



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

WOLDINGHAM SCHOOL

JANUARY 2018



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SCHOOL'S DETAILS

School	Woldingham School		
DfE number	936/6111		
Registered charity number	1125376		
Address	Woldingham School Marden Park Woldingham Caterham Surrey CR3 7YA		
Telephone number	01883 349431		
Email address	headmistress@woldinghamschool.co.uk		
Headmistress	Mrs Alex Hutchinson		
Chair of governors	Mr Ian P Tyler		
Age range	11 to 19		
Number of pupils on roll	541		
	Girls	541	
	Day pupils	285	Boarders 256
	Seniors	393	Sixth Form 148
Inspection dates	30 January to 01 February 2018		

1. BACKGROUND INFORMATION

About the school

- 1.1 Woldingham School is a Roman Catholic independent day and boarding school, educating girls from the ages of eleven to nineteen. It is a charitable trust with its own lay board of governors.
- 1.2 Since the previous inspection, a new headmistress has been appointed and a number of projects have been completed, including refurbishment of the science centre and the boarding accommodation and facilities. Boarding accommodation is on the school site; Years 7 and 8 are accommodated in Marden House and those in Years 9 to 11 in Main House. Year 12 boarders live in Berwick House and Year 13 in Shanley House.
- 1.3 Founded in 1842 as a Convent of the Sacred Heart Foundation, in 1946 the school transferred to its present 700-acre site in Surrey. The first lay head was appointed in 1985; the school is part of the international network of Sacred Heart Schools.

What the school seeks to do

- 1.4 The school aims to be a happy and successful school developing confident and compassionate young women. Girls are encouraged to become independent, enquiring young women, who forge lasting relationships, achieve academic success and become positive influences in the world they enter.

About the pupils

- 1.5 Pupils come largely from professional and business families and from a wide range of social and ethnic background, a quarter of pupils come from overseas, predominantly Hong Kong, China, Nigeria Thailand, Spain and Mexico. Flexible boarding is also available. Standardised tests indicate that the ability of senior pupils is above the national average and the ability of pupils in the sixth form is in line with the national average. The school has identified 117 pupils with special educational needs and/or disabilities (SEND), all of whom receive additional learning support, mainly for dyslexia. No pupils have a statement of special educational needs, or an education, health and care (EHC) plan. There are 123 pupils who have English as an additional language (EAL), and 64 receive additional support. The school has identified ten per cent of pupils as being highly academically able or as having a particular talent and aims to make provision for them through lesson planning and co-curricular activities.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools, and in line with the national average for maintained selective schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.3 Results in A-level examinations were well above the national average for maintained schools and above the national average for maintained selective schools.
- 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. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 statement of boarding principles [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 18 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 13 are met.**

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 show excellent achievement in both curricular and extra-curricular activities.
 - Pupils are ambitious learners, eager to make progress, especially when provided with challenging opportunities.
 - Pupils are highly articulate and display excellent communication skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils reflect the strong family and spiritual ethos of the school and demonstrate excellent collaboration, in all areas of school life.
 - Pupils show a clear respect for diversity, demonstrating excellent levels of empathy and tolerance towards others.
 - Pupils of all ages develop excellent levels of confidence.
 - Older pupils make well-informed choices, empowered and supported by their teachers and house staff.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- The sharing of the best teaching practice to further challenge all pupils in lessons and enable them to achieve their full potential at all times.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Woldingham School is highly successful in meeting its aims of developing confident and compassionate young women and achieving academic success. This is fully supported by the excellent governance and management of the school. Pupils acquire excellent levels of understanding and knowledge in lessons and demonstrate exceptional levels of performance and creativity in their extra-curricular activities.
- 3.6 In the years 2014 to 2016, the most recent three years for which comparative data is available, performance at GCSE and A level has been well above the national average for maintained schools. The achievement of pupils in the sixth form enables an overwhelming majority to gain admission to their first choice of university. Pupils benefit from the school's highly effective assessment and tracking programme, which enables them to know how well they are progressing. This was further supported by the evidence gathered during work scrutiny; showing that pupils make good, and often rapid progress over time, as a result of high teacher expectations in most lessons.
- 3.7 Pupils with SEND or EAL make good progress and achieve standards in external examinations that are in line with those of their peers. In a classical civilisation lesson, for example, EAL pupils showed a deep knowledge and understanding of a set text. They actively seek support from the specialist SEND teaching staff, who provide one-to-one and small group support sessions, as well as the study support provided by the SEND and EAL departments. Pupils eagerly make use of the lunchtime and after-school subject support clinics provided by their teachers, recognising that these enhance their understanding and enable them to progress in lessons. Boarders greatly appreciate the assistance of House staff and academic staff who, as house tutors, are available during their homework and study sessions. More able pupils progress well with the provision of suitably challenging work in most lessons, and further benefit from enrichment activities in the gifted and talented programme and a wide range of extra-

curricular activities. They are additionally inspired and challenged through extended work projects as part of the 'Thrive' Programme.

- 3.8 Pupils are enthusiastic and determined learners, willing to take risks. They respond positively to different styles of teaching and challenging tasks, as in a senior drama lesson where pupils improvised questions to analyse characters in a play. Pupils are inquisitive learners and respond to challenge when provided. They demonstrate a determined sense of purpose, moving calmly to their lessons, quickly settle and show eagerness to learn and be involved in discussion and questioning. In a few lessons, such stimulation is not provided and this was evidenced by a small minority of pupils in the questionnaire who disagreed that all lessons are interesting. Pupils respond well to guidance in lessons. A small minority of pupils in their questionnaire did not believe marking helped them improve their work. In interviews and work scrutiny, inspectors did not find evidence to support this, and marking was deemed to be most helpful in correction, guidance and target setting for progress. Throughout the school, pupils eagerly and successfully participate in carefully planned co-operative tasks in their lessons. In science, modern foreign language, music and mathematics lessons and in sports pupils engaged actively and worked together to successfully develop their understanding and skills.
- 3.9 Pupils use sophisticated language confidently, and are highly articulate, applying their excellent speaking skills successfully in public speaking and drama lessons, resulting in numerous national speech and drama awards. They were also observed in a sixth form music lesson where pupils analysed the use of Leitmotiv in the musical 'Sweeney Todd'. Pupils are attentive and apply their knowledge in class to reason thoughtfully and logically. Active and lively discussions are both wide-ranging and informed, as seen in a mathematics lesson where pupils discussed the design of questionnaires relating to homework and stress. Pupils additionally enjoy reading challenges during the fortnightly reading assemblies.
- 3.10 Pupils' linguistic skills are well developed, as observed in a number of modern foreign language lessons where pupils spoke and read fluently. They also have excellent numeracy skills, which were evidenced in a GCSE physics lesson, as pupils effectively demonstrated the competent use of formulae and calculation, to explore the rate of radioactive decay. Pupils consistently achieve awards in individual and team mathematical competitions at bronze, silver and gold level. Pupils often have information and communication technology (ICT) skills well above those expected for their age. A class of younger pupils avidly worked on their design technology projects using computer-aided design software, laser cutters and a variety of tools, successfully applying their previously acquired skills. Pupils across the school display strong practical skills in sciences. Pupils employ a variety of independent learning skills, developed within the school's 'Thrive' programme and its focus character education and study skills.
- 3.11 Pupils readily participate in the extra-curricular programme of age-related clubs and activities during the school day, after school and at the weekends, including a group of Year 8 pupils who won a national technology award, collecting their prize from Buckingham Palace. In Years 9 to 11, pupils have achieved bronze awards in The Duke of Edinburgh's Award scheme and sixth form pupils regularly achieve gold awards. Pupils enjoy the challenge of competitive sport and show support for each other in the team and individual events. Active and skilful participation in team sports, including hockey, netball, tennis and skiing results in success in local, regional and national competitions. Success is also achieved by individuals in athletics, and swimming. Class and extra-curricular achievement is celebrated on posters throughout the school, including displays of art work, musical concerts and debating. Pupils also enhance their educational and cultural understanding by participating in visits to destinations in the United Kingdom and overseas, which have included expeditions to Cambodia and Madagascar. Boarders additionally benefit from a range of evening and weekend activities and excursions, which are designed to enrich their boarding experience. Pupils' learning experiences are further enriched by listening to visiting speakers through the 'Thinking Big' programme; speakers include a NASA astronaut, an ethical food company director and an Atlantic rower. Visiting alumnae enable the sixth form pupils to make informed choices of careers, apprenticeships and universities.

- 3.12 Pupils achieve success in many national examinations in music and drama. They avidly engage and demonstrate their strong musical talents in activities such as the orchestra, choirs and other musical ensembles. Pupils become confident public performers through involvement in theatre, and a few have achieved places at the National Youth Theatre and successfully written and directed their own school productions. Pupils gain experience and achieve success back stage in theatre sound, lighting, stage and costume design. Many pupils find pleasure and achieve personal and academic success in creative work and are encouraged to develop their interest and talent in drawing, painting and photography. A very large majority of parents and pupils agreed in the questionnaires that these opportunities greatly enhance pupils' achievement.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 All pupils display extremely high levels of self-confidence and an excellent understanding of how the choices they make contribute to their progress. They willingly participate in the highly effective personal pastoral system, and benefit from the setting of individual academic targets, termly one-to-one tutor reviews and good quality, informative reports. Pupils show personal pride in the quality of their work, and their ability to complete tasks inside and outside the classroom. Throughout the school, pupils are unafraid of being wrong, not judging this as failure but as a new learning opportunity. They react positively to challenges and occasional setbacks, and thus develop excellent confidence and strong resilience which enables them to respond successfully to the choices open to them at the different key stages of their educational development. Pupils who recently joined the boarding houses reported that the welcoming and supportive family atmosphere enabled them to make a confident start to school life. Those participating in flexi-boarding also agreed that welcoming support is provided. This was further recognised in the positive responses by a large majority of pupils and boarding parents in the questionnaires.
- 3.15 Senior pupils are well prepared to face the challenges of living and working in modern Britain through the provision of the 'Thrive' and 'Well-being' programmes and career guidance. All pupils make sensible and productive use of their free time, with the support of their tutors and boarding house staff, making informed decisions regarding their extra-curricular choices. Pupils utilise and appreciate the reflection rooms and study areas, which enhance learning opportunities. Year 9 pupils make informed choices regarding subject options to follow a career pathway and sixth form pupils respond successfully to further guidance regarding suitable university courses or apprentice schemes. A few senior pupils expressed their concern that they did not receive good advice regarding subject and career choice in their questionnaire. This was not reflected in discussions and interviews with pupils, where senior pupils expressed that there was strong provision to enable them to make informed choice.
- 3.16 Pupils have a strong appreciation of the non-material aspects of life and they actively participate in and support art, music, sport and theatre activities throughout the school. This was exemplified by the rapturous applause in a whole school assembly, showing appreciation of a choral ensemble. They show a genuine appreciation of how kindness makes for a better, family-orientated community. Pupils demonstrate an excellent understanding that individual success is not the only factor in their development and that co-operation can result in better outcomes for all. Pupils foster strong social skills whilst working together as members of the school community. Senior school pupils relish the opportunities afforded for leadership as 'Ribbons', house and food committee membership and the captaincy of sports teams. Pupils enjoy acting as peer-to-peer 'Big Sisters' and role models for younger pupils in the school and new boarding and day pupils.
- 3.17 The pupils demonstrate excellent levels of empathy and tolerance towards others, respecting and valuing diversity. Peer respect is also reflected in the low level of bullying recorded and pupils who were interviewed did not believe bullying to be an issue in their school. Pupils actively support each

other and help monitor behaviour. They have an excellent appreciation of the wide range of cultures within the school. They also demonstrate a rich understanding of the key values that characterise modern Britain. Throughout the school pupils appreciate that family spirit and unity, rather than difference, is the key to tolerance. They successfully acquire greater understanding of these characteristics in chapel services, academic lessons and participation in assemblies and educational visits. Pupils exhibit respect for school rules and core values, and clearly understand that individuals are responsible for their own actions.

- 3.18 The Pupil Voice Committee provides a forum for all pupils to have a voice and contribute to fundraising activities. On the food and boarding committees, they have the opportunity to express their opinions and can air their views on school rules. Pupils appreciate these opportunities to learn about, and understand, the democratic process and can experience the use of their vote; for example, in mock elections. Pupils enthusiastically participate in building the close links that provide direct support to many local, national and international groups through community service and charity sponsorship, an excellent example being whole-school fund raising to provide a resources centre for a school in Kenya. They have an active voice in the choice of House Charities and the manner of fundraising, ranging from 'own clothes' days, doughnut sales and sponsored sporting events.
- 3.19 Pupils articulate a strong understanding of the importance of their physical and mental well-being. They appreciate the need for a balanced approach to life, through their willing participation in physical activities as well as their academic studies. Pupils, particularly boarders, value the support of the medical centre and its staff. Pupils' well-being is further supported by a counsellor, the priest in residence and an independent listener. Pupils continue to develop the concept of risk-taking with the support of the pastoral team and extra-curricular programmes. Pupils fully appreciate the benefit to the individual and to wider society of a good diet and suitable levels of exercise and pursue these. They participate enthusiastically in the extensive range of individual and team sports provided and make informed choices from the school meal menus.
- 3.20 The strong sense of purpose and caring ethos which is apparent in the school stems from the commitment of the leadership to high standards in all areas of school life, nurturing an aspirational and supportive ethos, to which pupils readily respond. The governors not only ensure the school is well resourced, but also challenge and support the leadership, ensuring the school is highly successful in meeting its aims.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews 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 boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alistair Telfer	Reporting inspector
Mr Roger Shaw	Compliance team inspector (Senior master, HMC School)
Mr Stephen Crump	Team inspector (Headmaster, GSA school)
Mrs Pamela Evans	Team inspector (Former head of learning, GSA school)
Miss Elizabeth Knibb	Team inspector for boarding (Vice principal, HMC school)
Mr Alan Sturrock	Team inspector for boarding (Pastoral deputy head, SoH school)