



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Snaresbrook Preparatory School**

**January 2020**



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### School's Details

<b>School</b>	Snaresbrook Preparatory School			
<b>DfE number</b>	317/6057			
<b>Address</b>	Snaresbrook Preparatory School 75 Woodford Road South Woodford London E18 2EA			
<b>Telephone number</b>	02089892394			
<b>Email address</b>	office@snaresbrookprep.org			
<b>Headteacher</b>	Mr Ralph Dalton			
<b>Chair of governors</b>	Mr Stephen Mathison			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	157			
	<b>EYFS</b>	46	<b>Infants</b>	48
			<b>Juniors</b>	63
<b>Inspection dates</b>	14 to 16 January 2020			

## **1. Background Information**

### **About the school**

- 1.1 Snaresbrook preparatory school is a co-educational day school for pupils aged 3 to 11 years. It was founded in the early 1930s. The main building is a Victorian house in an urban area in outer London. The school is a limited company with a board of directors who, as a family, have managed the school for over 50 years; some of whom are on the local management board which oversees the school. The current headmaster was appointed in September 2018.
- 1.2 Since the previous inspection, the school has a new leadership team, has introduced formal tracking of pupil progress and teaching by subject specialists.

### **What the school seeks to do**

- 1.3 The school aims to develop the whole child intellectually through a relevant and contemporary education, encouraging children to research, inquire, develop sensitivity and self-discipline within a Christian environment.

### **About the pupils**

- 1.4 Pupils come from a range of professional and business backgrounds, from families living within a radius of 15 miles from the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average for those taking the tests. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND), which include a range of difficulties including dyslexia, all of whom receive additional specialist help. There are 14 pupils who have English as an additional language (EAL) and receive additional support. Data used by the school have identified 22 pupils as being more able in the school and the curriculum takes account of their abilities, and provides for 2 pupils who have special talents in sport and music.

## 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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. 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](#), [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 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 junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 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.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 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**

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 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**

- 2.11 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.

**2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 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.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.15 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.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.17 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.

**2.18 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.

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils are exceptionally positive and committed to their learning and they develop very successful study skills.
  - Pupils are extremely articulate and very effective communicators.
  - Pupils develop very high levels of competency in mathematics and numeracy.
  - Pupils' progress is sometimes limited by an inconsistent approach to feedback and marking and in providing opportunities to challenge them further.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent social development and moral awareness in their behaviour and attitudes towards others, although the opportunities for them to develop leadership skills are limited.
  - Pupils develop high levels of confidence and feel extremely well-prepared for the next stages in their education.
  - The pupils demonstrate outstanding respect for the diversity and cultural understanding in the school.

## Recommendations

- 3.3 The school is advised to make the following improvements:
- Improve further the attainment and progress of specific groups, such as the most able, by developing the use of the systems to track individual pupils' progress, identify and match teaching to their needs.
  - Enable pupils to increase their attainment by improving the consistency and quality of the formal written feedback they receive.
  - Enable pupils to develop their leadership skills by creating positions of responsibility for older pupils.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 All pupils develop good levels of knowledge, skills and understanding; this is often excellent, and strongest in the core curriculum of English and mathematics. Children in the EYFS share new words in their learning confidently and make rapid progress in their writing skills. They spoke excitedly about their understanding of dinosaurs using extensive vocabulary to explain the meaning of 'extinct', whilst investigating freezing water and melting ice. Pupils demonstrate excellent skills and agility in physical education (PE). In a Year 3 PE lesson, pupils achieved their objectives of improving their throwing skills and their understanding was enhanced by a well-structured lesson which built upon prior learning. Older pupils are enthusiastic about the skills they acquire in the variety of options within the sports programme.
- 3.6 Pupils of all ages show good skills in the creative and performing arts with high levels of skill evident in music. A small ensemble accompanied the energetic hymn singing in assembly confidently. Art displays in classrooms, such as that in the style of Vincent Van Gogh's *Starry Night*, demonstrate excellent skill development as pupils progress through the school. Pupils with SEND understand that their basic number and language skills are important for success in other subjects and commented

that the booster and intervention sessions are greatly valued and effective. Pupils gain much from stimulating visits and teaching which utilise cross-curricular themes, often based around pupils' interests. In a class assembly about a recent science visit, pupils demonstrated their excitement on meeting a famous astronaut and their knowledge in explanations about indicator species. In the pupil questionnaires, a small minority disagreed that lessons are interesting, and time is used well. This was not corroborated by the inspection evidence, which shows lessons to be very well planned and resourced, using a variety of techniques and methodologies including both group and independent learning.

- 3.7 Evidence from lesson observations, pupils' work, scrutiny of leavers' destinations and assessment data shows attainment to be above average in relation to age-related norms. Pupils of all ages make good progress, and a small minority make excellent progress, in relation to pupils of similar ability. The school uses a range of tracking and data profiling measures, and individual tracking is used to very good effect, but as yet, the analysis for specific groups such as SEND and the more able is not fully developed, and staff have limited understanding of how they can analyse data to ensure the progress and attainment of these specific groups. All pupils in the EYFS meet all the Early Learning Goals and many exceed expectations. Pupils with SEND benefit from very detailed individual education plans which are reviewed regularly and implemented effectively. School leavers are very successful in gaining places at schools of their choice and are very well prepared. In their pre-inspection questionnaire responses, almost all parents were overwhelmingly positive about the school's success in meeting their child's educational needs, helping their child to become confident and independent, and developing skills for the future. Similarly, an overwhelming majority of pupils cite that teachers help them to learn and make progress; provide help if they have problems and support them to become confident and independent. A small minority felt that feedback and marking does not help them to improve. In the book scrutiny the inspection team found little evidence of feedback or target setting and some inconsistency in marking, hindering progress for some pupils.
- 3.8 Pupils' communication skills are excellent: they are extremely articulate, and their writing, grammatical understanding and use of terminology is very good. In English lessons, pupils use technical language and devices in their writing. In Year 4 pupils recognised that 'a sentence shouldn't start with a conjunction' demonstrating a very sound understanding of grammar. In the development of their understanding of how to write from a reader's point of view, many pupils maturely reflected on production reviews on *Sleeping Beauty*. Most pupils have a very well developed vocabulary which they apply highly effectively especially in their speaking. In Year 1 English, pupils spoke with confidence when building sentences showing a very good awareness of nouns and verbs and were able to recall colourful adjectives in their portrayal of a storm. Pupils are highly effective in applying their well-developed linguistic and literacy skills to other areas of the curriculum. Children in EYFS spoke about creating a pyramid with connecting blocks. Verbally pupils delight in engagement and are proficient in communicating with both peers and adults alike. In Year 2 science, the pupils quickly became confident and knowledgeable in using new key words like force, friction and surfaces. Pupils' effective communication is promoted by staff who encourage them to speak and listen to each other and adults respectfully, with clarity and thought. For example, during informal discussions at lunch time pupils discussed freely any topics and actively engaged with the inspection team and in the formal discussions spoke with pride and keenness about their school demonstrating their effective communication skills.
- 3.9 Pupils develop extremely high levels of competency in mathematics and numeracy. Year 5 pupils independently applied mathematical operations to fractions with great confidence and were very knowledgeable when partitioning. In a few instances, the more able pupils were not able to progress as they were not suitably challenged. For example, in a lesson on finding equivalent improper fractions, the more able pupils understood the concept at the start of the lesson and made limited progress during the rest of the lesson. Pupils can apply their mathematical understanding confidently in other curriculum areas. For example, Year 1 pupils in science lessons recorded temperature measurements over several days and very competently graphed their results.

- 3.10 Pupils are proficient and confident users of information and communication technology (ICT). In lessons their skills develop using a wide variety of commercial software to excellent effect. The more able younger pupils created an animated story board with text and pictures to show how a 'naughty bus' travelled to different scenarios such as Paris. Whilst in Year 5, pupils showed excellent competency of ICT skills to develop a comic strip to illustrate e-safety. During discussion, pupils stated that they use their ICT skills in other subjects mainly for research and they thoroughly enjoyed independently researching the digestive system in a Year 4 science lesson.
- 3.11 From an early stage, pupils display highly effective study skills. Infant pupils engaged enthusiastically in problem-solving activities to enhance their verbal reasoning skills. Younger pupils were encouraged to investigate and persevere to find the answers for themselves and then share their investigations to check answers in a mathematical problem-solving lesson. In an English lesson, older pupils used their personal word banks, own notebooks and dictionaries to create a balanced argument to enable them to write their own reviews of a play. In meeting the success criteria they demonstrated excellent study skills and analysis for their age. In a mathematics revision lesson, pupils showed very good levels of industry within the class and an excellent work ethic, whether they were involved in teamwork, discussion or working independently using different techniques to revise.
- 3.12 Pupils enjoy a good range of extra-curricular activities which enriches their all-round education and personal development as a result of the skilful deployment of resources provided by leadership and management in order to make the best use of limited space. Use of nearby facilities enables pupils to develop their skills in a suitable range of sports. Individual success in tennis and music has been recognised by the school, and these pupils are encouraged to demonstrate their prowess at school events. Pupils achieve a good level of attainment beyond the classroom in music and relish participation in the national choir activity at the O2 arena. In drama, the annual productions for several year groups, allows pupils to develop their performance skills at each stage of development.
- 3.13 All pupils, including those in the EYFS have excellent attitudes to learning. They understand the importance of engagement and involvement, and actively participate in lessons to a very high degree, taking pride in their interactions and success. They enjoy pair and group work, often taking it beyond the classroom and into homework activities or projects. Children in EYFS are highly enthusiastic about all their learning. They exuberantly and collaboratively engaged in releasing the dinosaur from its frozen egg. In a PSHE lesson, older pupils collaborated keenly to work out the steps they would need to reach certain goals and displayed an excellent awareness of what inner strengths are required to attain their end goal. Throughout the school, pupils are invariably positive, co-operative and show warm appreciation of the work of their teachers, the teaching assistants and senior managers.

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils display high levels of self-confidence and independence from an early age. The youngest children moved from one activity to another without fuss and took turns without teacher intervention. They demonstrate the acquisition of resilience at an early age and repeated a phrase used for encouragement in the setting, 'failing is learning', whilst attempting to join mathematical shapes together. In a Year 3 French lesson the pupils displayed great resilience and determination in sounding out new words, demonstrating a positive attitude towards trial and error. In PSHE lessons pupils respond well when encouraged to understand themselves and what traits of their character make them think and act in a certain way showing the development of their self-awareness. In discussion, older pupils display a very realistic view of who they are and what they want to achieve at the school. In lessons they are confident and always well-behaved in their attempt to achieve maximum satisfaction from their learning experience. They use and understand excellent learning terms like perseverance and determination reflecting a true understanding of themselves. They all

appear happy and content with their school. All the pupils and parents in the questionnaire agreed that the school helps the pupils to be confident and independent.

- 3.16 Pupils across the year groups enjoy collaborative work and discussions, and make informed choices following their interactions with staff and peers. They clearly listen to the ideas and thoughts from those around them and consider their choices and the impact they might have. Pupils in Year 6 enthusiastically recalled an experiment where, in teams, they had to discover the healthiest conditions to prevent micro-organisms growing on bread. They also spoke about deciding to attend revision sessions rather than the voluntary science club, and readily agreed that the school helped them prepare for the next stage of their life. Pupils on the school council also recognised that not all their wishes would be granted and understood that some, like a new playground surface, would take longer to realise.
- 3.17 In the work scrutiny and in discussion, pupils demonstrate a strong awareness and understanding of different religions and significant events within those religions. They recalled Eid as being an important festival for giving and the stories behind Diwali. They act with kindness and thoughtfulness towards their peers, in line with the school's Christian ethos. In discussion, pupils expounded the virtues of others and how important friends are to them. Pupils think about and discuss the non-material aspects of life by engaging wholeheartedly in music, drama and art. They spoke about their involvement in the annual productions with great pleasure and are keen to share their experiences. Pupils respond very well to school and class assemblies which provide opportunities for prayer, reflection and singing. Older pupils spoke about their class assembly on human rights and how they used role play to make it interesting and understandable for younger pupils.
- 3.18 Pupils' behaviour is exceptionally good and they are invariably courteous and sensitive. They extol the virtues of their school and teachers as role models. This was evident in PHSE where Year 1 pupils used powerful adjectives very well when describing a bad person showing their very good understanding of good and bad. Through the pastoral care system and high expectations of school leaders, pupils develop a very real sense of what is right and wrong and when necessary contemplate the choices they make in writing out their reflections. In discussion, Year 6 pupils were very knowledgeable about the school's encouragement for them to respect each other and follow the school values embodied in the RESPECTFUL acronym.
- 3.19 Pupils' social development is excellent. They display outstanding respect and care for all throughout the school day, and in the after-school activities also demonstrate support for each other. They demonstrate excellent manners and never forget to say please, thank you or sorry. This all comes from a good foundation of taught habits and expectations from staff for example of shaking hands at the end of the day. Pupils take a pride in cleaning their tables after lunch to leave them clean for the next year group. They enjoy their participation in the school council and other weekly tasks and show effective execution of their responsibilities, but there are limited opportunities for pupils to practise and develop leadership skills and roles. Pupils demonstrate a strong awareness of the needs of others and willingly engage in the school's charitable efforts such as raising money for Young Minds. Collaborative work is innate in the fabric of learning across the year groups and in the very foundations of all teaching. In a Year 3 class, pupils working in groups to create a fair test involving friction using toy cars demonstrated strong social skills within a mix of gender and race to reach a common goal.
- 3.20 In assembly, pupils displayed a strong sense of responsibility for others within the wider community when talking about robots at the science fair they visited and what role they could play in society in helping people to not be lonely. They considered whether a hug from a robot might be beneficial and considered the benefits from a human instead. They also demonstrated a mature awareness of the biodiversity of the planet and how all should play a part in protecting it. They eagerly anticipated entering a poster competition without using glitter and plastic straws, thus playing their part in helping to sustain the ecosystem.

- 3.21 In discussion, pupils show good awareness of the dangers of social media and receive e-safety instruction on a regular basis. They are aware of the hazards around them and how they can negate them through staying safe and looking out for others. Pupils were keen to point out the importance of fruit and salad in their diet and the fact that these are always available at lunch times. They understand that to stay healthy they need to eat fewer sweets and be active. The majority of parents and most pupils in the questionnaire agreed that the school encourages their child to adopt a healthy lifestyle.
- 3.22 Pupils demonstrate a natural acceptance of the various backgrounds they represent and the importance of personal differences that make up the rich tapestry of culture within the school. They spoke with appreciation about the PSHE programme and their lessons about diversity and respect, sensitively reflecting on the journey of a refugee child from Syria. This is because the leadership's approach is to encourage celebration of diversity and to ensure pupils learn about a range of religious and cultural practices. All the parents in the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people, a view with which most pupils concurred. A minority of pupils in the questionnaire did not agree that the school did not show any favouritism or treat them unfairly, but this view was not corroborated in pupil discussion. In observation inspectors witnessed only consideration, sensitivity and mutual respect between staff and pupils, which epitomise the success of the school's aim to develop sensitivity and self-discipline within a Christian environment.

## 4 Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Louise Robinson	Reporting inspector
Mr Tim Lewis	Compliance team inspector (Deputy headmaster, IAPS school)
Mr Lawrence Groves	Team inspector (Headmaster, ISA school)