they may be asked to leave, and could offer telling examples of how they reached the right decisions and are now flourishing. In a lower school PSHE lesson Year 9 pupils showed maturity in weighing up the legal and moral issues around informed consent, showing a developing understanding of the grey areas between the two. Lower school pupils see real court cases at the Old Bailey, which provokes much thoughtful discussion. Teachers are skilled at drawing out responses that encourage reflection and awareness of others, for example in PSHE lessons. Through the enrichment programme pupils have learnt to think about their own moral decisions in terms also of the impact on outcomes for others, such as the impact of their litter on the locality. Pupils are proud to represent their school, and are keen to show the school in a very good light.

- 3.22 Pupils' social understanding is good. They work collaboratively, when required, to further the knowledge of their peers. Pupils show good awareness of the needs of others less fortunate than themselves, and take positive action through organising charitable initiatives, such as recently raising funds for a local hospice and a food bank. Lower school pupils took the food there directly, themselves. The school council is active and pupils share ideas openly, but input to the school community, for example with older pupils guiding younger ones, is as yet minimal, given that the move to one site is very recent. There are no common room spaces where pupils can socialise, beyond a small foyer, used by the sixth form.
- 3.23 Pupils are aware of how to lead a healthy lifestyle and recognise the difficulties, especially in a modern urban environment. One or two parents in questionnaires wondered whether the school was doing enough to prepare pupils, for example in their understanding of the dangers of illicit substances. The school addresses such issues firmly and gives pupils good guidance. Pupils credit enrichment talks in the sixth form for increasing their awareness and understanding around key contemporary issues such as sex education, mental health and illicit drugs. Pupils explain that as they mature they are increasingly better able to take the right decisions for their own health. They cite the impact of talks from former addicts, for example, on increasing their understanding of the consequences of making poor choices. Healthy lifestyle initiatives are limited by the lack of dining arrangements, a shortage of common room space and by the limited range of opportunities for exercise in school.
- 3.24 The proprietors and governors are very active and effective in monitoring and evaluating the work of the college. They have begun to draw on existing resources and expertise within the group of schools to assist the college's further development. They have supported the transfer of the younger pupils to the main site, and are conscious of attendant issues, such as the constraints on space.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal and informal interviews with pupils, and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, the chair of governors and a director. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. 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 college.

Inspectors

Mrs Honoree Gordon	Reporting inspector
Ms Rebecca Hayes	Compliance team inspector (Headmistress, GSA school)
Dr James Whitehead	Team inspector (Former headmaster, HMC school)