



ISI Independent
Schools
Inspectorate

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

Hall Grove School

May 2023

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School's Details

School	Hall Grove School			
DfE number	936/6444			
Address	Hall Grove School London Road Bagshot Surrey GU19 5HZ			
Telephone number	01276 473059			
Email address	office@hallgrove.co.uk			
Headteacher	Mr Neil Tomlin			
Proprietor	Mr Alastair Graham			
Age range	3 to 13			
Number of pupils on roll	420			
	Day pupils	405	Flexi-boarders	15
	Early years	62	Pre-prep	68
	Prep	200	Seniors	90
Inspection dates	16 to 18 May 2023			

1. Background Information

About the school

- 1.1 Hall Grove is a co-educational boarding and day school, situated between the villages of Bagshot and Windlesham in Surrey. Boarding provision is offered on a weekly or occasional basis to pupils from the age of eight. Founded in 1957 by the family of the current proprietor, the school remains in private ownership and is run as a limited company. The proprietor and his wife have responsibility for governance, supported by a professional advisory body. Since the previous inspection, the leadership team has been restructured and a new headmaster was appointed in September 2021. The school have developed a walled garden and outdoor classroom. A new dedicated building has been provided for performing arts.

What the school seeks to do

- 1.2 The school seeks to provide a broad and balanced education of the highest quality to the pupils. Its objective is to provide a strong sense of community, with happy pupils, parents and staff. The school aims to foster a real 'can-do' attitude amongst the pupils and encourage them to have a go at as many of the opportunities on offer as possible.

About the pupils

- 1.3 Pupils come mainly from professional and business families who live in the locality and reflect the cultural profile of the area. Data indicate the ability profile of the school is above average compared to pupils taking the same test nationally. The school has identified 64 pupils as having special educational needs and/or disabilities which include a range of specific learning difficulties, of whom 14 receive additional specialist help. One pupil has an education, health and care plan. English is an additional language for 20 pupils, one of whom requires specialist support. The curriculum is modified for pupils identified by the school as being more able or with particular gifts or talents.

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. 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, 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. 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, National Minimum Standards for Boarding Schools, 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, the National Minimum Standards for Boarding Schools 2022, 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 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 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school 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.
- 2.5 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are 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 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. Boarding staff are appropriately trained and deployed.
- 2.10 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 3, 5–12, 15, 16 and 20 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 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. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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.

Key findings

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

- Pupils throughout the school are excellent mathematicians; they calculate confidently and apply their knowledge effectively when solving problems.
- From an early age, pupils develop outstanding oracy skills; they are highly articulate and confident in their use of language, including modern and classical foreign languages in the senior years.
- Pupils use a wide range of information and communication technology (ICT) skilfully and confidently across the curriculum.

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

- Pupils' attitudes towards learning are excellent throughout the school.
- Pupils have high self-esteem, are extremely confident and show mature levels of self-discipline.
- Pupils demonstrate an acute understanding of right and wrong and a mature appreciation of the importance of kindness. They are extremely polite and well mannered.

Recommendations

3.3 The school is advised to make the following improvements.

- Build on the strong foundations in the prep department to further develop the writing in the senior years.
- Develop a stronger culture of pupil voice being able to effect positive change at the school.

The quality of the pupils' academic and other achievements

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

3.5 Attainment of pupils across the school is high. A large majority of the youngest children achieve a good level of development by the time they leave the early years setting. The attainment of pupils in the prep school maintains this excellent start, with standardised scores in English and mathematics above norms for others taking the same tests nationally. Standardised tests, as recorded and monitored by the school's detailed tracking system, show that pupils make good short- and long-term progress in all core areas of the school. Evidence from a scrutiny of pupils' work and observation of lessons confirms this picture. Careful oversight and tracking in all subject areas, together with regular professional dialogue by subject leaders, class teachers and section leaders ensure that staff are well trained to deliver high-quality lessons. Common Entrance exam results indicate excellent outcomes in

mathematics, science and modern and classical languages. Outcomes in English and other areas are good. Those with special educational needs and/or disabilities (SEND) or with English as an additional language (EAL) are highly productive. Detailed planning, effective support and helpful intervention strategies enable them to make high levels of progress alongside their peers.

- 3.6 The knowledge, skills and understanding of pupils develop strongly as they progress through the school because of strong classroom practice across the age range, with lessons which are well paced and appropriately challenging. An overwhelming majority of pupils who responded to the questionnaire agreed that their knowledge and skills improve in most lessons. The youngest children, for example demonstrated an excellent knowledge of a range of fairy stories and confidently thought of ways to develop them. Younger pupils gained rapid understanding of time during a challenging mathematics lesson, while older pupils displayed an advanced knowledge of the periodic table when they spontaneously burst into song to demonstrate their knowledge and enjoyment. Pupils benefit from highly supportive teaching, excellent resources, and a carefully planned broad curriculum.
- 3.7 Pupils are highly articulate and develop increasingly effective communication skills as they progress through the school. They express themselves confidently and convey their ideas with great clarity due to the many opportunities for performance at all levels alongside feedback in class within a supportive environment which values learning from mistakes. Younger pupils' writing seen includes excellent sentence structure and punctuation, often using high-quality descriptive vocabulary and language. Older pupils provide confident commentary to videos of experiments in chemistry, accurately using technical language advanced for their age to explain the reactions seen. Pupils listen to others with interest and work very efficiently as talking partners in lessons. The writing skills of pupils are of a very high calibre, especially in the prep department and below, where they benefit from many opportunities to write in a wide variety of forms. A scrutiny of lessons and pupils' books confirms their skills are applied effectively across all areas of learning. In discussions, pupils spoke about their love of reading, explaining that they are challenged to read certain amounts and are well supported to select different challenging texts across the year.
- 3.8 Pupils' numeracy skills develop rapidly as they progress through the school. By the time they leave, pupils display excellent numeracy skills and apply their mathematical skills with confidence in other areas of the curriculum. This can be attributed to teaching which provides clear explanation, excellent modelling, and a range of activities to meet the individual needs of pupils. Children in nursery confidently ordered number mats with one- and two-digit numbers and could explain the gaps. Year 2 pupils are highly competent in numeracy, using their knowledge of the five-times table to work out how to tell the time in five-minute intervals. In a mathematics lesson, Year 4 pupils successfully recapped the 'code' for decimals and confidently added and subtracted fractions. The oldest pupils are able to expertly solve challenging algebraic equations and made effective use of Venn diagrams to compare and contrast reincarnation beliefs.
- 3.9 Pupils exhibit an excellent level of understanding in the use of ICT. During pupil discussions it was evident they apply their digital skills to many curriculum areas to enhance their learning, for example researching topics in humanities, composing music and accessing revision materials and quizzes to their embed learning. Pupils in a Year 3 lesson independently spotted and corrected errors in code to enable a programme to run. In Year 7 pupils worked collaboratively on cloud-based documents to create a group news presentation based upon 'Animal Farm'. Pupils across the school develop their computing skills in the ICT suite, the older pupils have access to their own devices, but all are able to apply their digital expertise more generally across all curriculum areas.
- 3.10 Pupils have highly developed study skills. Almost all parents who responded to the questionnaire agreed that the school equips their children with the team-working, collaborative and research skills they need in later life. Pupils are encouraged to express their opinions, to question and to debate with confidence. As seen in a Year 6 science lesson about the formation of rocks, pupils showed strong enquiry skills, including ensuring their investigations included fair testing. Older pupils are able to develop strong study skills through their extended project qualification; for example 'Can I code a

virtual escape room based on a famous book?’ and completing a project about the effectiveness of Chat GPT. Pupils of all ages are highly capable of independent study and use the resources available to them effectively. They concentrate, focus, and behave extremely well and this creates a good learning atmosphere where pupils can practice and develop their study skills in a nurturing environment.

- 3.11 Pupils enjoy considerable success in their endeavours outside class. Almost all pupils gain a place at the senior school of their choice, and they are regularly awarded sport, music and academic scholarships. A variety of musical performances are a regular part of school life, and pupils have achieved much success in external music examinations. Each year group have opportunities to perform in assemblies and in an annual drama production. Pupils achieve excellent results in external speech and drama exams. Pupils perform strongly in IAPs sport competitions, winning the girls’ cricket festival this year and the U13 boys cross country championship. Recently pupils have been successful at county level in cricket, hockey and netball. In the questionnaire, almost all parents agree that the school provides a suitable range of extra-curricular activities, and pupils are proud of their achievements in the wide range of specialist clubs and activities on offer. In this way the school very successfully achieves its aim to provide a broad and balanced education of the highest quality to the pupils.
- 3.12 Pupils of all ages exemplify excellent attitudes to learning. They are highly productive and described how much they enjoy working collaboratively to organise events or to solve problems. Pupils appreciate and care for each other and display excellent levels of respect, tolerance and understanding. Teaching proactively encourages enthusiastic participation, as seen in Year 2 when ‘ICT tech buddies’ were used which enabled everyone to make rapid progress. Nursery children were actively engaged and motivated by the challenge to build and extend a bridge. Pupils of all ages are keen to show initiative and independence in both their learning and their thinking which is evident in all aspects of the curriculum. In Year 3 pupils were independently accessing a thesaurus and dictionary which enabled them to work independently on their writing task, and in Year 6 pupils benefited from readily available resources allowing them to maximise their learning time. Pupils who board regularly stated that this enables them to become more organised and independent in their day to day lives. Boarders’ obvious enjoyment of working and collaborating with others was seen clearly in the activities at the end of each day.

The quality of the pupils’ personal development

- 3.13 The quality of the pupils’ personal development is excellent.
- 3.14 Pupils across the school have excellent levels of self-esteem and high levels of self-confidence; they are happy, engaged and highly positive about their school. In all lessons seen, the children interact very positively with each other, and relationships are warm and natural. Pupils have very strong levels of self-understanding and in the best lessons, can self-reflect on their academic and personal progress through the use of effective marking and opportunities to assess their own success against lesson objectives. They develop high levels of self-knowledge and resilience because leaders and staff reinforce positive attitudes and encourage them to always do their best. The leadership team prioritise the wellbeing of the pupils and ensure they work in an environment ‘without fear of failure’. The older pupils also benefit from regular resilience building residential trips to the schools’ expedition house in Devon. Pupils are regularly challenged in lessons, and they demonstrate perseverance and resilience, as seen in a Year 6 French lesson when pupils were encouraged to self-correct themselves and move on with their learning. In a Year 8 design and technology lesson (DT), pupils remained resilient when working with challenging 3-D shapes. Hence the school very successfully achieves its aim of fostering a real ‘can-do’ attitude amongst the pupils.
- 3.15 Pupils show excellent decision-making skills, understanding the significance of their decisions in relation to their own progress. Pupils learn the necessary skills at an early age. Children in the EYFS

make daily choices about a range of learning and play activities. Year 2 pupils were able to accurately self-select which of the success criteria they had met that lesson. Choice is a common feature of lessons, with pupils afforded opportunities to select appropriate activities with suitable levels of challenge. For example, pupils in Year 6 decided which extension activities they would be best to select, and pupils in Year 8 appropriately selected revision activities which met their areas of weakness. By the time they reach the older years, pupils can recognise the implications and difficulties of making important decisions. They learn to make sensible choices, such as which enrichment activities to join, following their interests to broaden their learning. Pupils also make some decisions collectively through the elected school council. For example, the council voted for some of the selected school charities and to extend the school breaktimes.

- 3.16 Pupils develop an increasing spiritual understanding and appreciation of the non-material aspects of life. For example, they appreciate the value of enriching and uplifting experiences, such as plays, concerts and dance productions, in which they have performed or watched. During the choristers' rehearsal, pupils prepared with respect and dignity for an upcoming church performance. Nursery children were carefully tending their garden area to ensure the flowers continue to bloom. Pupils' growth in spiritual understanding is supported well by the school's personal development, religious education and assembly programmes. The pupils are confident and self-aware. They regularly reflect upon their own achievements and can offer mature, self-critical observations of their behaviour and work when needed.
- 3.17 Pupils of all ages make clear distinctions between right and wrong, taking responsibility for their own behaviour, as seen in lessons and during break times. Behaviour in the school is excellent. This is because teachers' expectations, both in classrooms and throughout the school, are high. Pupils show a strong level of respect for each other, the school and the code of conduct. Pupils challenge any misbehaviour and unkindness and show no tolerance of bullying. In discussions, pupils were quick to explain that the few instances of unkind behaviour are dealt with swiftly, stating 'it is important that we look after each other'. Pupils display great kindness and empathy, showing thoughtful consideration for one another and an eagerness to help and support their peers. Within the boarding community the pupils are encouraged to be positive, support each other and the kindest boarder award each term is highly sought after. Almost all pupils and parents who responded to the questionnaire agreed that the school actively promotes good behaviour.
- 3.18 Social awareness and collaboration in pupils of all ages is excellent. Pupils form productive relationships with their peers, meeting the school's aim to create responsible members of the school community. Younger pupils were often seen collaborating effectively, engaging in lively discussion, enjoying successfully completed shared tasks, playing happily and working together to learn from each other and solve problems. Older pupils build strong relationships and feel respected by their professionally warm, friendly teachers, who have high expectations of them in all aspects of school life. Boarders feel that their social development has been improved by the positive relationships that they have developed with pupils of all ages who all spend time together harmoniously in the boarding house. The school's values of respect, being kind and gentle, and be polite and thoughtful are clearly evident in pupils' interactions. These values help pupils to develop into considerate and empathetic young people who demonstrate a strong sense of loyalty to their school and who work together to fulfil common goals.
- 3.19 From the earliest age, pupils show a keen awareness of the needs of others. Pupils' contributions to the wellbeing of all within the school are obvious, positive and highly effective. They are extremely willing to help and support their peers both inside and outside the classroom. For instance, the oldest pupils demonstrate a well-developed self-confidence, strengthened by their roles as buddies to the younger children, involvement on the school council and leading the school house competitions as well as their enjoyment when working together to run stalls at the school's very successful Coronation Day celebrations. Pupils understand the importance of helping the wider community and contribute

productively to charitable causes such as performing at local venues and raising money for local and international charities.

- 3.20 Pupils engage naturally and without hesitation with those of backgrounds and cultures other than their own, in response to the ethos of kindness and mutual respect which permeates the school. Pupils have a thoughtful awareness of British society and in particular the role of tolerance. Pupils value the diversity within the school and are naturally curious about understanding different cultures. Pupils respectfully listen to others during discussions, such as in the senior pupils' theology, philosophy and religion lessons where they discuss various morality issues and dilemmas, such as abortion and euthanasia. The diverse boarding community is a very small one and changes each night with flexi and weekly boarders, but all boarders work and live harmoniously together, encouraged by the attitude of the boarding staff. In the questionnaire, almost all parents agreed that the school encourages pupils to respect and tolerate other people. Pupils value the opportunity to learn about other cultures, and to explore diversity. Their knowledge and understanding of these are woven through the curriculum and developed through themed celebration days and relevant topics in history and the diverse range of texts available in the library.
- 3.21 Pupils are physically healthy, and they radiate cheerfulness. This reflects the priority attached by the leadership and management of the school to the fostering of their wellbeing. Pupils feel safe within the school and fully understand the importance of staying safe and healthy in different activities, such as when using the internet, enjoying the after-school activities, or being challenged on residential trips. Evidence from pupil discussions, boarding house visits and dining with the pupils confirms that pupils lead healthy active lives filled with a variety of sporting and enrichment opportunities which they grasp eagerly. This is supported by nutritious meals provided by the school kitchen at every mealtime which the pupils appreciate, understanding that they should aim to eat a balance of the different food groups. A visiting nutritionist provides useful information to the pupils on healthy eating, and they benefit from the opportunities to use the onsite food cabin. The boarders also enjoy giving their views of the food options with the receptive kitchen staff. A large majority of parents and pupils in the questionnaire agreed that the school encourages a healthy lifestyle.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited boarding houses and 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 Sue La Farge	Reporting inspector
Mrs Jane Prescott	Compliance team inspector (Head, GSA school)
Mrs Karen Pickles	Team inspector for boarding (Former housemistress, HMC school)
Mr Mark Hammond	Team inspector (Head, IAPS school)
Mr Christian Pritchard	Team inspector (Head, IAPS school)