



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Radnor House Twickenham School

February 2020



Contents

Contents		2
School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		9
Recommendation		9
The quality of the pupils' academic and other achievements		10
The quality of the pupils' personal development		12
4. Inspection Evidence		14

School's Details

School	Radnor House School			
DfE number	318/6006			
Address	Radnor House School Pope's Villa Cross Deep Twickenham Middlesex TW1 4QG			
Telephone number	0208 8891 6264			
Email address	info@radnorhouse.org			
Head	Mr Darryl Wideman			
Proprietor	Dukes Education			
Age range	9 to 18			
Number of pupils on roll	421			
	Juniors	39		
	Seniors	307	Sixth Form	75
Inspection dates	4 to 6 February 2020			

1. Background Information

About the school

- 1.1 Radnor House School opened in 2011 and is a co-educational day school for pupils aged between 9 and 18.
- 1.2 Since 2019, the school has been owned by Dukes Education and has a board of governors that focusses on strategic and compliance matters. The current head took up the post in January 2018.

What the school seeks to do

- 1.3 The school aims to provide an active learning environment for limitless minds, and to celebrate every individual. Its core values are courage, excellence, perseverance and respect. Radnor House sets out to challenge pupils in the classroom and through wide-ranging co-curricular opportunities, supporting them through outstanding pastoral care in order to help them to develop into fulfilled and successful young adults with high self-esteem.

About the pupils

- 1.4 Pupils come mainly from the local and surrounding boroughs from families with a range of professional backgrounds. Data provided by the school indicates that the ability of pupils is broadly average compared to those taking the same tests nationally. The school provides specialist help for 36 pupils and has identified an additional 134 pupils as having special educational needs and/or disabilities (SEND), mostly mild dyslexia or dyslexic tendencies, but also dyspraxia or attention deficit hyperactivity disorder (ADHD). Two pupils have an education, health and care plan. English is an additional language for 18 pupils. The school has identified 69 pupils as being the most able in the school's population, for whom the curriculum is modified. Wider enrichment, both inside and outside the classroom, is offered to all pupils, regardless of ability, in line with the ethos of celebrating every individual.

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.

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 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. 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. 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](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 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 junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2017 to 2019 have been in line with the national average for sixth formers in maintained schools.
- 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

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

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] 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. 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.

2.16 The standard relating to the provision of information [paragraph 32] is 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is 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.

2.20 The standard relating to leadership and management of the school [paragraph 34] is 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>
Year 5	Year 5
Year 6	Year 6
Year 7	Year 7
Year 8	Year 8
Year 9	Year 9
Year 10	Year 10
Year 11	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils of all abilities develop excellent knowledge, skills and understanding across all parts of the school.
- Pupils' attitudes to learning are outstanding; they are highly productive in individual, group and whole class activities, within an inclusive and supportive environment.
- Pupils communicate effectively and with confidence, speaking with fluency and assurance.
- Pupils demonstrate strong skills and high levels of confidence in their use of information and communication technology (ICT) which greatly helps their learning across many areas.
- Pupils have excellent study skills and apply information from a wide range of sources very effectively.

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

- Pupils show high levels of self-understanding for their age because of the school's emphasis on reflecting on their work, progress and behaviour.
- Throughout the school, pupils treat each other with kindness and respect, showing highly developed social interaction and collaboration.
- Pupils value and respect diversity, displaying a natural appreciation of their peers as individuals who all contribute to the richness of the school community.
- Pupils enjoy opportunities to take on responsibilities and contribute to the lives of others within the school and the wider community.

Recommendation

3.3 In the context of the excellent outcomes the school might wish to consider:

- Increasing the opportunities provided for all pupils to reflect on their own spirituality.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all abilities develop excellent knowledge, skills and understanding across all parts of the school and apply these effectively in new situations. They benefit from well-planned lessons which are delivered with good pace by teachers who include a wide range of activities, often with an effective use of information and communications technology (ICT). Excellent progress is maintained throughout the school with no significant differences between defined groups of pupils or areas of the curriculum, as pupils reflect on their own learning in order to make progress against individual targets. Lesson planning takes scrupulous account of the particular needs of individual pupils so that there is an appropriate level of support where needed and tasks are structured to offer a range of challenge. Junior school pupils were able to describe with accuracy what it was like to be a child evacuee in World War Two; they confidently offered facts and were quick to recall information. In a GCSE geography lesson, pupils made highly effective use of prior knowledge to explain and evaluate the significance of different factors affecting patterns of food distribution. Sixth form government and politics pupils interpreted statistical information about voting trends, applying their knowledge of American history to account for key turning points. In their responses to the pre-inspection questionnaires, a few pupils felt that lessons lacked interesting activities and failed to use the time well. Inspection evidence showed that lessons across the school are well-paced and include interesting and varied activities appropriate to the needs of all pupils.
- 3.6 Pupils' attitudes to learning are outstanding and they are highly productive in individual, group and whole class activities and demonstrate a strong ability to sustain their focus and application. This was seen, for example, in a history lesson where pupils built a rapid and clear understanding of the differences between Russian and German preparation on the Eastern Front during WWII. Pupils respond positively to the energy, enthusiasm and care with which the curriculum and lessons are both planned and delivered; they benefit from the high quality relationships which develop as a result of the commitment of the staff to instil the school's core values and to model these in their own approach to school life. In their responses to the pre-inspection questionnaires, a few pupils felt that the school did not help them to be confident and independent. Inspectors judged that confidence and independence are well developed across all age groups.
- 3.7 Pupils communicate with confidence, speaking with both fluency and assurance and using subject specific vocabulary to good effect. An emphasis on written and oral literacy is evident across the school and this allows pupils to express their ideas coherently both across in the curriculum and in multiple opportunities for debating both in school and in external competitions. Pupils' writing skills are systematically improved by regular and meticulous marking and feedback. In a junior school mathematics lesson, pupils were highly articulate when expressing their ideas and made effective use of sophisticated language. In a senior school English lesson, pupils compared the presentation of love in contrasting poems with clarity and made excellent progress in producing paragraph openers based on a model provided. Highly developed writing skills with a mature use of language and sophisticated arguments were evident in sixth form history essays.
- 3.8 Pupils develop strong numeracy skills which they apply well across the curriculum due to effective mathematics teaching, a well-planned curriculum, plentiful support and good collaboration between staff across a range of departments. This was seen, for example, in calculations involving moles in GCSE and A-level chemistry, and in an A-level computer science lesson where pupils were able to successfully answer problems involving set notation, binary to decimal conversion and vectors. In the junior school, pupils demonstrated a thorough understanding of a range of quadrilaterals and were able to define their properties.

- 3.9 Pupils demonstrate high levels of confidence in their use of ICT, which greatly aids their learning across many areas. This results from the choice made by leadership and management to invest heavily in ICT infrastructure and training which means that, across the staff body, there is a high level of competence to enhance teaching and support the pupils. Junior school pupils used a composing application confidently when creating their own music. In a senior school music lesson, pupils used a social music platform highly effectively in order to compose an innovative accompaniment to an extract from a science fiction film. In a sixth form psychology lesson, pupils created a stop-start animation of a neuron out of play dough to explain synaptic transmission and the effect of drugs.
- 3.10 Pupils show high levels of confidence and self-discipline in their learning. Their excellent study skills allow them to apply information from a wide range of sources very effectively. Sixth form pupils made pertinent connections between their study of Freud in both psychology and philosophy, showing their ability to synthesise information. In the curriculum and year groups, pupils' self-reflection enables them to develop their learning further after initial teacher feedback. Pupils' facility when using internet learning resources, including the school's online learning platform and external digital libraries, aids the development of increasingly independent study skills. In their responses to the pre-inspection questionnaires an overwhelming majority of parents agreed that the school helps their child to be confident and independent and to develop skills for the future.
- 3.11 Pupils' levels of attainment, as indicated by evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils make excellent progress over time overall. In the junior school, pupils make strong progress from their starting points. In the period 2016 to 2019, pupils' results at GCSE were above the national average for maintained schools; almost two fifths of pupils achieved grades A*/A (7-9). At IGCSE, where only a small number of subjects are taken, results were in line with world-wide averages. In the same period, they were in line with the national average at A-level. Across the school the achievement of pupils with special educational needs and/or disabilities (SEND) is strong and at least in line with their peers because they are identified quickly and receive high quality support. A significant factor in these levels of achievement is the school's robust and consistent use of tracking data to monitor levels of progress and use of this to implement effective and highly personalised strategies for support. Pupils appreciate subject clinics and the use of focus cards which encourage them to take responsibility for their own learning. This approach is also extremely well integrated with the pastoral monitoring and support systems so that the needs of individual pupils are understood; they are then met within an inclusive and supportive environment where there are high expectations of pupils. In their responses to the pre-inspection questionnaires, almost all parents agree that teaching enables their child to make good progress, and effectively meets their child's particular educational needs.
- 3.12 Pupils achieve high levels of success in extra-curricular activities across a range of areas including sport and performing arts. This is facilitated by the school's commitment to offering a wide ranging extra-curricular programme as a significant element of the educational experience. These activities also contribute significantly to developing pupils' confidence and organisational skills and allow them to demonstrate their commitment to the school's core values of courage, excellence, perseverance and respect. High levels of success have been achieved at national, regional and county level in a range of sports including rowing, diving, athletics, football, rugby and hockey. Pupils have also achieved success in creatively focused competitions such as an ISA National Poetry Competition and in a range of other curriculum based local and national competitions including the Rotary Technology Challenge, Maths Challenge and Biology and Chemistry Olympiads. Pupils are successful in gaining places on a wide range of competitive degree courses.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show high levels of self-understanding for their age because of the school's emphasis that they should reflect on their work, progress and behaviour. This is seen in the ongoing dialogue between pupil and teacher which forms part of marking and feedback, and in pupils' reflection and target setting in their planners. They are appreciative of their school and support its values. They understand how applying these values helps them to improve their learning and performance so that they are well-prepared for the next stage of their lives; the system of focus cards gives pupils an opportunity to get back on track if needed. Pupils' self-esteem and self-confidence is strong; they contribute confidently in lessons and extra-curricular activities, as seen in a lively rehearsal for the senior school production. Pupils feel that there are many adults available to support them including their teachers, the school nurse and the school counsellors. The range of opportunities provided offers all pupils the chance to develop a sense of belonging in an inclusive and welcoming environment.
- 3.15 Pupils develop strong decision-making skills; they understand that making good decisions contributes to their own success and well-being, for example when selecting their A-Level options or choosing when to attend subject clinics. Pupils' confidence in their ability to determine their choices develops well because they receive excellent support and guidance from their teachers, tutors and the school's leaders. They engage enthusiastically with opportunities to assess their progress and set goals for the future; this is seen, for example, in class reflection books which show that pupils consider carefully the setting of goals and aspirations on a personal level. This approach is facilitated by the synergy between strong academic and pastoral support systems which both encourage this reflection and goal setting. Pupils appreciate opportunities for decision making which are provided via structures including the school council and the newly revised house system, and they spoke with enthusiasm about the physical and mental 'challenge afternoon' which helps house representatives develop leadership and decision-making skills.
- 3.16 As a secular foundation, the school works imaginatively to provide opportunities for pupils to develop spiritual understanding; for example, experiential teaching of meditation is part of the GCSE Buddhism topic and some pupils spoke appreciatively of continuing to use meditation techniques as a way of supporting their management of stress. As they move up through the school, pupils develop an awareness of the importance of appreciating non-material aspects in life. This is often manifested in their willingness to help their friends and members of the local community by undertaking charitable acts, such as an annual tea party for local residents or participating in Radnor Recognition Day where pupils are given recognition postcards to send to staff or family members to thank them for their support. This altruistic initiative allows for pupils to highlight the good someone else has done for them.
- 3.17 Pupils display an extremely well-developed sense of right and wrong, understanding and respecting systems of rules and laws and accepting responsibility for their own behaviour. The behaviour of pupils, both in lessons and in social situations, is exemplary and shows their understanding of the school's expectations and rules. In discussion, senior school pupils praised the school's approach to encouraging them to reflect on their behaviour rather than simply applying sanctions if rules have been broken. This illustrates the high quality of relationships that exist throughout the school community which are encouraged by its core values, the opportunities to reflect, the strong sense of belonging in the school, and the excellent role models provided by older pupils and staff. There is a clear framework which is readily available to pupils, for example the anti-bullying contract which is included in the pupils' planner. In their responses to the pre-inspection questionnaire, all parents agreed that the school actively promotes good behaviour.

- 3.18 Throughout the school, pupils treat each other with kindness and respect, showing highly developed social interaction and collaboration within and beyond the curriculum. This is instilled as a result of the size and structure of the school, its core values, its celebration of achievement and its significant commitment to providing a wide range of opportunities for pupils to develop and value collaborative endeavour. Pupils appreciate the support of staff in helping to guide them when needed and are clear that there are many sources of support available to them. They are inspired by examples of members of their own community overcoming challenges. In a school council meeting, pupils confidently and with sensitivity discussed a range of topics including possible changes to school uniform, how to achieve wider participation in discussion of school topics by introducing ideas boxes for feedback, and how to consult on food options. In their responses to the pre-inspection questionnaires, all parents agree that the school helps their child to develop strong teamwork and social skills and most pupils also agreed with this.
- 3.19 Pupils enjoy the opportunities available to take on responsibilities and to contribute to the lives of others, both within the school and in the local and wider community. This is encouraged and supported by the school's commitment to working in partnership with pupils to facilitate genuine opportunities for initiatives designed to enrich the school community as a whole, and by the allocation of resources such as leadership training to support this. A notable example is 'Make a Difference Day', an annual event in which all members of the school are involved in volunteering to help others in the local community. In questionnaire responses from parents and discussion with pupils, both expressed their support for opportunities to enable older pupils to participate in international volunteering which has helped to develop educational facilities in South American and African countries. An annual charitable fundraising initiative also offers the chance for the whole school to agree on local, national and international charities to focus the efforts of all in the school; this involves prefects liaising with the parents' association, who also contribute.
- 3.20 Pupils value and respect diversity, both within their school and within society, displaying a natural appreciation of their peers as individuals who all contribute to the richness of the school community; this reflects the school's core value of respect. They appreciate that understanding different cultures and traditions leads to greater harmony and happiness. The choice of topics for Higher and Extended Project Qualifications reflects this open-minded approach; for example, pupils have explored the D-Day Landing from both a German and British perspective, and explored the refugee crisis and the economic factors that contribute to this. Younger pupils in the senior school discussed the idea that wars happen because of people judging each other and that resolving this would lead to a more peaceful world. Within the curriculum, schemes of work are developed to explicitly address diversity; for example, the English syllabus includes a unit on women poets and poetry from other cultures. Pupils also celebrate specific days within the year, raising awareness, understanding and appreciation of issues such as HIV Aids Awareness, Diabetes Awareness and Autism Awareness. In their responses to the pre-inspection questionnaire, all parents agreed that the school actively promotes the values of democracy, respect and tolerance of other people.
- 3.21 Pupils of all ages have excellent understanding of how to keep themselves safe and the benefits of a balanced lifestyle. They are aware of the importance of taking exercise and of making wise food choices in maintaining their physical and mental well-being. This is evident from pupils' strong levels of engagement with the diverse opportunities available through the curriculum and extra-curricular programme and their willingness to make the most of this by undertaking activities before lessons, at lunchtime, in the extended day and at weekends. Whilst embracing the benefits available from access to digital technology, pupils are strongly aware of the importance of keeping themselves safe online. In their responses to the pre-inspection questionnaires, a few pupils did not agree that the school encourages them to follow a healthy lifestyle. Inspectors judged that the school offers pupils healthy eating choices, a wide range of physical activity, support for good mental health and clear advice about online safety.

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 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 the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Elizabeth Thomas	Reporting inspector
Ms Charlotte Avery	Compliance team inspector (Head GSA school)
Mrs Evelyn Gibbs	Team inspector (Head IAPS and HMC school)
Mr Edmund Hester	Team inspector (Headmaster HMC school))