



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Report  
For Schools with Residential Provision**

**St Edward's School**

**April 2022**

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## School's Details

<b>School</b>	St Edward's School			
<b>DfE number</b>	931/6066			
<b>Registered charity number</b>	309681			
<b>Address</b>	St Edward's School Woodstock Road Oxford Oxfordshire OX2 7NN			
<b>Telephone number</b>	01865 319323			
<b>Email address</b>	wardenpa@stedwardsoxford.org			
<b>Warden</b>	Mr Alastair Chirnside			
<b>Chair of governors</b>	Mr Chris Jones			
<b>Age range</b>	13 to 18			
<b>Number of pupils on roll</b>	762			
	<b>Day pupils</b>	120	<b>Boarders</b>	642
	<b>Middle School</b>	429	<b>Sixth Form</b>	333
<b>Inspection dates</b>	26 to 29 April 2022			

## 1. Background Information

### About the school

- 1.1 St Edward's School is an independent co-educational boarding and day school situated in the north of Oxford. It is a charitable trust administered by a board of governors. The school comprises a middle school for pupils aged 13 to 16 years and a sixth form for pupils aged 16 to 18. Boarding accommodation is located on the school site and on the playing field site opposite, accessed by a private subway. There are thirteen boarding houses, each overseen by a housemaster or housemistress. The very small minority of pupils who do not board are attached to one of the boarding houses.
- 1.2 Since the previous inspection, the school appointed a new Warden in September 2021 and new members of the senior leadership team. The school completed the development of a new academic centre, including a library, reading rooms and assembly hall, and a thirteenth boarding house. Art studios formed by refurbishment of the old boiler house were opened in September 2021.
- 1.3 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

- 1.4 The school seeks to promote and provide for the advancement of pupils' education in a liberal and open community by promoting scholarship through curiosity, creativity, collaboration, intelligence, innovation and endeavour, and by inspiring and celebrating commitment to service, within and outside the school community.

### About the pupils

- 1.5 Pupils come largely from professional and business families and from a wide range of social backgrounds. The ability of pupils is above average compared to those taking the same tests nationally. The school has identified 193 pupils as having special educational needs and/or disabilities (SEND), which include a variety of conditions, of whom 23 receive additional support. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 96 pupils, of whom three receive additional support. The curriculum is modified for pupils the school has identified as gifted and talented.

## 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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** 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.

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](#), [National Minimum Standards for Boarding Schools](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 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 and International Baccalaureate (IB) 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, 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

#### **PART 6 – Provision of information**

- 2.16 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. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 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, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are 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>
Shell	Year 9
Fourth form	Year 10
Fifth form	Year 11

#### Key findings

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

- Attainment and progress in academic subjects are excellent.
- Pupils display outstanding attitudes to learning.
- The oral communication and confidence of the pupils are excellent.
- Pupils demonstrate well-honed study skills in relation to their age.

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

- Pupils display excellent levels of self-awareness, taking full responsibility for their own development in preparation for the outside world.
- Decision making of all groups of pupils is of the highest quality.
- Pupils demonstrate a high level of moral awareness and a clear understanding of right and wrong.
- Pupils' appreciation of diversity is outstanding; they take great pride in being part of the multi-national school community.

#### Recommendation

3.3 The school should make the following improvement:

- Ensure pupils develop their knowledge, understanding and skills further through feedback that clearly identifies their next steps for learning.



## 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 of all ages and ability demonstrate outstanding academic achievements. The senior leaders, led by the warden and governors, have established a culture of high expectation, integrity, kindness and courage within the school. Staff and pupils share these new values which are at the core of the school's ambition to improve. As a result, pupils' learning and progress are outstanding. In the years 2017 to 2019, the most recent three years for which comparative data are available, results in GCSE examinations have been above the national average for maintained schools. In the sixth form, A-level results for the same years have been well above the national average for maintained and selective schools. Results are significantly above worldwide norms in international baccalaureate (IB), with more than 25% of the cohort gaining 40 IB points or better. Centre-assessed and teacher-assessed grades in 2020 and 2021 show results consistent with this attainment. Pupils, including those with SEND and EAL, demonstrate a mature and perceptive approach to their studies which contributes to their excellent progress. In part, this is because of careful grouping of pupils during prep sessions fostered by mutual support across all abilities. The most able pupils effectively use advanced techniques, such as brainstorming to gather ideas before planning essays. A very large majority of pupils who responded to the pre-inspection questionnaire agree that boarding staff listen to concerns, understand their needs and help with academic work. Inspection evidence supports this view.
- 3.6 Pupils have an excellent attitude to their learning. Across all areas of the curriculum they show themselves to be attentive listeners and enthusiastic learners. Pupils display very high levels of commitment to their studies, participating enthusiastically in lessons and within the variety of extra-curricular activities. Pupils choose challenging projects to successfully complete, exhibiting the school's 'can do' approach. An example of this would be the 'Sign Society' where several Year 12 pupils decided they would learn and teach sign language. There is a tangible sense of enjoyment and satisfaction in the great majority of lessons. Effective and productive collaborative work takes place across all years and between pupils of all abilities within the school. Pupils take pride in their ability to remember and apply their knowledge.
- 3.7 Pupils' excellent communication skills are a strength of the school. Pupils are willing contributors in lessons, eagerly answering questions and responding well to praise and encouragement. Pupils are articulate and converse with confidence, eager to share information about their learning. This was demonstrated by an erudite discussion by Year 9 pupils on use of emotive language in rhetorical questioning. Similarly, in a physical education (PE) lesson, Year 13 pupils confidently presented reasons why there might be violence in sport from the perspective of both the performer and supporter. Pupils' listening skills develop consistently well across all groups. Year 10 pupils demonstrated this very well in drama where they listened intently to others moving around the classroom sharing seven levels of dramatic tension. Pupils' written work is excellent, demonstrating the skills and confidence necessary to write for different purposes. For example, Year 13 English pupils displayed a very high level of understanding in their interpretations of *All My Sons*, with a focus on the playwright's portrayal of women to a modern audience. Pupils use subject specific technical language very effectively. For instance, in a Year 12 design and technology lesson, pupils explained the reasons why different types of finish are used for different products. They accurately described disassembly as a reversal process where a product is separated into its components by non-destructive or semi-destructive operations.
- 3.8 As pupils progress through the school, they develop excellent study skills, such as working with others and problem solving. They make thorough notes without teacher direction. Pupils enjoy discussing the finer points of a topic, competently bringing together strands of knowledge and applying them to unfamiliar situations. For example, in religious studies (RS), Year 12 pupils were able to hypothesise about the nature and experience of *The Toronto Blessing*. Pupils use higher-order skills to investigate data and draw reasonable outcomes. For example, Year 13 IB sports science pupils accurately analysed, hypothesised and synthesised information to evaluate the potential impact of the

circulatory system and different hormones on the body during exercise. Year 13 biology pupils work independently on experimental analysis and then discuss the validity of their results with classmates. In a Year 12 extended project qualification (EPQ) lesson, pupils discussed and identified the key features of a completed project. The high quality project work produced included the extent to which British rugby authorities can reduce the risk of head injuries and the use of artistic representation in the media.

- 3.9 The pupils have excellent numeracy skills. They are focused and understand their challenging work. This was effectively demonstrated in Year 10 pupils' transference of learning about triangles and quadrilaterals to prove circle theorems. Pupils' extensive range of mathematical knowledge and practical application skills are evident in a number of other subject areas. For example, Year 9 pupils accurately use equations and correct units to calculate density. In Year 12 geography, pupils confidently use numerical skills to analyse spreadsheet data and calculate conservation of momentum in physics. In physics, Year 10 pupils confidently used equations to calculate rotational velocity. Pupils perform well in national competitions such as those of the United Kingdom Mathematics Trust, receiving gold awards in the intermediate and senior Maths Challenges. There are notable achievements in the two highest challenges of Kangaroo and the British Mathematical Olympiad.
- 3.10 Pupils exhibit excellent information communication technology (ICT) skills as they move up through the school. They demonstrate very effective and integrated use of laptops, tablets and mobile phones alongside more traditional resources. For example, in Year 10 biology, training in research skills and information literacy was used effectively to complete group work about hormones. Internet searches were focused, and the information gleaned was considered critically and discussed with others before being added to a master copy of the set task. Year 11 music pupils demonstrate an excellent grasp of the complexities of a music score writing programme. Year 12 geography pupils confidently drew a scatter graph from available data to show the likelihood and magnitude of an earthquake occurring.
- 3.11 Pupils demonstrate excellent knowledge, skills and understanding across subjects. They successfully develop a wide learning base across different areas of their learning. For example, Year 11 modern foreign language pupils demonstrated strong grammatical knowledge and vocabulary when deconstructing questions to identify tenses that they then use to answer examination questions. Year 13 IB sports science pupils were able to identify and explain with much accuracy how the endocrine system works. They recalled and clearly understood the role of the endocrine glands, as well as the impact of different types of hormones on the body during exercise. Year 11 music pupils effectively used prior learning to demonstrate a thorough understanding of the compositional techniques ground bass, melisma, false relations, sequences and anacrusis used in *Music for a While*. A small minority of pupils who responded to the pre-inspection questionnaire disagree that their lessons are interesting and a few disagree that teachers' marking helps them to improve. Inspectors found that clear assessment information, enabling pupils to understand how to improve their work, is not always given. Pupils develop their knowledge and understanding most rapidly when they receive clear guidance for improvement through feedback from staff.
- 3.12 Pupils are resolutely successful in achievement beyond the classroom. Pupils enjoy significant success in creative subjects such as music and dance. Many pupils are involved in school plays, musicals and partnership productions such as the recent 'OX2 collective'. Many pupils have achieved recent success in graded examinations, including 13 Grade 8 or higher in music and one third merit and two thirds distinction in LAMDA examinations. Individual excellence with the violin is demonstrated by performance around the world with major international orchestras. In addition, pupils represent the school in The National Schools Symphony Orchestra and national youth choirs. There have been many outstanding sporting successes, particularly in rowing and cricket where U17 pupils reached the semi-finals of the 2021 national cup. Individual pupils play cricket or rugby for local professional teams as well as England youth teams. Through involvement in the combined cadet force (CCF) pupils tackle challenges that take them out of their comfort zone. During the inspection, the CCF annual inspection took place and pupils showed outstanding self-discipline and teamwork whilst on parade.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display excellent self-knowledge and self-understanding. They are able to find their niche and the place where they can thrive because of the support they gain in the boarding houses as well as through extracurricular programmes. Older boarders asked to change a large kitchen into a study space in order to work more effectively both individually and together. Pupils' cooperative approach to the new school values informs all aspects of school life to create an inclusive and harmonious community. Those who spoke to inspectors talked about their school with the greatest of pride. They emphasised that the wide range of skills, activities and facilitated opportunities for leadership contribute to them becoming 'rounded individuals'. This includes opportunities to organise and get involved in leading assemblies. Pupils show confidence in research, discussion and the asking of questions to develop their understanding further.
- 3.15 Pupils become excellent decision makers. For instance, in Year 9 chemistry pupils devised personal revision sheets according to their strengths and weaknesses. Strong staff-pupil relationships across all age groups enable them to make informed decisions about their future plans and careers. This ethos is particularly strong in the sixth form where pupils are supported to develop their ideas and plans and bring them to fruition. This was evidenced by a sixth form pupil organising an education club where Year 12 meet weekly online to teach English and mathematics skills to children in Nairobi. Pupils understand that the decisions they make academically, in their relationships, and in the choices they make about their lifestyle prepare them well for the next stage of their lives.
- 3.16 Pupils have excellent moral understanding and take responsibility for their own behaviour. An overwhelming majority of parents and pupils who responded to the questionnaire agreed that the school promotes good behaviour. Pupils are aware that poor behaviour will not be tolerated and also know what to expect as a punishment. They respect the school's use of a restorative justice system and, equally, appreciate receiving the blue rewards tickets. In Year 12 psychology pupils showed great understanding and well-articulated views when asked to identify good and bad ethical conduct during the Milgram electric shock experiments. A significant part of the very thoughtful discussion revolved around moral and ethical questions about whether such an experiment should ever have been allowed to happen to participants and observers, who were being deceived, and believed it to be real.
- 3.17 Pupils show an excellent understanding and appreciation of, and empathy for, the diversity of and different cultures within the school. Boarders understand the importance of supporting each other within their community, for example ensuring that overseas pupils are welcomed, especially if they are from a troubled area of the world. Pupils listen sensitively to presentations about Caribbean Day in assembly and show interest in and respect for those fasting for Ramadan. In a Year 11 English lesson, pupils demonstrated a thorough understanding of equal rights in the message and meaning behind Martin Luther King's acceptance speech for a doctorate at Newcastle University in 1967. Talks to all Year 12 pupils organised by the LGBTQ+ group result in intelligent and positive discussion on issues such as appropriate use of language and how to create an inclusive community. Pupils who spoke to inspectors say that the school is a safe and accepting place to be open about one's sexuality and that people are respected for who they are. Pupils in Fem Soc lead with feeling 'Empower her voice' workshops and find it important to discuss issues such as abortion in Ireland and men's mental health issues.
- 3.18 Pupils develop excellent spiritual understanding as they move up through the school. Through links with the local and wider community, pupils develop an understanding and appreciation of the non-material aspects of life, particularly in the creative arts. Pupils, in Year 13 history of art, talk very confidently about their spiritual understanding of gothic cathedral structures, discussing vertical spires reaching towards heaven as representations of the Father, Son and Holy Spirit or the single rose windows that represent one God. Pupils use thought provoking quiet time sessions in weekly chapel services to consider their own privileged place in society. Year 12 pupils who spoke to inspectors, said

that these sessions were humbling and caused them to pause and reflect. Pupils' appreciation of 'the other' was clearly evident in Year 12 Religious Studies lesson when pupils discussed the section of *Wind in the Willows* dealing with Ratty and Mole's searching for Portly. Pupils confidently express their opinions on a range of topics in the informal atmosphere of the boarding houses. Here boarding staff and pupils enjoy the opportunity to discuss more philosophical topics in a relaxed atmosphere.

- 3.19 Pupils are overwhelmingly courteous and polite, relating well to each other and to adults. The vast majority of parents who responded to the questionnaire agreed that the school helps their child to be confident and independent alongside developing strong teamwork and social skills. Outside of lessons, pupils behave very sensibly during lesson changeover, lunch and break times and when involved in an extensive range of co-curricular activities. Pupils work very effectively with others, as was consistently demonstrated in class, or through sport, music, drama. A sense of team spirit is very evident, be it in dance or debating competitions. Sixth formers are committed to their own studies, yet they also support younger pupils by acting as peer mentors. They engage in pro-active committees and societies that contribute to the school's recent emphasis on equality, diversity and inclusion. They are excellent role models around school. A small minority of pupils who responded to the questionnaire did not agree that the school teaches them how to build positive relationships and friendships. Inspectors scrutinised the very comprehensive RSE and PSHE policies and programmes and observed that the lessons actively encourage respect, kindness and empathy. For example, in a Year 9 Drama Lesson, pupils were non-judgemental of each other as they acted out different scenarios which their classmates had to describe.
- 3.20 Pupils show excellent awareness of the importance of helping others and take their responsibilities seriously. They have high expectation of themselves and each other. Pupils at the school make an excellent contribution to others. This is seen within school in clubs and societies and the work done by the CCF and groups organised for The Duke of Edinburgh's Award scheme (DofE). In the local community pupils from the school volunteer in local primary schools. They help with the running of sports and creative activities at food banks and support charities in other parts of the world. Sixth form pupils make a very positive contribution to the whole school community through a range of leadership, mentoring and support roles they provide for other pupils, through committees, societies and buddying. Pupils' charity work exemplifies their strong focus on striving to help and improve the lives of others locally, nationally or further afield. Boarders have helped local refugee children by spending time supporting and playing with them.
- 3.21 Pupils are extremely aware of why and how to stay safe and healthy. An overwhelming majority of parents and pupils who responded to the questionnaire, agreed that the school provides a safe environment to learn. Inspection evidence supports this view. Pupils know about different forms of bullying including those presented by technology and social media as part of being safe online. Pupils have a strong understanding of the need to look after their personal well-being, including their mental health. The vast majority of parents who responded to the questionnaire agree that the school's relationships and sex education programme prepares their child effectively for life in modern society. Pupils know that it is important to eat a balanced diet and get enough sleep. In a Year 10 sports pathways programme, pupils were able to clearly identify the many physical benefits of exercise. They could clearly differentiate between seven different types of exercise and their specific benefits to different sports when designing their own individual training programme.

## 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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. Inspectors visited boarding houses and 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

Mr Desmond Dunne	Reporting inspector
Miss Clare King	Compliance team inspector (Headmistress, ISA school)
Dr Susan Ley	Team inspector (Former deputy head, SofH school)
Mr Andrew Selkirk	Team inspector (Former deputy head, SofH school)
Mrs Gillian Bilbo	Team inspector for boarding (Former head, GSA school)
Mr Richard Evans	Team inspector for boarding (Former head, IAPS school)
Mrs Elizabeth Worthington	Team inspector for boarding (Senior deputy head, HMC school)
Mr Stephen Yeo	Team inspector for boarding (Former head, SofH school)