



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

For Schools with Residential Provision

Rookwood School

March 2023

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School's Details

School	Rookwood School		
DfE number	850/6011		
Registered charity number	758856		
Address	Rookwood School Weyhill Road Andover Hampshire SP10 3AL		
Telephone number	01264 325900		
Email address	office@rookwoodschool.org		
Headmaster	Mr Anthony Kirk-Burgess		
Chair of governors	Mrs Carolyn Hardiman		
Proprietor	Rookwood School Trust Ltd.		
Age range	2 to 19		
Number of pupils on roll	260		
	Day pupils	246	Boarders 14
	EYFS	51	Lower School 51
	Seniors	148	Sixth Form 10
Inspection dates	7 to 9 March 2023		

1. Background Information

About the school

- 1.1 Rookwood School is an independent co-educational day and boarding school. It is a charitable trust, governed by a board of trustees. The school is organised into a nursery for children aged 2 to 4 years; a lower school, for Reception and Years 1 to 6; and a senior school and sixth form. A small number of pupils board from the age of 11 in two residential properties a short walk from the main campus.
- 1.2 Since the previous inspection, the school has begun to admit pupils in the sixth form.

What the school seeks to do

- 1.3 The school aims to value each child as an individual, fostering a love of learning in a happy environment. It seeks to give pupils the opportunities and encouragement to help them understand how much they can achieve. It challenges them to be courageous and to learn new things and new skills. The school's aspiration is that pupils develop integrity, tenacity and respect for others.

About the pupils

- 1.4 Pupils come from a range of professional, business and services backgrounds and live within an hour of the school. Standardised data provided by the school indicate that pupils' ability is broadly average compared to those taking similar tests nationally. Seven pupils in the school have an education, health and care (EHC) plan. The school has identified 62 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and attention deficit disorders, all of whom receive additional specialist help. English is an additional language (EAL) for 5 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 32 pupils as being the more able in the school's population, and the curriculum is modified for them.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the lower school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2020 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 Pupils take A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the lower 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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.

- 2.12 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

- 2.13 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.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 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

- 2.21 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they

actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils achieve good results in tests in the lower school and examinations in the senior school, and this standard is reflected in what pupils achieve in lessons.
- Pupils are excellent communicators, speaking and writing thoughtfully and persuasively.
- Pupils' strong knowledge and skills in numeracy and information and communication technology (ICT) enhance their learning effectively across the curriculum.
- Pupils have strong study skills, which develop their capacity to synthesise information from a range of sources and hypothesise accurately.
- Pupils' attitudes to learning are overall supportive of learning, although some instances of inappropriate behaviour were observed to be sometimes distracting for others.

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

- Pupils have generally high levels of self-awareness and know how to improve their work, although they are not consistently independent and resilient learners.
- Pupils are effective decision-makers, although they would welcome more guidance about their future education and career opportunities when they leave school.
- Almost all pupils have a good sense of right and wrong, knowing that inappropriate behaviour and intolerance are not acceptable in school, but this is not consistently apparent in the behaviour of a very small minority of pupils.
- Pupils make a strong contribution to the life of the school and the wider community.
- Pupils have an excellent understanding of their mental, physical and emotional wellbeing, and a secure knowledge of how to stay safe, including when online.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to improve their knowledge of the future education and career opportunities available to them when they leave school.
- Enable the very small minority of pupils whose behaviour is sometimes not in line with the school's values to improve how they relate to others.
- Encourage pupils to develop greater independence and initiative as learners.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Attainment in GCSE examinations is good, including for those with SEND and EAL. Two-fifths of the entries in 2022 were awarded the top three grades, with one in ten achieving the top grade. This reflects the teacher-and centre-assessed grades awarded in 2020 and 2021. Children in the EYFS are meeting expected levels of development. Data from both internal and external tests show good levels of attainment in the lower school. Currently, the number of pupils sitting A-level examinations is too small for meaningful comparisons with national averages. Evidence from lesson observations, scrutiny of pupils' work and discussions with pupils confirm this positive picture of good performance overall across the school. Pupils make good progress because teaching takes effective account of the demands of each test and examination, and the needs and learning preferences of all pupils. School leaders have ensured that the curriculum is flexible, and appropriate for the needs and interests of the pupils. Pupils progress to a wide range of settings in the world of work and higher education. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress.
- 3.6 Pupils throughout the school demonstrate good knowledge, skills and understanding across the curriculum. They develop strong mathematical, technological and linguistic competence from an early age. They benefit from the bespoke curriculum in the EYFS, and a broad range of opportunities in the lower school, incorporating creative and sporting pursuits. Teaching in the lower school is responsive, as was seen in a Year 3 lesson on pentominoes, which enabled pupils to successfully explore reflective symmetry, building on their curiosity. Pupils' recall of subject-specific vocabulary and prior learning is strong and applied effectively in fresh contexts. They have a good understanding of basic mathematical concepts, and some apply more sophisticated techniques to more complex problems. Artwork displayed around the school is of a good standard, and work in design technology shows excellent skill. For example, Year 9 pupils used computer software to create imaginative and practical light boxes of their own design. Pupils show excellent physical development, as when a group of Year 8 pupils in a physical education lesson applied newly learned techniques to develop a wider range of passing in hockey, resulting in a more effective playing strategy.
- 3.7 Pupils' communication skills are excellent. They speak persuasively, using well-judged vocabulary and a wide range of expression. They write fluently when asked to respond to an open-ended task. Year 8 pupils, for example, demonstrated great sensitivity and dramatic insight when creating ballads regarding the human suffering caused by war and terrorism. Pupils mainly listen attentively to adults and to one another. Pupils in the lower school read aloud with confidence. In the EYFS, children recognise their own and others' names, and they name letters and sounds learned previously. In a Year 2 personal, social and health education (PSHE) lesson, pupils readily shared their approval of their peers' effort and work. In Year 4, pupils used both dictionary and thesaurus, taking responsibility for improving their own vocabulary. Inspectors observed excellent skills and confidence when pupils in Years 9 and 10 rehearsed their public speaking for a forthcoming competition.
- 3.8 Pupils develop strong mathematical skills through a well-structured scheme of work that builds on numeracy skills embedded in the EYFS. Pupils enjoy their learning, for example using manipulatives to develop their understanding of number bonds to ten or substituting negative numbers into algebraic equations. Their well-developed competency in numeracy equips them effectively for the demands of the wider curriculum.
- 3.9 Pupils are competent in using ICT for research and to produce written work. Year 6 pupils gave a persuasive account of their perception of the advantages of word-processing over handwriting, although they saw respective strengths in both. Nursery children used a digital tablet confidently for a matching exercise. In a Year 9 music lesson, pupils employed a software application to create and modify their own compositions, showing high levels of proficiency. Pupils in a GCSE science lesson

used temperature probes in conjunction with ICT to enhance their practical investigation. Pupils with SEND apply digital technology effectively to organise and strengthen the quality of their work.

- 3.10 Pupils deploy a range of effective study skills, including active listening, and analytical and evaluative techniques. In a Year 10 chemistry lesson on electrolysis, pupils thought carefully about their prior knowledge before making accurate predictions about the outcome of their practical work. Pupils in English and history drew together evidence from a range of sources, evaluating its status effectively before using it to support and develop their argument concerning an author's intention when writing. Pupils make notes that are well structured, well presented, accurate and detailed. Pupils purposefully create their own revision aids, recognising that techniques used successfully in one subject can also be applied to good effect in others.
- 3.11 Pupils' achievements in academic and other activities are good overall, with areas of excellence. Pupils have been successful at district and regional levels in a range of team sports for both female and male pupils, including netball, hockey and badminton. Individual successes include golf, athletics and swimming. Almost all pupils have represented the school in competitive sports fixtures. A majority of pupils achieve distinction in LAMDA examinations, and all take part and perform well in regular drama productions. Pupils achieve excellent results in creative writing and public speaking competitions, some competing at national level. The school's leaders have enhanced the programme of extra-curricular activities available, in consultation with the school council, and in positive response to a previous inspection recommendation.
- 3.12 Pupils are generally supportive of learning, and of their teachers. Most are keen to do well and collaborate effectively to ensure they make progress in their subjects. This is in response to a clear reward structure which the school's leaders have introduced to celebrate positive attitudes to learning. Pupils usually support one another generously, as seen in a Year 1 lesson in which there was spontaneous applause for a classmate's good piece of work. Pupils respond well to challenging teaching, as in an English lesson where there was a time limit and they worked quickly in pairs to write a mini saga in a metaphorical style. In a science lesson, pupils displayed an authentic shared curiosity about the different stages of pregnancy and gestation lengths in other species. Pupils work most effectively when given independence, as was particularly evident during their participation in creative subjects. However, at times, some pupils are less attentive and need to be coaxed into engaging with lessons. Inspectors saw instances of distracting behaviour in a small number of lessons, which undermined the efforts of their classmates.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils develop a good understanding of how well they are doing in their academic work and how to improve. They confirmed in discussion that they value the written and verbal feedback they get from their teachers. In a small minority of lessons, pupils have limited opportunities to reflect on their own learning and so not all pupils show independence and initiative as learners. Pupils in discussion displayed excellent levels of self-confidence, supported by the caring ethos of the school. They described the ways in which the extra-curricular programme of activities enabled them to become more resilient, particularly through sport. They also understand and appreciate the ways in which they develop emotional wellbeing and an ability to handle stress successfully. They speak with enthusiasm of how the school's leaders, with support from governors, have created two safe spaces in the school, staffed by trained emotional support assistants.
- 3.15 Pupils learn to organise themselves from an early age, with children in the EYFS making sensible decisions, for example about whether to collect their water bottles when thirsty. Similarly, they make good decisions about their own care and what clothes they need on a cold day. This habit is developed further by the high proportion of child-initiated activities in the nursery. Lower school pupils were delighted to be consulted about their priorities when some playground equipment was due for renewal. Pupils in the senior school showed confidence in their decision-making when selecting GCSE

subjects. A minority of the pupils who responded to the questionnaire said that they would welcome more advice about their future education and career opportunities and inspectors acknowledged their view had justification.

- 3.16 Pupils have a good appreciation of spirituality and the non-material aspects of their lives. The school's Christian ethos is quietly influential, with grace at lunch and hymns sung in assembly. Especially in the lower school, pupils felt that they knew enough about different cultures to appreciate and value others' religious beliefs and backgrounds. Some pupils spoke persuasively of their gratitude to the school for the opportunities it offers them, and of a sense of belonging which is enhanced by the community ethos fostered by the school. This was most noticeable in the excellent boarding environment, where the camaraderie and loyalty found its best expression. Many pupils develop their creativity powerfully in the school, in response to the teaching and facilities for art and technology.
- 3.17 Throughout the school, pupils have a well-developed sense of right and wrong. In the lower school, they largely follow behavioural expectations and accordingly they take turns, share resources and work well in pairs. They can explain the consequences of poor behaviour and they have a strong sense of fairness, as demonstrated by their explanation of how the new house points collation system has eradicated the flaws of its predecessor. Pupils also spoke of their frustration that the misbehaviour of a very small number of their classmates in lessons limited their ability to learn effectively. A minority of those who responded to the questionnaire did not agree that the school treats everyone fairly, or that it addresses poor behaviour effectively. In discussion, however, pupils said that disciplinary processes very rarely need to be invoked. Records show that the school is consistent and effective in applying its behaviour policy when major breaches occur. Pupils understand that bullying is wrong, but a small minority of those who responded to the survey said that the school does not take it seriously. The school's records show that the school is consistent and effective in its disciplinary response to any bullying. A minority of pupils, as well as a small minority of parents, indicated that unkind or prejudiced language is not addressed consistently. Inspectors found no evidence to support this but, in discussion, pupils made these points again.
- 3.18 Pupils in the lower school overall show good social skills for their age. In the EYFS, children thrive in the supportive environment, taking turns, for example, when singing and listening to songs and rhymes at circle time. They readily collaborate when, for example, tidying up the classroom. Pupils in the boarding community live and work in a cohesive manner, ensuring a harmonious atmosphere, and showing themselves to be considerate, empathetic and socially astute. In the senior school, pupils generally show care and consideration for others, and they are almost always at ease speaking to visitors. Where lesson planning permits, pupils collaborate willingly, and their skills and social development are promoted through the activities programme, especially team games, plays, concerts and public speaking.
- 3.19 Pupils develop leadership through formal positions of responsibility, such as form captain or school council representative. In this way, they make a significant contribution to the wellbeing of other members of the school community. In less formal capacities, older pupils also support others through being subject mentors for younger pupils or helping them to organise volunteering for their work towards the Duke of Edinburgh's Award Scheme. Year 11 pupils appreciated a recent session run by sixth-form pupils on emotional wellbeing and practical tips for managing the approaching examination season. Pupils also contribute to the wider community, through volunteering at a nursing home, and supporting a food bank. They are eager to raise money, too, for the relief fund for the earthquake in Turkey and Syria, and for Comic Relief. Pupils show excellent leadership skills in promoting the school's efforts to support sustainability and encourage steps such as recycling.
- 3.20 Pupils have a good understanding of diversity, and, throughout the school, they are generally accepting of those with different backgrounds and beliefs. In the lower school, pupils expressed enjoyment at exploring dance traditions from other cultures. Age is no barrier to friendship, with pupils from different year groups relating to one another harmoniously. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy,

tolerance and respect for others. However, a minority of pupils who responded to the questionnaire did not agree that pupils treat one another with kindness and respect. Many pupils spoke persuasively of the inclusive environment, in which all are encouraged to be themselves. However, a small number indicated that attitudes to differences of race, sexual orientation and gender do not always align with the school's values. Inspectors found no evidence to support this.

- 3.21 Pupils have an excellent understanding of the importance of a healthy lifestyle and keeping safe. Children in the EYFS know the benefits of their morning exercise routine, as well as why they should wait at a zebra crossing. Year 3 pupils choose their passwords carefully when using the internet; and clearly explain the factors in choosing a balanced lunch. Pupils in a food technology lesson in Year 11 described the rationale for their three-course plant-based menu. In the senior school, pupils are aware of the need to monitor their own physical and mental wellbeing, chiefly through their engagement with the PSHE programme, which they value highly. Governors and senior leaders have developed an emphasis on mental health awareness for pupils. While a small minority of pupils who responded to the questionnaire said they had no adult to whom they could go if they had a concern, none supported that view in discussion. Pupils feel well equipped to seek support as necessary, with encouragement and information offered to them by the PSHE programme and assemblies based, for example, on emotional assertiveness. Pupils derived helpful information, too, from their active participation in Mental Health Week. They also know how to keep themselves safe online in response to careful teaching both in PSHE lessons and computing sessions.

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, 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 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

Mr Bill Burn	Reporting inspector
Mrs Jayne Offer	Compliance team inspector (Compliance officer, HMC school)
Mr Mark Brain	Team inspector (Head, IAPS school)
Ms Adrienne Richmond	Team inspector (Former head, GSA school)
Dr Antony Johns	Boarding team inspector (Former senior manager, HMC school)