



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Hill House School**

**September 2022**

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## School's Details

<b>School</b>	Hill House School			
<b>DfE number</b>	371/6000			
<b>Registered charity number</b>	529420			
<b>Address</b>	Hill House School 6 <sup>th</sup> Avenue Auckley Doncaster South Yorkshire DN9 3GG			
<b>Telephone number</b>	01302 776 300			
<b>Email address</b>	info@hillhouse.doncaster.sch.uk			
<b>Headmaster</b>	Mr David Holland			
<b>Chair of governors</b>	Mrs Joan Fearn			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	751			
	<b>EYFS</b>	67	<b>Juniors</b>	226
	<b>Seniors</b>	353	<b>Sixth Form</b>	105
<b>Inspection dates</b>	13 to 15 September 2022			

## **1. Background Information**

### **About the school**

- 1.1 Hill House School is a co-educational independent day school for pupils. The school is managed by a charitable trust run by a board of governors. Since the previous inspection the school has been admitted into membership of HMC. The school was founded in Doncaster as a preparatory school for boys in 1912. It merged with St Mary's School in 2002 and moved to its present site in 2008. The school comprises a nursery provision, junior and senior sections.

### **What the school seeks to do**

- 1.2 The school aims to provide full and enriching opportunities, and instil in pupils a lifelong love of learning, ambition and resilience in facing the challenges they will meet, assisted by a supportive and friendly community, where everyone is known and treated as an individual. It seeks to enable pupils to become confident, capable and compassionate people who will develop into adults with independent minds and a proper sense of values, service and responsibility.

### **About the pupils**

- 1.3 Parents are mostly from professional and entrepreneurial backgrounds, living within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils in the junior school is above average. Nationally standardised data provided by the school indicate that the ability of senior school pupils is above average in relation to those taking similar tests nationally. The school has identified 75 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, 32 of whom receive additional specialist support. One pupil has an education, health and care (EHC) plan. English is an additional language for 17 pupils whose needs are supported by their classroom teachers. The school has identified 42 pupils as being more able and the curriculum is modified for them and for 25 other pupils because of their special talents in sport, music and drama.

## 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 junior school, 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 Pupils' performance at GCSE and A level in the years 2018 to 2022 has 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

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

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

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

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

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

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

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

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

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

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

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

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

#### Key findings

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

- Pupils are high achievers who excel academically and across a wide range of extra-curricular activities.
- Pupils achieve excellent levels of knowledge, skills and understanding.
- Pupils demonstrate highly developed communication skills, confidently using these to extend their learning.
- Pupils display exemplary attitudes towards their learning, approaching their studies with diligence and purpose.

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

- Pupils are extremely self-confident and demonstrate great resilience and self-discipline in their learning.
- Pupils demonstrate a highly developed moral sense; they are sensitive to the needs of others and take responsibility for their own behaviour.
- Pupils display a mature social awareness. They value each other and work together with an excellent sense of purpose and enjoyment.
- Pupils develop notable leadership skills, undertaking roles of responsibility with commitment and dedication.

#### Recommendations

3.3 The school should make the following improvement.

- Enable pupils to extend their academic understanding and study skills through increased opportunities to investigate and learn through making mistakes.

#### 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 demonstrate a high level of achievement in their academic studies and through their co-curricular commitments. This reflects the successful realisation of the school's aim to provide pupils with a life-changing education of all-round excellence supported by the school's mantra of 'together we can'. Pupils' attainment at A level in 2022 was strong, with over half of results achieving an A\* or A and three quarters achieving A\* to B. This high level of attainment mirrors the centre and teacher-assessed results in 2020 and 2021 when well over half of results achieved were at top grades. The



percentage of pupils attaining places in universities with demanding entry requirements has risen from 45% to 67% over the previous five years. In 2022 a third of GCSE results were at the highest two grades, with over half achieving the top three grades. Data indicate similar attainment in 2020 and 2021, in the centre and teacher-assessed assessments. This high level of attainment is a consequence of the pupils' excellent attitudes to learning, supported by teaching which shows a high level of subject knowledge combined with excellent learning resources. On entry almost all pupils have an ability above others taking similar ability tests nationally. Data analysed show that at both GCSE and A level, almost all pupils achieve significantly higher examination grades than expected. This represents rapid progress in their knowledge, skills and understanding as they move through the school. There is no significant difference in attainment between the different groups within the school and pupils with SEND make consistent progress over time. Pupils of all ages achieve a similarly high level of progress throughout the school. The very large majority of parents state in their responses to the questionnaire that individual educational needs are met effectively and the teaching they receive enables their children to make progress.

- 3.6 Pupils demonstrate an excellent knowledge of different subjects and apply their understanding effectively across all areas of their learning. Year 1 pupils demonstrated their advanced understanding of a variety of materials while discussing different homes for the *Three Little Pigs*. In a Year 3 science lesson, pupils used their prior knowledge to sort rocks into metamorphic, sedimentary and igneous groups, confidently explaining differences between natural and man-made rocks. In the senior school sports lesson, Year 8 pupils applied their excellent technical expertise in rolling their opposition to get themselves into goal scoring position. Year 12 biology pupils developed wet slides of onion epidermis, competently demonstrating their well-developed understanding of risk assessment prior to their practical work. Pupils build on their learning as they progress through both junior and senior schools and take pride in the high standards they achieve. They are strongly supported by the carefully structured, broad curriculum and excellent transition arrangements which foster excellent learning habits through well-planned lessons and teachers' support and encouragement.
- 3.7 Pupils are highly effective communicators. Pupils of all ages develop their communication skills rapidly, encouraged by the classroom ethos of positive interaction and the many opportunities they are offered in their subject lessons and in the activities they pursue. They speak and write with confidence, expressing complex ideas clearly and sensitively. Year 2 pupils used their communication skills to great effect as they worked together to perform co-ordinated jumps. In a history lesson, Year 4 pupils discussed aspects of Queen Victoria's life with enthusiasm, demonstrating intellectual curiosity as they explored the Queen's decisions and lifestyle. Year 8 drama pupils eloquently communicated their feelings and senses through physical sequences, employing Stanislavski techniques in a lesson culminating in the power of mime. Year 13 pupils explored textual nuances and symbolism with flair and imagination in their English lesson, likening the physical act of bathing to symbolic purification, and explaining how characters can act as foils for each other. Year 5 pupils confidently explained to inspectors how to communicate using sign language, while in debating club, pupils from Years 9 to 13 passionately presented arguments for and against the motion that digital technology benefits children.
- 3.8 Pupils display strong numeracy skills. Reception children showed a mature understanding of a range of criteria and competently applied their numeracy skills to sort bears by colour and size and children by their eye-colour. Year 13 pupils in a mathematics lesson demonstrated keen resilience as they tackled the concept of the inverse function and the relationship of domain and range, rapidly making progress and using this new skill to correctly solve problems. Year 1 pupils competently matched numerals to number spellings and sequenced numbers, identifying what number came before and after. In their geography lesson, Year 7 pupils successfully used data to rank population size across Asia. In a sports studies lesson, Year 10 pupils employed their numerical skills to great effect as they confidently analysed and explained charts showing body mass index data. Year 11 chemistry pupils investigated rates of reaction, producing data sets for plotting onto a graph. They competently

extended the task by visualising the data as a curve, drawing tangents and successfully calculating instantaneous rates of reaction.

- 3.9 Pupils develop high levels of competence in information and communication technology (ICT), applying their skills across a range of subjects. They use technology to great effect to promote all aspects of their learning, supported by excellent facilities and the encouragement to incorporate ICT across the curriculum. Nursery children successfully used technology to listen to and identify a variety of sounds such as a ticking clock. Year 7 pupils demonstrated excellent technical skills as they explored alien observations of life on earth. Year 11 pupils made effective use of their devices to create phrases in Spanish, and those in Year 12 competently demonstrated a software programme designed to test their understanding of hexadecimal and binary number systems. Pupils routinely use online databases to develop their own work and further their understanding as was seen in a Year 13 Classics lessons when pupils reviewed their studies on Homer's *Odyssey*. Pupils are confident in accessing lesson material online and effectively researching topics such as those chosen for their Extended Project Qualification submissions.
- 3.10 Pupils display well-developed study skills. Nursery children successfully hypothesised about how to release animals trapped in ice, finally using salt and water to free their animals. Year 3 pupils produced imaginative hypotheses to explain why a poet may have used a particular line. Older pupils in a Year 7 Latin lesson used their analytical skills effectively to discover vocabulary links between English, French, Spanish and Latin. Year 12 pupils in a history lesson competently analysed source research to explain events and their significance, effectively linking these to the 1905 Russian revolution. Pupils thoroughly enjoy probing and extending their subject knowledge by employing their study skills and are highly effective when given opportunities to do so. They willingly participate in their lessons, using mistakes as learning opportunities, and developing a mature approach to their learning. However, their skills are not yet fully developed in this regard due to the limited opportunities offered in some lessons for them to do so.
- 3.11 Pupils in both the junior and senior schools achieve at extremely high levels through participation in the school's extra-curricular programme. Pupils engage with high levels of success in national mathematics and science challenges. They achieve notable successes in essay and poetry competitions, in national linguistics olympiads, and in a wide range of disciplines including history, geography, philosophy, politics, business and economics, and debating and law. Pupils representing the school in sports teams have achieved exceptional successes including winning national competitions in rugby and cricket and reaching regional and national finals in hockey. Pupils are equally successful in athletics, cross-country and swimming, with many others achieving national success in individual events. Pupils achieve high grades in external music, drama and dance examinations. They develop self-confidence as they participate in the many choirs, orchestras, ensembles and dramatic productions throughout the year. They gain experience and life-skills through the strong extra-curricular programme and are ably supported by the high-quality resources provided by the school's leaders and governors.
- 3.12 Pupils of all ages and abilities demonstrate excellent attitudes towards their learning, successfully working with each other and with their teachers. They are diligent, enthusiastic learners who want to succeed. Pupils are proud of their achievements and understand the importance of taking responsibility for the quality of their own work. Pupils work independently and collaboratively with focus and determination. Children in the nursery happily shared ideas as they worked together to retell a story. In French, when studying the topic of *My Region*, Year 10 pupils conscientiously prepared vocabulary and then contributed to a positive working environment, supporting each other's learning through a constructive question and answer session. Pupils persevere and encourage each other as they strive for academic excellence in their studies. Most parents in their responses stated that the school helps their children to be confident and independent and this is evidenced in the determined manner in which pupils approach their learning.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate very high levels of self-confidence in their academic studies and in their lives beyond the classroom. This quality is promoted by the school's strong emphasis on developing personal qualities such as a lifelong love of learning, ambition and resilience. Pupils understand their own qualities and know how they can improve themselves in all aspects of their lives. They are reflective, self-reliant and hard-working, demonstrating self-discipline in their learning. In the junior school, pupils respond conscientiously to feedback and as a result make rapid progress in their studies, for example, using capital letters and paragraphs correctly. Year 2 pupils shared positive peer assessment of a drama performance, thereby improving their techniques and developing strong social skills. Senior school pupils reflected on overcoming challenge and the benefit of individual targets, demonstrating a strong understanding of their strengths and weaknesses. They approach their studies with maturity and persevere until they succeed. Pupils of all ages and abilities willingly engage in the extra-curricular clubs and activities, gaining self-awareness as they explore new skill sets.
- 3.15 Across the school, pupils understand the importance of making decisions and taking responsibility for their lives. They demonstrate a mature understanding of how their decisions can affect their well-being and futures. Year 6 pupils displayed a genuine sense of maturity as they sensibly discussed how what they learn in their personal, social, health and economic (PSHE) lessons helps them identify the determinants for their own success and well-being in addition to promoting the well-being of others. Although a few pupils in their responses to the questionnaire did not feel the school provided good careers guidance, senior pupils display a thoughtful attitude towards the subject choices they make and in discussions with inspectors were highly appreciative of the careers guidance they receive.
- 3.16 Pupils demonstrate a strong appreciation of the non-material elements of life and how these strengthen their self-awareness. Junior school pupils develop an age-appropriate understanding of various world religions through their religious education lessons giving them a deeper understanding of how important faith can be in individual lives. In their written work, Year 3 pupils demonstrated their understanding of courage and effectively used examples to show how they could be courageous in their own lives. Young pupils spoke of feeling moved in an assembly commemorating the Queen and of how music can absorb them. Senior pupils in a guitar rehearsal reflected upon the recent death of Her Majesty Queen Elizabeth by changing their music to include elements of remembrance and an appreciation of the national mood. Pupils in Year 9 sensitively considered a range of moral issues, showing respect for each other's ideas and feelings. Pupils of all ages demonstrate a high level of ability to express themselves through the medium of art, evidenced in the excellent displays around the school. Pupils demonstrate a mature understanding of their place in the world as a result of the opportunities they receive to debate topical issues and current affairs and through the programme of visiting speakers.
- 3.17 Pupils display a strong moral understanding and have a clear sense of right and wrong. They understand the school's system of rewards and sanctions, and behaviour in the classrooms and around the school is excellent. They recognise that sanctions are important for the harmonious operation of the school, and most pupils and parents in their questionnaire responses stated that the school expects pupils to behave well. Pupils know when they have got things wrong and take responsibility for their actions. They are appreciative of the opportunity the school gives them to learn from their mistakes and put things right. Junior and senior pupils undertake positions of responsibility with dedication; senior pupils are aware of the need to be good role models for younger pupils. Pupils behave with kindness and courtesy towards each other, in keeping with the school's aims to encourage pupils to become compassionate people.
- 3.18 Pupils develop excellent social skills and employ these effectively in their work and play, clearly understanding the importance of helping others. Children in the Early Years played respectfully together, demonstrating imaginative play and co-ordination, encouraged by their teachers engaging

with them and supporting their development. Year 5 pupils honed their skills of working in pairs as they practised call and response technique in a lesson studying African Bantu music. Pupils in Year 7 who had just arrived in the school explained how the welcoming atmosphere helped them overcome their worries and the challenge of a new school. During a Year 11 form time, pupils showed a mature insight into social inequality and the challenges young people face after listening to a speech by Michelle Obama. They develop greater social awareness through participation in the Duke of Edinburgh's Award Scheme, and through collaborating in school dramatic productions and musical events.

- 3.19 Pupils develop strong leadership skills in keeping with the school's aims to enable pupils to gain a proper sense of values, service and responsibility. Junior school pupils demonstrate their leadership skills when undertaking roles of responsibility such as prefects, eco warriors, form and house captains and buddies, or by representing their forms on the school and food councils. A very large proportion of older pupils gain excellent experience of leadership and service through the many opportunities to hold positions of responsibility open to them throughout their time at the school. Senior pupils running the four houses help organise inter-house competitions and pupils throughout the school are active in nominating and raising money for local and national charities.
- 3.20 Pupils are proud of their school and of its welcoming, inclusive ethos. Younger pupils develop a keen awareness and understanding of other cultures from their peers, through the curriculum, visits from external speakers and the assemblies where they learn to respect each other as individuals. They discuss different religious festivals and customs with sensitivity and are well informed about equality and diversity. Older pupils respect and value diversity, understanding the richness that accrues to a community through difference. They gain a mature understanding of the need for equality through the literature they study, the exhibitions featured by the school, the extensive programme of external speakers and the many opportunities to debate and discuss current issues. Pupils are sensitive to one another's needs and respond with care and consideration, encouraged by the strong ethos of respect engendered throughout the school. A large majority of parents stated in questionnaires that the school treats their children fairly, regardless of their sex, faith, race or needs.
- 3.21 Pupils have an excellent understanding of how to keep themselves safe and lead healthy lives, supported by the strong programmes of study and encouragement they receive from their teachers. Pupils of all ages take advantage of the many sporting opportunities available to them to improve their physical fitness and mental well-being, supported by highly experienced sports teachers and trained mental health first aiders. Pupils understand the importance of a well-balanced diet and are encouraged to make healthy choices through suitable menu options at lunch. They know how to keep themselves safe online, receiving appropriate training in discrete ICT lessons, focused assemblies and form time, presentations from external speakers and through events arranged by the school. Pupils understand the importance of a balanced lifestyle and the need to develop mental resilience, supported by their studies, activities such as lunch-time yoga sessions and through residential trips and visits. Pupils are appreciative of the support they receive from their teachers and know how to report any concerns they may have. Pupils feel valued as individuals and say they are well looked after, reflecting the high quality of provision made available by senior leaders and the excellent pastoral care they routinely receive.

## 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 and assemblies. 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

Mrs Pamela Johnson	Reporting inspector
Mrs Suzie Longstaff	Compliance team inspector (Headmistress, HMC and GSA school)
Mrs Helen Andrews	Team inspector (Former head of pre-prep, IAPS school)
Dr Martin Andrew Boulton	Team inspector (High Master, HMC school)
Mr Toby Seth	Team inspector (Headmaster, HMC school)
Mrs Caroline Wood	Team inspector (Deputy Head Pastoral, GSA school)