



ISI Independent
Schools
Inspectorate

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

St Hugh's School

November 2022

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School's Details

School	St Hugh's School			
DfE number	931/6078			
Registered charity number	309640			
Address	St Hugh's School Carswell Manor Faringdon Oxfordshire SN7 8PT			
Telephone number	01367 870700			
Email address	office@st-hughs.co.uk			
Headmaster	Mr Bertrand Leullier			
Chair of governors	Mr Paul Daffern			
Age range	3 to 13			
Number of pupils on roll	334			
	Day pupils	229	Boarders	105
	Nursery	12	Pre-prep	81
	Middle School	75	Upper School	166
Inspection dates	22 to 24 November 2022			

1. Background Information

About the school

- 1.1 St Hugh's School is a co-educational day school with weekly and flexi boarding. It was founded in 1906 in Chislehurst, Kent. In 1945 the school moved to Carswell Manor, a Jacobean country house in 40 acres of ground in rural Oxfordshire. Since becoming a trust in 1967, the school is overseen by a board of governors who are also its trustees. Boarders are accommodated in the main school house within the campus.
- 1.2 Since the previous inspection the school has built a swimming pool with new changing facilities for sport and created a new library and range of classrooms. Significant investment has been made in new technology. An interim head was appointed in September 2022.

What the school seeks to do

- 1.3 The school aims to educate all pupils in an enriching, happy environment which nurtures the academic potential, mental health and physical wellbeing of every individual. It seeks to prepare pupils for life beyond St Hugh's by developing a collective awareness of their roles and responsibilities and the contribution they can make to the wider community.

About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds within a 20-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same test nationally. The school has identified 72 pupils as having special education needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupils have an education, health and care plan. English is an additional language (EAL) for 16 pupils, whose needs are supported by their classroom teachers. The school has identified 35 pupils as being the most able in the school's population, and the curriculum is modified for them and for 24 other pupils because of their special talents in art, 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, 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, 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.
- 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 and 7 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 well-being 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'.

Key findings

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

- Pupils demonstrate excellent levels of knowledge, skills and understanding across the curriculum.
- Pupils are highly effective communicators, both orally and in their written work.
- In many subjects, pupils routinely and confidently use their higher order skills to further their learning.
- Pupils approach their learning with maturity and an evident desire to succeed.

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

- Pupils are self-confident and self-disciplined; they willingly persevere to improve their learning.
- Pupils demonstrate a keen moral awareness and take responsibility for their own behaviour.
- Pupils are highly successful in their independent and collaborative studies.
- Pupils are respectful of each other in keeping with the school's ethos of care and compassion.

Recommendation

3.3 The school is advised to make the following improvement.

- In the upper school, enable pupils to build upon the excellent independent and higher order skills seen in humanities, across all areas of learning.

The quality of the pupils' academic and other achievements

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

3.5 Pupils demonstrate excellent levels of academic achievement as a result of highly supportive teaching and nurturing pastoral care. The commitment of senior leaders ensures pupils attain strong results in externally standardised tests, and their performance in senior school entrance examinations is highly successful, in line with the aims of the school. Comprehensive tracking and monitoring procedures enable teachers and leaders to identify relative areas of weakness in the curriculum and in the performance of cohorts and individual pupils, leading to interventions being provided to support those pupils. Pupils make rapid progress in individual lessons and over time, due to the sensitive and well-planned support provided by the school. This correlates with data provided, which shows that more than four-fifths of pupils make progress in line with, or above expected level. The same data shows that pupils with SEND and EAL make equally good progress, often from considerably lower starting points. The most able pupils' academic achievements are significantly higher than that of their cohort. Annually, around a quarter of leaving pupils in Year 8 achieve scholarships to their chosen senior

schools. The overwhelming majority of parents responding to the pre-inspection questionnaire stated that they are satisfied with the progress their children make throughout the school.

- 3.6 The knowledge, skills and understanding of pupils develop strongly as they progress through the school, benefitting from high quality resources, a broad curriculum and passionate teaching which inspires them to endeavour. Almost all pupils who responded to the questionnaire agreed that their knowledge and skills improve in their lessons. In the Nursery, children confidently recalled French words for different colours, while pupils in a Year 5 Latin lesson demonstrated excellent prior learning as they translated text and recited verb rhymes. Year 3 pupils effectively identified links between art and history when studying Tutankhamun's tomb. A scrutiny of Year 8 art portfolios showed an extremely sophisticated response to a broad range of artists and exhibitions while pupils demonstrate increasing levels of competence in their design and technology studies. Pupils gain further confidence in their ability to apply their knowledge and skills through the wide range of activities arranged for them as, for example, younger pupils adeptly putting on swim hats and goggles ready for swimming club.
- 3.7 Pupils of all ages are extremely articulate communicators, displaying highly developed reading, writing speaking and listening skills. Reception children confidently developed their writing skills in a phonics lesson, taking pride in creating well-formed letters and simple words. Year 7 pupils cogently discussed differences between Catholics and Protestants in a history lesson, while their peers employed technical terminology to explain advanced mathematical concepts. Young children in the Nursery conveyed a great sense of movement and excitement in their actions to rhythmic songs. In a Year 8 English lesson, pupils presented a scene from *The Rime of the Ancient Mariner* in a dramatic freeze frame, accurately portraying the sense of the poem. Individual project work in the humanities throughout the upper school demonstrates the exceptionally high standard of research, writing skills and imaginative presentation styles that pupils achieve, although such examples were not as prevalent elsewhere in the curriculum.
- 3.8 Pupils display high levels of competency in their numeracy and apply their skills effectively across a range of subjects. They make rapid progress in their numerical understanding because of the engaging teaching and a well-planned curriculum which nurtures their mathematical development as they transition through the school. Year 1 pupils counted the number waiting in the lunch queue with fluency and confidence. Learning about 3D shapes, Year 2 pupils displayed a high level of competence identifying and applying these to real life constructs. In a Year 7 science lesson, pupils competently applied their numerical skills to calculate the current in a circuit. Pupils are encouraged to challenge themselves through a traffic lighting system of red, amber and green which allows them to choose the level of support needed to complete a task. This enables them to reflect on their performance and understand how to improve their skills and as a result, pupils develop confidence in their numerical ability. This was evident in a Year 8 mathematics lesson where pupils successfully tackled challenging questions on the Pythagorean theorem.
- 3.9 Pupils are adept in their use of information and communication technology (ICT) to assist their learning. Pupils gain basic skills through discrete ICT lessons and apply these with flair and imagination in all areas of the curriculum. Reception children competently use computers to sequence numbers. Pupils in Year 5 confidently use music notation software to illustrate their understanding of triads. Older pupils effectively access websites to develop their French language skills. In a Year 7 science lesson, pupils constructed circuits using electronic devices and used the online experience to design their own experiments. As a Leavers' Programme Apprentice Day, pupils designed a product and created a persuasive promotional film selling their product. Pupils routinely use ICT to access work online, to research and present their ideas, successfully incorporating a wide range of techniques.
- 3.10 Pupils' study skills are extremely well developed and enhanced by the school's learning skills programme. Through this initiative, pupils learn how to approach their studies by becoming proactive, determined, collaborative, reflective and strategic learners. Year 5 pupils used their skills to choose a range of maps and computer images to locate three volcanoes in the Ring of Fire. In an art lesson, Year

6 pupils effectively hypothesised the criteria for successfully baking a tile in the kiln. Year 5 pupils produced cogent reasons why a frog might lay a large number of eggs. In a Year 8 science lesson pupils confidently demonstrated higher order skills as they analysed the stores and pathways of energy. Across all ages, pupils make rapid progress as they challenge their understanding through applying higher order thinking skills to their learning.

- 3.11 Pupils achieve considerable success within the formal curriculum and beyond. Pupils consistently achieve local, regional and occasional national successes in a wide variety of sports. Pupils attain a high level of success in external music examinations in a panoply of instruments and as competitors in choral events. Pupils achieve highly in public speaking and debating competitions and external examinations. Those successes are replicated in mathematics, science, art, drama, design and English.
- 3.12 Pupils demonstrate highly positive attitudes towards their learning across all areas of the school. They are conscientious in their lessons and display a genuine desire to succeed in all they attempt. Boarders say the boarding experience enables them to settle quickly to their studies, supported by academic tutors and by their friends as they work together. They enjoy being able to share times of work and play with their peers in the well-structured routines of the boarding house. The overwhelming majority of parents agree that the boarding experience enables their children to make progress. In all their subjects, pupils display resilience and perseverance in their approach to their studies. Pupils in Year 1 demonstrated enthusiasm and were highly motivated in the creative process of developing a storyline about a dragon and a wolf. Year 4 pupils were diligent in their application of the four times table. In their English lesson, Year 7 pupils approached the task of descriptive writing based on Dickens' *A Christmas Carol* with determination to convey a clear understanding of a character like Scrooge. Pupils are highly effective learners as individuals and when working collaboratively, and the overwhelming majority of parents agreed that the school equips their children with the team-working and collaborative skills they will need in later life.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate high levels of self-confidence and self-awareness, supported by the strong pastoral care they receive from their teachers and boarding staff. Pupils are confident that the school will support and encourage them to succeed in all they attempt and as a result they respond to challenge with enthusiasm and confidence. From the youngest to the oldest, pupils are encouraged not to fear failure, but to learn from their mistakes and this ethos promotes their confidence and work ethic. Reception children displayed their handwritten work with self-evident pride in their achievement. Older pupils in a mathematics lesson were unafraid to ask for help with their calculations. In a drama lesson, Year 7 pupils approached their performance with maturity, reflecting on how to build an emotional connection with their audience. Pupils display confidence in their school community, feeling valued and cared for as individuals. The vast majority of parents who responded to the questionnaire stated that the school helps their children to be confident and independent in fulfilment of the school's aim to nurture each pupil in an enriching, happy environment. Almost every parent state that the boarding experience has supported their child's personal development.
- 3.15 Pupils understand the importance of making the right decisions; they know how their choices may impact on those around them and affect their own success. Nursery children quickly softened their voices when they realised a quieter chorus worked just as well in their singing. Year 3 pupils in a religious studies lesson, debated the decision Adam and Eve made when they ate the forbidden fruit, reflecting gravely on the consequences to the couple. Year 6 pupils maturely discussed the concept of retribution and the need to suit sanction to the action when poor decisions have been made. Pupils readily offer peer evaluation in their lessons to help each other improve their work, showing sensitivity in their suggestions. Sports teams demonstrate great camaraderie in spirit as they play their matches,

encouraging each other even when a poor decision is made, and the ball lost. The vertical structure of the boarding house promotes the development of good decision making; younger boarders routinely seek advice from their older contemporaries and from those who look after them.

- 3.16 Pupils display a strong awareness of the non-material elements of life. Year 3 pupils spoke of the calming effect of the music played to help them concentrate on academic tasks. In a Year 6 English lesson, pupils were insightful as they considered the positive and negative impact of relocation on the Windrush generation. They demonstrated great empathy as they discussed the conflicting emotions of leaving a homeland when migrating. Older pupils in discussions, described the feelings of unease, depression and fear portrayed in Gothic literature. In their topic work, *Wish You Were Here*, Year 6 pupils conveyed a sense of deep appreciation of their love of a special place, through their imaginative presentations including photographs, drawings, beautiful descriptive prose and displays of pressed flowers. The artwork and sculptures displayed around the school evidence the pupils' confident ability to express their feelings through the medium of colour, texture and design. Pupils spoke of feeling deeply moved as they listened to *The Last Post* on Remembrance Day, or the orchestra rehearsing for Christmas. Throughout the school pupils gain a mature awareness of their own strengths and weaknesses as they reflect on their community and their place within it.
- 3.17 Pupils demonstrate an extremely highly developed sense of moral responsibility. Almost all parents and every pupil responding to the questionnaire, agreed that the school expects pupils to behave well. Pupils understand the need to be kind towards each other and demonstrate an excellent understanding of what is right and wrong. They value the opportunity to reflect when they get things wrong and learn how to make better choices next time. Behaviour in the classroom is excellent with pupils approaching their work with ardour and commitment, and behaviour around the school is exemplary. Young pupils listen carefully to their teacher, understanding the rules about washing their hands and lining up quietly. In a personal, social, health and economic (PSHE) lesson, Year 4 pupils openly discussed why bullying is wrong, demonstrating a mature, considered response to anti-social behaviour. Year 3 pupils in their topic discussion, displayed high levels of ethical thinking as they identified arguments for and against opening an ancient Egyptian tomb. Pupils are consistently polite and courteous in all aspects of school life. They understand the system of rewards and sanctions although they say that sanctions are rarely required. Pupils of all ages work hard to make their school community a happy place for everyone. The value tree outside the medical centre is covered with individual 'leaves' written by the pupils about the kind acts they have received from each other.
- 3.18 Pupils develop strong social and collaborative skills and enjoy opportunities to work together. They learn the advantages of teamwork as they participate in the annual team building days organised by the school. In art club, pupils worked successfully together, encouraging each other in their attempts to draw a lifelike orange. Pupils in a Year 7 French lesson adeptly solved tenses puzzles as they corrected each other's mistakes and shared their knowledge. In a Latin lesson, Year 5 pupils worked collaboratively in pairs to understand a challenging text. The overwhelming majority of staff who responded to the questionnaire agreed that pupils readily help and support others. Pupils demonstrate a strong sense of loyalty and pride in their school. In keeping with the aims of the school to foster a sense of collective awareness, they undertake their roles and responsibilities with dedication, as they work happily together.
- 3.19 Pupils are highly aware of the needs of others and are extremely willing to help each other both inside and outside the classroom. They gain valuable leadership skills in a variety of formal roles. Year 8 pupils help in the grounds, listen to Nursery children read and assist teachers with younger pupils. Pupils value the roles they undertake, describing them as being important to the school. A few pupils stated in their responses to the questionnaire that school did not listen to their requests, however there are many opportunities for them to influence their experiences in school through the school, boarding and food councils. Pupils are dedicated in their efforts to raise money for those less fortunate than themselves, choosing house charities to support and engaging in fun runs, the Christmas Fair and a variety of fund-raising activities.

- 3.20 Pupils strongly value the inclusive, welcoming atmosphere of their school community and they speak convincingly of their understanding that everyone is unique and special. Older pupils in an English lesson displayed maturity and empathy as they discussed women's rights, racial issues and the Taliban version of government. In an activity club, pupils displayed their willingness to embrace diversity and celebrate difference as they demonstrated the progress they have made in learning British Sign Language. Individual projects display high levels of engagement and research into many, very different, individuals who have changed our world for the better through their selfless lives. Pupils understand the significance of the Christian festivals of Easter and the Nativity and enjoy exploring the diversity of faiths through visits to a Hindu temple, a synagogue and a mosque. Pupils are sensitive towards the beliefs of their peers and openly discuss issues such as race, inequality and gender in their PSHE lessons. They are respectful of each other, supported by the curriculum which has been carefully planned to ensure these excellent outcomes, and by the culture of kindness fostered by the school.
- 3.21 Pupils have an excellent understanding of how to keep themselves safe physically, mentally and online. The vast majority of parents responding to the questionnaire agreed that the school encourages pupils to adopt a healthy lifestyle and every parent stated that boarding staff understand and are responsive to the needs of their children. Pupils learn about a balanced diet in their science lessons and appreciate the choices they are given at mealtimes. Pupils participate willingly in the many sporting activities available to them and understand the benefits of fresh air and exercise. They realise the need to relax, and value quiet moments for reflection built into their busy school lives through wellbeing sessions and talks on mindfulness. Pupils display competency in their understanding of how to look after themselves online supported by discrete ICT lessons, and they display a keen understanding of the need to behave sensibly in science laboratories. Pupils say that they feel safe in their school and are grateful to the staff who support and care for them.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and 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 boarding house 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 Pamela Johnson	Reporting inspector
Mr Alexander Mitchell	Additional reporting inspector
Mrs Beth Murray	Team inspector for compliance (Director of wellbeing, international schools' group)
Mrs Raj Samra	Team inspector for boarding (Headteacher, ISA school)
Dr Mary Plint	Team inspector (Deputy head, HMC school)