



ISI Independent
Schools
Inspectorate

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

St Clare's Oxford

March 2019



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School's Details

College	St Clare's Oxford			
DfE number	931/6120			
Registered charity number	294085			
Address	139 Banbury Road Oxford Oxfordshire OX2 7AL			
Telephone number	01865 552031			
Email address	admissions@stclares.ac.uk			
Principal	Mr Andrew Rattue			
Chair of governors	Mr Richard Dick			
Age range	15 to 19			
Number of pupils on roll	264			
	Boys	97	Girls	167
	Day students	38	Boarders	226
	Year 11	34	Sixth Form	230
Inspection dates	19 to 21 March 2019			

1. Background Information

About the school

- 1.1 St Clare's Oxford is a co-educational college catering for boarding and day students aged between 15 and 19 years. The college is a registered charity overseen by a board of governors. Since the previous inspection, a new principal was appointed in January 2017 and two new vice-principals in 2018.
- 1.2 The college was founded in 1953 with the purpose of fostering international education and understanding between students of different nationalities. It provides a one-year course for students who enter in Year 11, designed to prepare them for embarking on the International Baccalaureate (IB) in Years 12 and 13.

What the school seeks to do

- 1.3 The college aims to provide an environment where students can develop their intellect, imagination and independence of mind; learn from, and contribute to, their local community; develop a sense of environmental awareness and responsibility to the international community; learn to value honesty, compassion and intercultural understanding and take personal responsibility for their work and conduct.

About the pupils

- 1.4 Students come from many parts of the world, including the United Kingdom and the local area. The majority of students are boarders, who all live in college accommodation. Nationally standardised test data provided by the college indicate that the ability of the students is broadly average. The college has identified 22 students as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. All receive additional specialist help. No student in the college has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 212 students, whose needs are supported by their classroom teachers and specialist tutors. Data used by the college have identified 40 students as being the most able in the college's population, and the curriculum is modified to provide suitable challenge for them.

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 Results in IB examinations in the years 2015 to 2017 have been higher than worldwide norms.
- 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.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 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

- 2.7 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.
- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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

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

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 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 any pupils 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, 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.

2.15 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

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

2.17 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

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

2.19 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-IB	Year 11
IB 1	Year 12
IB 2	Year 13

Key findings

- 3.1 The quality of the students' academic and other achievements is excellent.
- Students' attitudes to learning are exceptional.
 - Overseas students make extremely rapid progress in developing their communication skills.
 - Students' knowledge, skills and understanding across a range of subjects are highly developed.
 - Students show an excellent aptitude for independent study.
- 3.2 The quality of the students' personal development is excellent.
- Students celebrate diversity and promote inclusivity with great success, becoming extremely tolerant of differences whilst retaining a pride in their own cultures and traditions.
 - Students are highly aware of their strengths and weaknesses and adept at identifying strategies for improvement.
 - Students have a strong moral compass.
 - Students show an exceptional awareness of the importance of service to the local community and the wider world.

Recommendation

- 3.3 In the context of these excellent outcomes, the college might wish to consider:
- Exploring ways of enabling students to develop further their problem-solving skills.

The quality of pupils' academic and other achievements

- 3.4 The quality of students' academic and other achievements is excellent.
- 3.5 Students' knowledge, understanding and skills across all areas of learning are highly developed. This is as a result of the college's emphasis on students taking responsibility for their own learning, and effective and knowledgeable teaching which is founded on high expectations. Almost all students and parents responding to the pre-inspection questionnaires agreed that teaching helps students to make progress. Students have high aspirations and go on to study a wide range of subjects at universities and colleges in the UK and overseas, many of them gaining places at universities with demanding entrance requirements. Results in IB examinations in the years 2015 to 2017 have been higher than worldwide norms. In 2018, IB results again indicated strong performances, with one-fifth of students achieving a points score of 40 or more. These results represent significant progress given the cohort's wide range of ability. The college's high proportion of students with EAL achieve as well as their peers, as do students with SEND. Lessons and work seen, as well as what students said about their academic achievements, confirm that students of all abilities make rapid progress in relation to their starting points. Small class sizes, promoted by leadership and governance, ensure that students receive individual attention and support when they need it.
- 3.6 Students consistently and effectively apply their skills and knowledge from one area of the curriculum to another. This was evident in numerous examples of personal research seen during the inspection. In a presentation exploring whether mathematics was discovered or invented, students were able to make connections between concepts relating to mathematics, psychology and history. Students' work also reflects their ability to express a wide range of sophisticated critical opinions, drawn from a variety of sources, and an often profound understanding of complex concepts. For example, in an English literature lesson, students successfully explored self-determination and the nature of heroes. They showed a strong ability to link ideas developed from prior reading to their work in class.

- 3.7 Students apply theoretical concepts to practical situations successfully. In a chemistry lesson, students showed outstanding ability in making connections between a practical experiment and the theory of the underlying chemical equation. Students understand how the real world relates to their learning, not least as a result of the theory of knowledge course. They demonstrate a particularly strong awareness of their prior learning and are able to build on this to make rapid progress. A group of history students applied their excellent knowledge of the German government between the world wars to help in exploring the failure of the Weimar republic. Students' practical and creative skills are very well developed, from their ability to use apparatus effectively in the laboratory to the vibrant and distinctive work on display in the art department. Students enjoy challenging each other's views and are very adept at critiquing the ideas of their peers and developing them to draw conclusions. In a discussion on Arthur Miller's *The Crucible*, they were able to evaluate the impact of the use of non-standard language in the play through an exchange of ideas.
- 3.8 Students' higher-order skills, including the ability to hypothesise and synthesise, are extremely well developed, and are demonstrated clearly both in their written work and in the classroom. They are also evidenced in the strong grades achieved by students in their theory of knowledge essays and other extended writing. Students have excellent analytical skills, as seen in an economics lesson where they successfully discussed the economic benefits of UK wine production compared to that of France and Italy. Inspectors found that students' progress would occasionally benefit from more support in finding logical ways to solve problems, specifically in mathematics and science. Their approach to the sort of collaborative work that their teachers and the IB curriculum encourage is highly effective. This is particularly apparent in the projects that students undertake together. Here they demonstrate not only the ability to link inter-disciplinary concepts, but also manage each group's working practices and adapt to each other's strengths and weaknesses. Students show great ability in coping with the rapid pace of learning engendered by the college. Their note-taking is detailed and thorough and they form excellent study habits, managing their time well and developing the ability to prioritise.
- 3.9 Students' communication skills are highly developed, particularly so given the starting points of the many students with EAL. This is a distinctive feature of the college and a significant strength. Students have a strong command of technical vocabulary, and they are very good listeners. They interact successfully in pair and group work and demonstrate respect and sensitivity to each other. The vast majority of students express themselves with great fluency, accuracy and clarity. They communicate confidently, both orally and in their writing. They are highly capable of explaining theoretical and abstract concepts and their work reflects their ability to present persuasive arguments. For example, in a pre-IB psychology lesson, students were able to articulate their thoughts on the difference between common sense and scientific psychology, whilst in a geography lesson students successfully expressed complex ideas relating to the global impact of multi-national companies on smaller economies. The often-extensive bibliographies in their extended essay work show that students access a wide range of sources to undertake research, taking full advantage of the college's excellent library and information and communication technology (ICT) facilities. This generous allocation of resources is strong evidence that the college's governance supports the high achievement of its students.
- 3.10 Students' competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning are well developed. Through the theory of knowledge course, they have a clear understanding of how mathematics relates to the real world and how it can be applied to other areas of knowledge. For example, in one lesson observed, two students gave a well-researched presentation on the use of prime numbers in cybersecurity. Students use ICT to great effect when they judge that it contributes to their learning. They are adept at using presentation software and make the most of tools that support collaborative learning. Their ability to use ICT to assimilate and evaluate information from a wide range of sources is highly developed.
- 3.11 Students participate extensively in a wide range of co-curricular activities and achieve great success. They speak warmly of deriving maximum benefit from the Creativity, Activity and Service (CAS)

element of the IB thanks to the support they receive from staff. Students represent the college successfully in a number of team sports, and members of the Model United Nations (MUN) group develop strong skills in public speaking and debating. Students organise their own MUN conference each year, which is held in the Oxford Town Hall. They show excellent commitment and aptitude in their involvement with other international activities and groups, for example the human rights and animal rights action groups and an international affairs group. Others initiate their own groups, for example the feminism union, the law society and the 'Oxford for Economics' foundation. Students perform in two demanding productions each year and are involved also in production. College musicians perform to a high level with the county youth orchestra and big bands, mathematicians compete successfully in the senior British mathematical Olympiad and a number of students achieve gold level in the Duke of Edinburgh's Award.

- 3.12 The excellence of students' achievements is due in no small measure to their attitudes to learning. They consistently display initiative and a profound intellectual curiosity. They respond positively to the emphasis that the IB diploma places on collaboration, self-evaluation and the ability to undertake independent learning. They act effectively upon the constructive guidance that they receive from their teachers. They are highly productive, and their presentation and organisational skills are outstanding. Their respect for scholarship is evident in the classroom, in their writing and in the pride and enthusiasm with which they speak of their work, ambitions and achievements.

The quality of the pupils' personal development

- 3.13 The quality of the students' personal development is excellent.
- 3.14 The college fulfils its founding principle of fostering international education and understanding between students of different nationalities with great success. Equality and diversity are central to the college's ethos, a philosophy that students embrace fully. All students responding to the pre-inspection questionnaires agreed that the college encourages them to respect and tolerate other people. Regardless of their background, faith, culture or gender, they celebrate their diversity, value each other's company and promote inclusivity. As a result, students are extremely tolerant and accepting of different world views, whilst retaining a pride in their own cultures and traditions. Students remark that they really appreciate the way in which they learn to adapt and relate to others, thus preparing them for the next stage of their lives as global citizens. Students from a wide range of backgrounds celebrate their cultural heritage in weekly year group meetings. New students develop a true sense of internationalism from the outset and form strong friendships.
- 3.15 Students are highly motivated and ambitious learners who are focused on the pursuit of academic excellence. They have a clear sense of what they want to achieve and motivate each other to set a positive academic tone. They have an outstanding ability to reflect on both their learning and activities beyond the classroom, and they translate those reflections into strategies for improvement and development. They benefit from the culture of self-evaluation which underpins the IB curriculum, an ethos of scholarship that is fostered by the leadership and management of the college, and an atmosphere of trust that exists between students and teachers. Students demonstrate very strong organisational skills, managing their time effectively and coping successfully with deadlines, despite a heavy workload and a busy timetable of co-curricular activities. They place a high value on the freedom that they are given to make their own decisions about their use of time and show high levels of independence in the way that they are able effectively to take responsibility for themselves in the boarding houses. Their self-discipline, coupled with self-reliance, means that they are wholly prepared for an independent life after college. Supporting each other in class and in the boarding houses, they develop their self-confidence very quickly, though this is tempered with humility and modesty. They show great resilience and are willing to take the positives out of setbacks as they strive to achieve success.

- 3.16 Students have a very strong moral compass and a very clear appreciation of boundaries and the rationale behind the student code of conduct. They respect their community, of which they feel a significant part, and show their loyalty by abiding by the rules and setting a climate in which excellent behaviour is the norm. They understand consequences and regulate their own behaviour accordingly, minimising the need for the imposition of sanctions. Newly arrived students respond positively and quickly to the behaviour modelled by their older peers. The strong self-discipline exhibited by students lends the college a calm and purposeful atmosphere. Students display impeccable politeness and excellent manners. They are considerate and kind to each other, as well as to their teachers and the ancillary staff. For example, during the inspection students participated in a 'making a difference week', which involved undertaking various acts of kindness towards the support staff. Students are in tune with the problems that society faces and take a genuine interest in ethical dilemmas, which they are passionate about exploring, debating and challenging. Students were recently successful in arguing a case for being allowed to participate in a global climate strike.
- 3.17 Students are exceptionally mature and self-assured. They fully understand the impact of their choices on their future success and talk confidently about their plans, supported by a dynamic and engaging careers department that helps them to temper ambition with realism. Because they are accustomed to justifying and explaining their choices, students make informed decisions that have a positive impact on themselves and the lives of others. These range from choosing options from an extremely wide range of co-curricular activities to their involvement in the appointment of senior staff. Students adapt very successfully to an environment that encourages independence. Boarders recognise that the decisions underpinning communal living have implications. All this is supported by the emphasis of the personal, social and health education (PSHE) and IB programmes that encourage students to make informed decisions, for example about their choice of projects.
- 3.18 Students lead a very active and healthy lifestyle. They regularly participate in sporting activities and show an excellent understanding of the importance of physical exercise. They are encouraged to make healthy eating choices and regularly meet with the catering manager to discuss how healthy options in the dining hall can be further promoted. Students are highly aware of the need to take care of their mental health and well-being and recognise the importance of being open about personal issues. They are well supported in this by their personal tutors and house wardens, in addition to having access to a college counsellor. Students say that they appreciate the safe and secure environment in which they live and that they are aware of how to stay safe in the use of ICT as a result of comprehensive e-safety training.
- 3.19 Students reflect with maturity on issues of personal faith and value the inclusive and international nature of the college which encourages individual students to make their own personal choice. They value the cultural diversity of the college community and say that this enables them to understand better the role of spirituality in their lives. Some actively develop their spiritual understanding by pursuing their faith in places of worship in the local community. Others positively embrace opportunities afforded to them by the PSHE programme for developing their well-being and mindfulness and are open to new experiences and beliefs. They value the opportunities they have to take time out of their busy lives, finding their own ways of creating space for quiet contemplation. Students show a well-developed aesthetic sense, with a strong appreciation for the arts. This is evident in varied ways, from the study of literature, which they clearly value and enjoy, to the vibrant art work on display and the spirited music that students produce. Students develop their spiritual thinking effectively in philosophical and ethical discussions, displaying compassion and empathy, for example in a PSHE lesson about bereavement and in a human rights discussion group.
- 3.20 Students have an excellent sense of social cohesiveness. They speak in very positive terms of the value of boarding in this context, saying that it encourages them to live and work side-by-side. As part of the CAS programme, they enthusiastically seize the opportunity to initiate their own projects across a range of subjects and activities to tackle challenges and achieve common goals. An example of this is an initiative where a group of students worked together to raise awareness of the plight of refugees

housed in the Calais camps. This was in addition to raising funds and arranging the purchase and transport of food directly to the point of need. They learn to balance their own needs against the needs of others, providing much support to their peers, both academically and in terms of developing wider skills. For example, a number of the activities seen during the inspection were devised and led by the students themselves, and they run a widely appreciated peer support group to act as an effective listening ear.

- 3.21 Students show a deep understanding of the importance of community service. The extent of their charity work and contribution to the college community and beyond is exceptional. When they reflect on this aspect of their education, they say that it makes them more aware of the challenges faced by many people on a daily basis. Amongst a large number of community projects in which they are involved, students visit the elderly in two local residential homes, act as teaching assistants in local schools and run German language classes for children on Saturday mornings. Students work in local charity shops, volunteer for an Oxford University group which provides activity sessions for disabled young people in the area and contribute to the work of conservation groups in protecting wildlife and enhancing the local landscape. Other groups work on raising awareness of recycling and energy conservation and take part in a local ecological project. The student council regularly donates to international charities as a result of events organised by the students and the human rights group acts as an advocate on behalf of individuals around the world whose rights are denied or violated.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with students and examined samples of students' 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 house meetings. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and students to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the college.

Inspectors

Mr Stephen Fox	Reporting inspector
Mrs Claire Osborn	Compliance team inspector (Headmistress, ISA school)
Mr Alex Smith	Team inspector (Deputy head, GSA school)
Mr Peter Goodyer	Team inspector for boarding (Head, HMC school)
Mrs Wendy Martin	Team inspector for boarding (Deputy head, SofH school)
Dr Mary Plint	Team inspector for boarding (Deputy head, HMC school)
Mr Andrew Williams	Team inspector for boarding (Principal, HMC school)