



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Highclare School

April 2023

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School's Details

School	Highclare School			
DfE number	330/6060			
Registered charity number	528940			
Address	Highclare School 10 Sutton Road Erdington Birmingham B23 6QL			
Telephone number	0121 373 7400			
Email address	headsecretary@highclareschool.co.uk			
Headteacher	Dr Richard Luker			
Chair of governors	Mrs Louise Flowith			
Proprietor	Highclare School			
Age range	2 to 18			
Number of pupils on roll	521			
	EYFS	104	Prep schools	199
	Seniors	189	Sixth Form	29
Inspection dates	18 to 20 April 2023			

1. Background Information

About the school

- 1.1 Highclare School is an independent co-educational day school located in Erdington and Sutton Coldfield, Birmingham. Founded in 1932, it is a registered charity overseen by a board of governors.
- 1.2 The school occupies four separate locations. It comprises a senior school and sixth form on the main school site in Erdington, two parallel preparatory schools, St Paul's and Woodfield and sports facilities on sites nearby. There are Early Years Foundation Stage (EYFS) settings in both preparatory schools.
- 1.3 Since the previous inspection the school has raised its entry age to two years.

What the school seeks to do

- 1.4 The school aims to encourage independent learning and individual excellence within a secure and happy setting and to motivate each pupil to achieve their full potential. It seeks to develop the values of self-respect and self-discipline, alongside tolerance and respect for others and the environment.

About the pupils

- 1.5 Pupils come from a range of professional and business family backgrounds, within a 15-mile radius of the school. School data indicate that the ability of the pupils is in line with the average for those taking similar tests nationally. The school has identified 71 pupils as requiring support for special educational needs and/or disabilities (SEND), including dyslexia and autism, of whom 62 receive additional specialist help. There are 8 pupils with an education, health and care (EHC) plan. English is an additional language (EAL) for 57 pupils, of whom 3 receive additional support for their English. The school identifies those pupils who are the most able and those with particular talents and the curriculum is modified for them.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. 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.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the prep schools, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm 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 education in the prep schools and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Upper 3 (U3)	Year 7
Lower 4 (L4)	Year 8
Upper 4 (U4)	Year 9
Lower 5 (L5)	Year 10
Upper 5 (U5)	Year 11
Lower 6 (L6)	Year 12
Upper 6 (U6)	Year 13

Key findings

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

- Pupils are articulate, effective and considerate communicators.
- Pupils apply their highly competent numeracy skills effectively across the curriculum.
- Senior school pupils have well-established competence in using information and communication technology which supports their learning in all subjects.
- Pupils throughout the school display strongly positive attitudes to learning, both individually and collaboratively.
- Prep school pupils demonstrate excellent study skills. These are less well developed in the senior school.

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

- Pupils show high levels of social awareness and work effectively with others, which underpins the way they behave in school.
- Pupils deeply respect and value diversity within their school and show a keen appreciation of their own and other cultures.
- Pupils throughout the school demonstrate excellent self-knowledge, self-discipline and resilience in all aspects of their school lives.

- Pupils' moral understanding is highly developed and they maturely take responsibility for their own behaviour.

Recommendations

3.3 The school is advised to make the following improvements.

- Improve senior school pupils' ability to hypothesise, analyse and synthesise by ensuring that all receive consistent challenge in lessons to develop and use these skills.
- Enable all pupils to experience the full range of excellent practices seen across all three school locations through increased collaboration between them.

The quality of the pupils' academic and other achievements

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

3.5 Children in the EYFS make excellent progress, which results in most of them meeting the Early Learning Goals. In both prep schools, the school's data indicate that pupils attain high standards of numeracy and literacy. Pupils' level of attainment is high, as indicated by the evidence from lesson observations, discussions with pupils and scrutiny of their work. This evidence shows that pupils make excellent progress over time in all areas of the curriculum. Pupils are well prepared for the transition to the next stage of their education.

3.6 Pupils make strong progress in their knowledge, skills and understanding as they move through the school. Analysis of school data show that at GCSE most pupils attain grades higher than expected for those of their ability, and at A level, all pupils attain grades at least in line with those expected for those of their ability. Pupils' attainment at A level in 2022 was good, with one-third of results at the top two grades. This good level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021. Results at GCSE are equally indicative of the high quality of teaching and learning. In 2022, two-fifths of results were at the top grades, in line with the centre- and teacher-assessed grades in 2020 and 2021. Results show strong improvement beyond predictions for pupils in almost all subjects. Consequently, most leavers in 2022 gained a place at their first-choice university, many of which have high entry requirements, and at equivalent institutions in specific fields. Pupils with SEND also make strong progress, in line with their peers. These levels of attainment overall are enabled by excellent academic leadership and teaching which demonstrate detailed knowledge of individual pupils and mutually respectful relationships between staff and pupils.

3.7 Pupils of all ages and abilities, including those with SEND and EAL, demonstrated an excellent understanding of prior learning in many lessons and built strongly on this to develop their understanding and further their skills. For example, pupils in A-level physics displayed sophisticated understanding of experimental technique when measuring the force on a wire due to a magnetic field. In a history lesson, Year 9 pupils demonstrated and built on their thorough prior knowledge of the Treaty of Versailles to suggest knowledgeably how Hitler was breaking its terms. Pupils in a Year 8 music lesson demonstrated an excellent understanding of composition and dynamic, accurately using technical language such as adagio and homophonic texture. Reception children exhibited a strong understanding of phonic blends and were able to define fiction and non-fiction in their reading lesson. Pupils in Year 4 displayed a deep understanding of life processes in their science lesson. Year 1 pupils were fully conversant with complex writing structures, similes and rhyme which they applied with excellent effect to their work in drama.

3.8 Throughout the school, pupils, including those with SEND, have excellent communication skills that are used in all subjects. They speak with confidence, fluidity and clarity, thus enabling effective learning in lessons. Pupils listen well and respond to other pupils and staff with engagement, empathy and understanding. The youngest children confidently ask questions, are curious and eager to explore

sounds to make sense of the written word, and Year 1 pupils show they can write creatively at a high level. Older pupils in the prep schools use complex language and vocabulary to express their ideas effectively and with maturity. In a Year 12 psychology lesson, pupils effectively critiqued the merits of a particular definition of psychopathic behaviour in a highly articulate manner. In modern foreign languages lessons, all pupils displayed strong linguistic skills in the target languages. In science, music and design technology (DT) lessons, pupils of all ages made accurate and appropriate use of technical terminology. Evidence from work scrutiny showed many strong pieces of engaging written work. For example, in Year 9 English, pupils were able to use well-developed language to interpret and convey their understanding of the role that the three witches play in Macbeth.

- 3.9 Pupils demonstrate an excellent level of numeracy both within their mathematics lessons and when applying their knowledge in other subjects. For example, Year 12 mathematicians demonstrated excellent understanding of the procedure for integrating polynomials and were highly effective in applying their skills to solving problems including negative and non-integer powers. In geography, Year 7 pupils displayed excellent understanding and interpretation of complex climate bar and line graphs. Evidence from work scrutiny of pupils' science laboratory books demonstrated excellent recording and analysis of experimental data which included well-organised tables complemented by well-presented, accurately labelled graphs, best-fit lines and gradient calculations. In both prep schools, reception children, as part of their free flow activities, confidently counted the number of bubbles that were flying away in the playground. Year 4 pupils successfully applied their understanding of number lines to solve problems on integers of time. Pupils in year 6 applied their knowledge of ratios to correctly calculate the required quantities when cooking a chicken pie.
- 3.10 Pupils in the senior school are confident users of information and communication technology (ICT). They recognise that these skills, enhanced during periods of lockdown, have been further developed by the provision of electronic devices for older pupils in the senior school. Sixth-form pupils talked about the enormous organisational benefits of ICT, for research, storing of material and notes, and checking feedback on their marked work. Pupils lower down the senior school are also adept at using different platforms and a wide range of software, especially the school virtual learning platform, to support and reinforce their learning in all subjects. For example, GCSE pupils in an ICT lesson rapidly produced functioning python codes to construct a trace table for an algorithm and Year 9 pupils in DT made excellent progress using computer aided design to produce increasingly complex table designs. In a Year 3 computing lesson, pupils swiftly and confidently expressed their understanding of what an algorithm is and how it may apply to an animation. Evidence of ICT use outside of computing lessons was seen less in the prep schools.
- 3.11 Throughout the school, pupils' attitudes to learning are excellent and they demonstrate strong collaborative skills which positively support their own and their peers learning. In all classes, pupils are highly engaged, listen attentively and participate enthusiastically in discussions. For example, in science lessons, pupils were highly attentive and engaged during practical work, responding confidently to questions asked with thought and enthusiasm. Excellent group discussions in a GCSE Spanish lesson enabled an increase in the technical complexity of their oral responses. Pupils in learning support commented on how their individualised learning online helped improve their literacy skills and made them more independent in lessons. All pupils in the prep schools and EYFS, including those with SEND, are highly motivated, curious, independent and collaborative learners. These attributes were exhibited in all lessons observed. For example, Year 1 pupils were extremely engaged, focused and attentive when watching the hatching of the chickens within their classroom.
- 3.12 Many pupils throughout the school achieve excellent and notable success individually and in teams in sporting, musical, artistic and cultural arenas. Achievements outside of the curriculum include success in competitions at regional and national level in mathematics challenges and music and drama (LAMDA) examinations, instrumental examinations and coding challenges. Other areas of success include art, photography, design and creative writing competitions, at national level in some cases. Sporting success, both regionally and nationally, has been achieved in athletics, gymnastics, swimming

and cross-country. In discussions, pupils commented on the involvement of many pupils in the highly popular and successful school musical and drama productions. They referred to both these and participation in The Duke of Edinburgh's Award scheme (DofE), as strengths of the school.

- 3.13 In the prep schools, pupils develop highly effective study skills as they progress through the school which they instinctively apply to all areas of learning. They are quick to process, analyse and question, as observed when discussing pilgrimages in religious education, when deciding what colour crayon to use in their artwork, when synthesising information from a bus timetable to resolve a challenging mathematics problem and when hypothesising on how the world would be without the telephone. However, in the senior school, these skills are not as fully developed because they have limited opportunities to use them. In discussions with the inspectors, pupils commented on how they relish a challenge and spoke animatedly about the occasions when they had opportunities to think more deeply in lessons. For example, in art, where pupils researched a range of artists and analysed their similarities and how this influenced their own style of artwork. Discussion with older pupils highlighted the impact and importance of the TAKE CHARGE charter, a school initiative where pupils take ownership of their learning, in developing their study skills along with their work for the extended project qualification (EPQ).

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils in both prep schools and the senior school, show an excellent understanding of the areas they excel in, the areas that they find more challenging and those they need to work on to improve their academic performance. All pupils, especially those with SEND, demonstrate perseverance and excellent resilience and self-discipline, including in the face of academic challenge. They know who they can approach for support and advice and willingly do so, often citing drop-in sessions as the source of this targeted personal support. Key in this support are praise and encouragement, which are used throughout the school to great effect and have a clear impact on pupils' self-esteem. Pupils commented most enthusiastically on how they felt that their personal development is supported strongly by the schools' TAKE CHARGE charter and the skills and values enrichment programme. A very large majority of parents in the questionnaire agreed that the school helps their child to be confident and independent. These excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, school governors and staff to providing high levels of caring and nurturing pastoral support and preparing pupils comprehensively for the next stages of their lives.
- 3.16 Throughout all the school settings, pupils' social skills are highly developed. They demonstrate excellent social awareness, interactions being positive, honest and open, reflecting the strength of community and expectation of co-operation that exists within the school. Pupils work together well in lessons and around the school and display much enjoyment in the opportunities for engaging in groupwork and paired activities. For example, in a Year 12 mathematics lesson, pupils worked highly collaboratively to efficiently solve a Tarsia puzzle on integrals with a sense of positive competition and individual leadership to ensure the team reached a successful outcome. The youngest children in the EYFS were able to work respectfully and collaboratively to decorate a large cardboard box as a bus; they understood the importance of taking turns and sharing. At lunch and break times, pupils from different year groups engage warmly with each other in outdoor activities such as football, giant chess and table tennis. In the questionnaire, an overwhelming majority of parents agreed that the school helps pupils develop teamwork and social skills. Inspection evidence shows that pupils of all ages develop into considerate and empathetic young people.
- 3.17 Pupils of all ages are extremely tolerant, caring and show sensitivity to those from different backgrounds and traditions. The multicultural and multi-faith population throughout the school and the positive values of the school combine effectively in enabling the pupils to recognise and develop their understanding of the difference in others within their own community. This was evident in the

varied friendship groups within the school. A very large majority of parents who responded to the questionnaire agreed that the school actively promotes values of decency, respect and tolerance. Sixth-form pupils developed a Bhangra dance workshop into a culture day to celebrate the range of cultures within the school. In many lessons, pupils new to the country were supported by their peers to overcome the complexities of school life and English culture. Reception children were keen to promote their celebration of Eid and share gifts with others, exhibiting real pride in their culture. In lessons and activities, pupils listen and support each other with care, compassion and thoughtfulness, rooted in an acceptance of each person as an individual.

- 3.18 Pupils of all ages within the school show a balanced and mature understanding of how to stay safe and how to be physically and mentally healthy in an age-appropriate way. They are aware of the need for a healthy diet and exercise and make choices that will actively support them to achieve this. All pupils throughout the school take part in regular physical activity and commented on the enjoyment they get from it. Pupils value all the opportunities in the personal, social and health education (PSHE) curriculum to reflect on and demonstrate their awareness of mental health issues. They feel positive and reassured that they know how to access support for themselves, their peers and everyone in their school community. Prep school pupils regularly access wellbeing opportunities such as yoga, zen colouring and the worry monster. The senior school gardening club is proud that its healthy produce is now used in the school kitchens. In discussions, pupils agreed that they know how to stay safe online, and that they feel safe and secure in school. This was supported by a very large majority of parents who responded to the questionnaire and was confirmed by inspection evidence.
- 3.19 Throughout all the schools, pupils' moral understanding is excellent. Pupils take full responsibility for their own behaviour and have a well-developed sense of right and wrong and a strong awareness of the need to respect the school's behaviour code. The size of the school and the small number in each class enables cohesive relationships to develop between the pupils and between pupils and staff and this supports the noticeable culture of trust and respect. In a psychology lesson, Year 12 pupils demonstrated excellent understanding of the difference between social norms and morality and discussed this relationship in detail and with passion. In a year 9 form debate, pupils were quick to identify the potential moral dilemmas regarding charitable donations at home or abroad. Year 7 pupils in their enrichment programme confidently discussed the morals behind a story being studied, demonstrating excellent self-understanding of how this could impact on the lives of those around them.
- 3.20 Pupils throughout the school are fully aware of the need to make careful, thoughtful and informed choices. They appreciate that daily decision-making is key to their academic success, development and wellbeing. This begins in the EYFS, where pre-school children confidently take responsibility for their learning, deciding on what they want to explore and play with and choosing their own way to do things. Year 2 pupils made assured decisions when choosing the level of difficulty in their activity on phonics. Pupils in Year 6 were keen to discuss their success at achieving places at their chosen secondary schools, maturely acknowledging that they now needed to make the right decisions about the work that was required for this success. Pupils in Year 11 confidently considered their effective management and prioritisation of their individual revision programmes. The school councils make meaningful decisions about different aspects of school life, which are implemented by the school. These include improvements in the dining hall and provision of outdoor activity equipment and benches. Pupils in discussion did comment on the length of time that these decisions seem to take. Inspection evidence supports this view.
- 3.21 All pupils have a well-developed social conscience and an excellent awareness of their social responsibilities to others and the wider world. The school fully meets its aim to create a sense of community where pupils are sensitive to the needs of others. Pupils from both senior and prep schools talk positively about the various roles for them within the school that enable them to support their peers. These include school prefects, house and sports captains, school council and eco-council members and recently introduced, academic, wellbeing and anti-bullying mentors. Pupil leaders of all

ages take their responsibilities seriously and model responsible behaviour in the school. Pupils are highly aware of issues relating to inequality and express this most effectively through whole-school and house-based charity work. They raise funds for charities locally such as foodbanks, care homes, hospices and refugee charity projects and international charity initiatives. Pupils spoke most enthusiastically of their community-based volunteer work, such as visiting residents in care homes and producing artwork for their walls, and of the difference they felt they are making.

- 3.22 Pupils have a well-developed level of spiritual understanding and philosophical awareness. They are able to reflect deeply and thoughtfully on non-material aspects of life. In their science lessons, pupils show concern for the state of the world and the impact of human decisions on it. In discussion with the inspectors, senior pupils commented positively on the beneficial effects of participation in the gardening club; prep school pupils commented on how outdoor woodland learning activities developed their appreciation of nature. The Act of Random Kindness Club in the senior school, Spread a Little Happiness Club and kindness leaf tree in the prep school palpably illustrate the compassion shown by pupils as does the care shown by senior school pupils to Sonica, an abandoned hedgehog. Pupils reflected emotionally on the living conditions of refugees and the need for all communities to help their plight. It was evident in religious education lessons that all pupils welcome and enjoy exploration of their own and other faiths.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with 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 Michael Evans	Reporting inspector
Mr Mark Wallace	Compliance team inspector (Head, SofH school)
Mrs Amanda Kirby	Compliance team inspector (Former head, ISA school)
Mrs Sarah Hollis	Team inspector (Former head, IAPS school)
Mrs Kate Hurley	Team inspector (Former assistant head, IAPS school)
Mrs Heather Trim	Team inspector (Former deputy head, GSA school)
Mr Peter Sharp	Team inspector (Former deputy head, HMC school)