



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Thorngrove School

March 2020



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School's Details

School	Thorngrove School			
DfE number	850/6033			
Address	Thorngrove School The Mount Highclere Newbury Berkshire RG20 9PS			
Telephone number	01635 253172			
Email address	admin@thorngroveschool.co.uk			
Headteacher	Mr Adam King			
Proprietor	Thorngrove School Ltd			
Age range	2 to 13			
Number of pupils on roll	240			
	EYFS	40	Lower School	28
	Prep School	172		
Inspection dates	10 to 12 March 2020			

1. Background Information

About the school

- 1.1 Thorngrove School is an independent co-educational day school for pupils aged 2 to 13 years. It was founded in 1988 by the two proprietors who make up Thorngrove School Ltd, who led the school until the appointment of the current headmaster in 2009.
- 1.2 The school comprises three sections: nursery, for children aged 2 to 4 years, the lower school, for pupils aged 4 to 7 years, and the prep school, for pupils aged 7 to 13 years.
- 1.3 Since the previous inspection the school has installed new cricket facilities and tennis courts.

What the school seeks to do

- 1.4 The school aims to promote well-being, mindfulness and a sense of worth in its pupils. It seeks to build resilience and develop pupils' sensitivity and empathy towards others. The school endeavours to provide teaching of consistent excellence in order to enable every pupil to develop intellectual enquiry and a lifelong love of learning. It wishes to enable every pupil to achieve their full potential.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds, mostly from white British families living within a 15-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 52 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia. Of these, 33 receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for four pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 43 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. 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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 excellent.
- Pupils demonstrate passionate and focussed attitudes towards learning.
 - Pupils' excellent attainment demonstrates their rapid progress.
 - Pupils display a high level of competence and confidence in their use of information and communication technology (ICT).
 - Pupils are very adept in organising and managing their own learning and study.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate strong self-confidence and self-awareness from an early age.
 - Pupils exhibit sincere appreciation of non-material aspects of life and a notably strong engagement with spiritual and philosophical ideas.
 - Pupils demonstrate strong moral sensibilities and substantial consideration of others.
 - Pupils show mature understanding of how to keep themselves healthy and stay safe.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:
- Strengthen further pupils' understanding of the diversity and composition of modern Britain.

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 demonstrate highly positive attitudes towards learning. These were displayed through their focus and concentration in lessons and the passionate way that pupils speak about their learning and achievements. Pupils are equally comfortable working independently or collaboratively. In addition, pupils' work is typically presented with much care and finished to a high standard, demonstrating pupils' consistent valuing of their work and achievement. The school fully meets its aim to enable every pupil to develop a lifelong love of learning.
- 3.6 Children in the EYFS make swift progress from their starting points, with a majority exceeding age-related expectations by the time they leave Reception. Lesson observations, scrutiny of pupils' work, and data provided by the school demonstrate that pupils, including those with SEND and the most able, attain highly and make strong progress over time. Results in standardised tests are above average compared to those taking the same tests nationally. In the previous ten years, all entrants have passed Common Entrance examinations, with many leavers attaining places at academically selective senior schools. Pupils who communicated with the inspectors expressed the view that they felt entirely prepared for their next school. All pupils and an overwhelming majority of parents who responded to the pre-inspection questionnaire said that teaching enables pupils to learn and make progress. Inspection evidence shows that the school fully meets its aim enable every pupil to achieve their full potential.

- 3.7 Pupils demonstrate a high level of competence and confidence in their use of ICT. For example, in one ICT lesson, older pupils were able to explain what features of internet images might make them suspect or conclude that the images were fake. Pupils were able to identify considerations such as the absence of an expected reflection, or a patently unrealistic or unlikely depiction of something, such as a spider much too large for the building it was climbing. Pupils used internet searches and image manipulation software on their laptops fluently and confidently to create fake images of their own, giving clear explanations of the processes that they had followed. In a history lesson in the middle of the school, pupils used tablets proficiently to research information about mummification. Pupils' competence in ICT derives from very clear guidance given, such as about how to click, drag, rotate and layer images. The proprietors and leaders have invested generously in ICT technology so that older pupils make frequent use of laptops to support their learning. They also use the school's virtual learning environment (VLE) to compose reflective blogs.
- 3.8 Pupils are very adept in organising and managing their own learning and study. The oldest pupils' history books show a very strong understanding of the differences between primary and secondary sources of evidence and some strengths and problems of each. Science books from different year groups show a good ability to organise and carry out scientific investigations, such as testing food for sugar. Many art books contain very thoughtful self-assessments which demonstrate that pupils are able to identify how well they met their aims and articulate what they needed to work on next. The oldest pupils' reflections on their art are extremely sophisticated for their age. In an English lesson, older pupils demonstrated the ability to predict and hypothesise the possible meanings of the poetry at hand. Younger pupils demonstrated the ability to handle data well during a mathematics lesson. The strength of pupils' study skills is supported by the teaching of study skills in the *Thorngrowth* programme for the older pupils, which includes discussions about what types of learners the pupils might be. Pupils also learn to use mind maps, index cards, and other techniques to organise learning and revision.
- 3.9 Pupils demonstrate thorough knowledge and understanding and much skill across the range of subjects. For example, during a *Space Day*, the youngest pupils displayed excellent oral literacy skills when describing the difference between dried astronaut food and food they ate at home. Older pupils' history and geography books show a very strong ability to investigate factual information and determine what its significance might be. This was evident in thoughtful geographical work on what different types of industry might reveal about the development of a country, and insight as to whether the suffragette Emily Davidson intended to kill herself when she stepped out in front of a horse. Science books show good understanding of subjects such as respiration and food chains. Older pupils' French books display work well beyond the pupils' ages. In a geography lesson, older pupils demonstrated excellent understanding of the key components of an Ordnance Survey map and confidently used accurate terminology correctly. The depth of pupils' understanding is stimulated by many activities that require pupils to think critically and in depth, and much marking that encourages them to think further and more critically about the statements that they put forward in essays.
- 3.10 Pupils' communication skills are outstanding for their ages. Older pupils' English books typically show very mature writing and comprehension. For example, pupils, notably the most able, record very thoughtful and articulate ideas about features of specific poems, such as Kipling's 'The Way Through the Woods', and what these poems might convey to the reader. Pupils use terms such as 'personification' and 'penultimate' with secure understanding. Younger pupils' English books contain accurate and observant self-evaluations of the pupils' own writing, and also feature work of a quality typically beyond that of their age. Lesson observations and discussions with pupils demonstrated their confident and sophisticated speaking skills, such as when younger pupils chose and shared their favourite words with enthusiasm and delight, exhibiting advanced and imaginative vocabulary for their age. Older pupils' contributions to discussion, such in religion, philosophy and ethics lessons, were notably thoughtful, articulate and reflective, helped by the attentive listening of the group.

- 3.11 Pupils exhibit advanced mathematical knowledge and understanding. Older pupils' work, including practice examination papers, demonstrate strong knowledge and understanding of aspects of mathematics ranging from algebra to volume and area. Younger pupils' mathematics books show that they are skilled at solving mathematical word problems relating to mathematical aspects such as addition, weight, multiplication and money. In lessons, younger pupils were able to add two-digit numbers confidently and accurately, and explain their chosen methods of doing so. Pupils apply their mathematical knowledge readily to other subjects, such as science, and outdoor learning where pupils estimated size and length while creating 'journey sticks'. Such mathematical thinking displayed the pupils' strong mathematical competence and understanding for their' age.
- 3.12 Pupils achieve substantial academic and non-academic success. For example, many drama, art, music, sport, and academic scholarships have been awarded to school leavers over the previous three years. Several pupils represent the school at county level in cricket. The Under-12 male pupils' hockey team were South of England finalists, and the Under-11 female pupils' hockey team won the 2020 Plate competition in regional county championships. The Under-13 clay pigeon shooting team were winners of the 2019 international championships. There has been individual success in obtaining places at dance schools. These successes are achieved because the proprietors and school leaders place much emphasis on ensuring that pupils have many opportunities to participate in sports and expressive arts. For instance, there are regular sports tours for male and female pupils in different counties and countries, and much participation in local, regional and national competitions. Pupils who spoke to the inspectors said they appreciate these opportunities.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate strong self-confidence and self-awareness from an early age. The youngest children's relaxed behaviour at the beginning of the morning showed that they were very settled and at ease in the room. Individual children were very eager to share and demonstrate particular interests, such as playing the ukulele. Older EYFS children were very attentive, eager, and confident to contribute to a discussion about endangered species. The oldest pupils' individual 'GRIT' pie charts and reflections on their personal targets demonstrate very strong self-reflection on what they find makes them anxious or acts as a barrier to their own success, as well as sensible and realistic identification of what they could do to overcome such things. In lessons, pupils demonstrated determination and resilience when asked to complete challenging activities, such as numeracy work which was advanced for their age. The school fully meets its aim to build pupils' resilience. Pupils' confidence is nurtured from the time they arrive at school by the very friendly manner of staff, who are very observant of and responsive to individual pupils' needs. It is further developed by the systematic opportunities offered for self-reflection as pupils move through the school.
- 3.15 Pupils show a notably strong engagement in spiritual and philosophical ideas. For example, religious studies books show pupils' genuine interest in the subject. In their work on the Old Testament story about the dreams brought to Joseph to interpret pupils show good understanding of the possible feelings of Joseph's brothers towards him. The older pupils' religion, philosophy and ethics work demonstrates intelligent consideration of the reasons why some people may or may not believe in God. It also demonstrates critical, careful, and respectful reflection on different arguments that could be used to determine the veracity of the accounts of the resurrection of Jesus. In a religion, philosophy and ethics lesson, the scholars group were highly engaged in a debate about the philosophical notions of the concept of nothingness and were able to articulate nuanced ideas in response to challenging questions. Teaching often engages pupils in thoughtful discussions of spiritual and philosophical matters, with the result that they become increasingly able to explore such themes in depth.

- 3.16 Pupils exhibit developed and sincere appreciation of non-material aspects of life. For example, in a music lesson, the youngest children showed great delight in singing and adding variation to the volume and tone of their song. They also appreciated the different sounds that were made by the different instruments that they were presented with. Pupils' art books and work displayed across the whole school demonstrate their substantial delight in colour, composition and design. Pupils were seen to show much maturity and mindfulness when sitting in silence in the woods, subsequently likening the sounds they heard while their eyes were shut to the rainforest. Pupils' appreciation of art is promoted by teaching and marking which are entirely encouraging and praise pupils for the beauty and value of the artwork that they have created.
- 3.17 Pupils demonstrate strong moral sensibilities and substantial consideration for others. Records show that many pupils have been rewarded for what the school terms 'random acts of kindness', such as spontaneously helping other pupils to find their diaries, giving other pupils spare snacks when they did not have one, and acting as buddies to others when they felt a bit low. Awards for such behaviour focus pupils successfully on the importance of looking after one another. Pupils who spoke to the inspectors expressed articulately and passionately how much they valued kind behaviour and liked helping other people. They said this makes them feel happy and good about themselves. Positive, friendly, co-operative and supportive behaviour and exemplary manners were seen throughout the inspection. The school fully meets its aim to develop pupils' sensitivity and empathy towards others.
- 3.18 Pupils demonstrate mature understanding of how to keep themselves healthy and stay safe, including when online. All pupils who responded to the questionnaire said that they knew how to stay safe online, and those who spoke to the inspectors offered sensible advice about how to do so. Pupils make good choices about what to eat at lunchtime, supported by the provision of nutritious food. In discussion with inspectors, pupils displayed excellent maturity in their understanding of the link between their lessons in the woods and their positive mental health. Older pupils' thoughtful and articulate contributions to a *Thorngrowth* discussion about substance abuse and peer pressure, demonstrated a very helpful and sensible understanding of the dangers of addiction and the differences between drug use and misuse. The oldest pupils' research on different types of mental disorders demonstrates good knowledge of key aspects of issues such as anxiety and schizophrenia. Pupils' understanding of such matters is enhanced through the *Thorngrowth* programme, which enables pupils to develop a deeper knowledge of the importance of looking after their physical and mental well-being.
- 3.19 Pupils are able to make decisions with good understanding. For instance, pupils' work in a 'My dream job' display demonstrates a good understanding of the requirements for different careers, such as becoming a vet or working in the hospitality industry. Older pupils' self-reflections identify their self-chosen strategies to give themselves the best chance of success, such as when preparing for examinations or interviews at senior schools. Pupils who spoke with the inspectors reflected on their own decision-making with much maturity. This was evidence in their awareness of the ways in which their decisions had an impact on the school, such as when selecting candidates to join the school council to represent their classes. Pupils' decision-making skills develop well because leaders and staff encourage pupils to make sensible and thoughtful decisions from an early age, such as when choosing routes through the school woods and what were the appropriate clothes to wear while doing so.

- 3.20 Pupils worked very well together in all lessons seen. For instance, EYFS children were very happy and at ease in their group, and enjoyed singing 'hello' to each other as the day began, and then joining in a whole-class game of *Here we go round the mulberry bush*. Older pupils managed their discussions in an entirely courteous and inclusive manner, giving everyone the chance to speak and offer their opinion. Pupils were seen to be very comfortable in each other's company, both in and out of lessons. In several lessons seen, pupils were quick to offer support to others who needed it, such as by explaining how to use a particular search engine more effectively. EYFS children are supported by welcoming staff and well-structured and welcoming routines at the start of the day, while older pupils' social skills are strengthened by the way that staff model respectful behaviour and initially prompt the pupils' discussions.
- 3.21 Pupils are aware of the needs of others in the local and national community and are particularly attuned to the need to raise funds for disadvantaged children. Pupils' letters to the local member of parliament convey a genuine concern about climate change and the desire to do something about it. Pupils voiced the desire to help others and articulated the importance of charity work, such as the support they had given to a local school for hearing-impaired pupils. The school council makes decisions to support charities that have a personal meaning to particular pupils. Pupils talked enthusiastically about the *Principals' Challenge*, which required them to take five pounds and increase it to support national charities of their choice.
- 3.22 Pupils who spoke to the inspectors expressed strongly the sentiment that they 'would not have any truck with racism'. In discussion, inspectors learnt how pupils had showed interest in the practice of fasting during Ramadan and had wanted to find out more. However, during a *Thorngrowth* drugs education lesson, older pupils' initial suggestions about the characteristics of drug users did not demonstrate strong understanding of the diversity and composition of modern Britain beyond the school. Subsequent challenge from staff made the pupils think more carefully and reject their initial stereotypes. Most parents and all pupils who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. These views are borne out by inspection evidence. In discussion, some pupils' abilities to talk about others within their community with different backgrounds to their own, or articulate ideas about wider diversity, were somewhat limited. However, other pupils who spoke to the inspectors demonstrated awareness of the need to be inclusive of people from different backgrounds.

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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. 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

Mr Steven Popper	Reporting inspector
Mrs Rebecca Lyons-Smith	Compliance team inspector (Headmistress, IAPS school)
Mr Edward Rees	Team inspector (Headmaster, IAPS school)