



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**Dulwich Prep London**

**October 2018**



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### School's Details

<b>School</b>	Dulwich Prep London			
<b>DfE number</b>	210/6001			
<b>Registered charity number</b>	1174356			
<b>Address</b>	42 Alleyn Park Dulwich London SE21 7AA			
<b>Telephone number</b>	020 766 5500			
<b>Email address</b>	information@dulwichpreplondon.org			
<b>Headmaster</b>	Mr Michael Roulston			
<b>Chair of governors</b>	Mrs Celia Randell			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	871			
	<b>Boys</b>	855	<b>Girls</b>	16
	<b>EYFS</b>	145	<b>Juniors</b>	726
<b>Inspection dates</b>	9 to 11 October 2018			

## 1. Background Information

### About the school

- 1.1 Dulwich Prep London is an independent school for boys aged between three and thirteen years, with girls in the Nursery. Originally founded in 1885 as an independent preparatory school, the school is now a separate charity, albeit part of the Dulwich Preparatory Schools Trust, from which it leases premises. The school has its own board of governors and its leadership and management are entirely independent of the Trust.
- 1.2 Since the previous inspection, Dulwich Prep London has become a day school offering 'day boarding' opportunities where pupils may stay for supper and undertake homework and supervised activities. A digital learning programme, providing pupils with individual electronic devices, has been established throughout the school. Substantial new buildings include a science block housing laboratories, design and technology provision and cookery suites, and counselling facilities which also accommodate the skills and strategy department. Additionally, sports changing facilities and the main auditorium have undergone major refurbishment. A new chair of governors has been appointed.

### What the school seeks to do

- 1.3 The school's aim is to sow the seeds of possibility in the mind, heart and spirit of each pupil and then create the right culture and conditions to allow these possibilities to flourish and become real. The school seeks to challenge all pupils in their pursuit of excellence, preparing them to become responsible, environmentally aware, global citizens. Above all, the school prioritises the well-being and happiness of its pupils.

### About the pupils

- 1.4 The majority of the ethnically diverse pupil community lives within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. No pupils in the school have an education, health and care plan or a statement of special educational needs. The school has identified 127 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 112 of whom receive additional specialist help. English is an additional language (EAL) for three pupils, whose needs are supported by their classroom teachers. Data used by the school identify those pupils who are the more able in its population, and the curriculum is modified for them and for those pupils who demonstrate special talents in the creative arts and sports.

## 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 The school measures attainment using national curriculum tests. In the years 2016 to 18, the results were above the national average for maintained schools.
- 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 their 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. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**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 are highly successful in gaining entry to senior schools, achieving a high level of success in scholarships and national competitions in a wide range of disciplines.
  - Pupils of all abilities respond positively to academic challenge and this is reflected in the rapid development of their knowledge, understanding and skills.
  - Pupils are excellent communicators, confidently applying their skills in speaking, listening, reading and writing to all areas of their learning.
  - Pupils have excellent attitudes towards their learning; they engage in independent and collaborative tasks with maturity and enthusiasm.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show outstanding social skills. They demonstrate high standards of behaviour, are respectful of others and work well together towards common goals.
  - Older pupils make a significant contribution to the school and wider community, undertaking leadership roles with enthusiasm and commitment.
  - Pupils across the school understand the importance of staying safe and adopting a healthy lifestyle.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- That pupils' knowledge of their academic progress is enhanced by a greater consistency of marking across all subjects in work books.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils throughout the school enthusiastically embrace academic challenge in accordance with the school's aim to challenge all pupils in their pursuit of excellence. Pupils successfully apply their excellent foundation of knowledge, skills and understanding across the curriculum, attaining results in standardised tests which are above the national average age-related expectations. Pupils are highly successful in gaining entry to senior schools with demanding entry qualifications, many gaining scholarships and other awards. They are successfully supported by staff who are well informed about pupils' talents and provide specialist teaching as needed, enabling all pupils to make excellent progress relative to their ability. Many of the awards reflect the pupils' high levels of achievement in areas such as sport, music, art, design and technology, and drama, often in combination, as well as in academic areas. School teams achieve considerable success in national and regional levels in sports such as rugby, cricket and swimming. Pupils participate with enthusiasm and achieve highly in the extensive range of extra-curricular opportunities presented by the school. Governors and senior leaders contribute to the pupils' excellent achievement by having high expectations and rigorously monitoring standards of teaching throughout the school; and investing in specialist staff, excellent resources and facilities.
- 3.6 Across the school community, pupils effectively extend their learning through the well-balanced curriculum, high-quality planning which responds to individual interests and needs, and the encouragement of their teachers. In the Early Years Foundation Stage (EYFS), children's creative, sensory and physical development is accelerated by the varied indoor and outdoor environments which have been specifically developed to meet their needs, supported by the informed investment made by governors. Children develop strong collaborative skills through stimulating teaching which encourages shared encounters such as time travel back to the era of the dinosaur. They imaginatively apply basic linguistic and numeracy understanding to solve exciting challenges such as voting for the best class scarecrow, rapidly gaining confidence in their ability to articulate the world about them. Pupils in the pre-prep thrive in the environment of intellectual and physical challenge. They confidently apply their literacy and numeracy skills across a variety of subjects, undertake scientific experiments and develop physical co-ordination skills, extending their understanding, knowledge and skills through the plethora of experiences prepared for them by the school and supported by strong governor oversight. Older pupils demonstrate increasing maturity towards their studies through a curriculum designed to develop their abilities and prepare them for the transition to senior schools. In a classroom ethos of positive encouragement, pupils become confident learners willing to take intellectual risks. They are enthusiastic participants in lessons and exhibit higher-order thinking skills across the curriculum, whether debating definitions of freedom of speech or proposing hypotheses to solve problems. Throughout the school, pupils with SEND or EAL achieve at a very high level because of the high quality of support they receive, meeting and often surpassing individual targets designed to challenge and extend their understanding. More able pupils broaden their understanding and knowledge through individual work prepared for them, and through the enrichment activities offered by the school. They successfully apply their skills in a wide range of disciplines as, for example when directing their own musical and theatre productions or studying Greek as an additional subject.
- 3.7 Pupils develop excellent communication skills and are able to articulate complex ideas and thoughts with competence. Younger children confidently discuss story conventions as they ponder ingredients for magic potions. They collect and analyse natural objects such as water, sand, leaves and grass, eager to display their findings. They are becoming good listeners, able to share as well as express ideas. They begin to develop their writing skills, correctly placing finger spaces between letters. Pupils throughout the pre-prep and prep rapidly develop higher-order communication skills in an atmosphere which encourages them to 'have a go' and learn from their mistakes. Younger pupils improve their ability to articulate thought processes, for example as they strive to win

communication tokens in mathematics or synthesise data to create rainforest fact files. Older pupils successfully enhance their communication skills as they persuade each other of the benefits of different diets or translate passages into English in their language lessons. Pupils of all ages participate freely in their lessons, debating, discussing, asking and answering questions with confidence. They show fluency and accuracy in their writing, broadening their understanding and vocabulary through the texts they study. Pupils listen carefully to each other, respectful of alternative points of view. They are attentive when being given instructions by their teachers, as when learning how to recreate geological strata with a variety of materials, or how to use their electronic devices to present word clouds, identifying major themes in the reign of Henry VII. As they progress through the school, pupils rapidly become confident communicators, well supported by the encouragement of their teachers.

- 3.8 Pupils of all ages achieve excellent numeracy and information and technology skills (ICT), effectively applying their understanding across the curriculum. They make excellent progress in their mathematical and ICT skills, strongly supported by well-planned teaching and extremely high-quality resources. Children in the EYFS successfully interpret bar charts, are familiar with cardinal numbers and understand numbers up to 30. They enjoy incorporating their burgeoning ICT skills into their sessions, able to develop their expertise using the trolley banks of tablets in their classrooms. Younger pupils display competence in basic mathematical functions and effectively apply their understanding as they undertake more challenging tasks such as measuring time accurately and correctly partitioning numbers. Older pupils extend their numerical competency, for example when applying algebra to solve problems in physics, and confidently use graphs to present complex information. Pupils display high levels of competence in ICT using the individual tablets provided by the school. They produce videos, record voices, share resource materials and assess each other's work online. Pupils downloaded photographs to show how to assemble a Viking boat, and tackle problems in coding with enthusiasm. Pupils with SEND or EAL gain in confidence with their spelling, finding greater enjoyment in lessons with the additional electronic support.
- 3.9 Throughout the school, pupils display outstanding attitudes to learning, nurtured by the high expectations and encouragement of the staff. Children in the EYFS are enthusiastic learners, eager to understand the world around them. They relish opportunities to work and play together, and demonstrate a willingness to persevere in their tasks. Older pupils are focused, approaching intellectual challenges with open minds and attentive attitudes. They are self-disciplined and able to work effectively both independently and collaboratively. As part of a recent whole-school project remembering the First World War, individual pieces of artwork transforming machines of war into William Morris style wallpaper, range alongside emotive screens depicting the faces and histories of lost soldiers who were former pupils of the school. Other groups of pupils worked together to create a melody for a war poem, singing their work as an ensemble. In their pursuit of academic excellence, pupils demonstrate the success of the school in fulfilling its aim of individual challenge.
- 3.10 Pupils achieve excellent levels of knowledge, skills and understanding across a wide range of subjects. Pupils also demonstrate excellent aesthetic, artistic and physical skills. High-quality artwork is displayed in the gallery, and musicians are able to develop their talents and gain confidence by performing in front of their peers in assemblies and concerts. Pupils are highly successful in their participation in a range of competitive activities including inter-house competitions and sports matches. A very small minority of pupils responding to the questionnaire felt that marking does not always help improve their work. Much of the pupils' written work is carefully scrutinised and teachers' comments give clear direction on how even the strongest work might be improved. In areas where this is not the case, pupils rely on the substantial verbal feedback in lessons and on their tablets. Hence the school has gone some way in meeting the recommendation of the previous inspection that marking and assessment schemes should be improved. The overwhelming majority of pupils who responded to the questionnaire felt that their teachers help them to learn and to make progress. In their questionnaire responses, parents expressed themselves as uniformly satisfied with the quality of education provided for their children.

## The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils demonstrate excellent levels of self-knowledge and self-esteem. They are highly respectful of others, working together to achieve common goals and solve problems. They have a clear understanding of how to improve their learning and performance, and enjoy opportunities to undertake responsibilities and leadership roles. Through the strong pastoral support network, together with the positive encouragement they receive from their teachers, pupils thrive and grow in self-confidence, developing the qualities of self-discipline and perseverance. They show high levels of concentration in lessons and are eager to make progress in their studies.
- 3.13 Throughout the school pupils develop excellent judgement, understanding how the decisions they make will affect their learning and influence those around them. They are sensitive to others as they work together, listening to each other's ideas and collaborating successfully in paired work. In their studies, pupils understand their own learning approaches and teachers are generous in their support and encouragement. Pupils are proud of their school and willingly undertake positions of responsibility and leadership. Throughout the school, elected pupils represent their peers on the highly active school council, a role which is taken seriously as pupils expect suggestions to be presented formally and decisions clearly relayed. Older pupils help younger pupils inside and outside the classroom as readers, playmates, mentors and buddies. New pupils are welcomed and each is assigned a personal helper who guides them through their first weeks. Every older pupil serves his individual 'tour of duty', assisting teachers at break and play times. In their final year, pupils make a significant contribution to their school community as elected tribe (house) captains, responsible for the smooth running of each of the four vertical school houses. As tribe captains and deputies, pupils gain leadership experience motivating and guiding their individual tribes through competitions and inter-tribe events. 'Powows' enable the free flow of ideas in house discussions and seek to engage all in the support of all ages in their house. Throughout the school, pupils share a sense of common identity, enhanced through residential trips where there is eager participation in games designed to develop team building skills.
- 3.14 Standards of behaviour are exemplary and pupils are polite and well mannered. Pupils of all ages show respect for school rules. The exceptional behaviour of pupils is acknowledged in parents' responses to the questionnaire. The eight core values of the school are strongly articulated in pupils' approach to school life. In all year groups, pupils demonstrate a strong sense of justice, honesty and self-discipline. Their gratitude is highly evident as they spoke of the generous spirit with which their teachers help and support them. There is a clear appreciation of the value of love to strengthen and underpin all human endeavour. Certificates demonstrating these values are eagerly sought and help pupils develop a mature moral code. Pupils understand the importance of learning how to become responsible global citizens, recognising the importance of law and order in the wider world. Through personal, social and health education (PSHE) lessons, staff encourage pupils to consider current issues, and as a result pupils display a strong moral awareness of the world about them. They debate issues such as freedom of speech and anti-social behaviour with passion and mature use of language, and are encouraged to explore what makes them truly happy. They are enthusiastic fundraisers for local, national and international charities and engage in a variety of community activities such as hosting Christmas parties for local residents.
- 3.15 Pupils develop a heightened level of spiritual awareness and gain an appreciation for the non-material aspects of life through the school's strong moral ethos. The school's aim to sow the seeds of possibility in the mind, heart and spirit of each pupil is reflected in the open-mindedness of pupils of all ages. Children in the EYFS find inspiration and wonder in the natural objects they find in their woodland walks. Younger pupils display it in the approach to dance. Older pupils gain a more mature understanding of non-tangible influences through their studies, for example as they explore the concept of textual juxtaposition and the unsettling effect on the reader. Across the school, pupils express themselves in their artwork and through drama. They explore the emotions intrinsic in music

through their participation in orchestras, ensembles and choirs. Pupils develop a rich vein of appreciation of different cultures because of the wide diversity of the school's community, enhanced by a stimulating programme of guest speakers. Throughout their busy school lives, pupils become aware of the importance of the values of humility, courage and service. They listen to visiting artistes with an appreciation of what it has taken to hone natural talent into a professional performance despite many obstacles, and in their responses pupils exhibit an understanding of the courage required to overcome all difficulties in the pursuit of excellence.

- 3.16 Pupils have a robust understanding of the importance of staying safe and how to look after themselves online. Pupils grow in confidence because they know the school is committed to providing a safe environment, and listens to their views and concerns and acts upon them. Through their lessons in PSHE enhanced by a series of specialist speakers, pupils develop an awareness of how to use technology effectively and safely. Pupils are confident that their teachers will support them and know whom to contact should they need help or guidance. They are well supported by the emphasis the school places on mental and emotional welfare. Pupils value the availability of mobile technology to tell their teachers what has happened in their lessons and during break times. They develop the skills necessary to promote mental health and combat stress through mindfulness sessions, yoga and relaxation exercises, in keeping with the priority the school places on the well-being and happiness of its pupils. In their discussions, pupils showed excellent understanding of the importance of a healthy lifestyle through balanced diets and appropriate exercise, supported by the school's comprehensive science, PSHE and sports programmes. Through their school counsellors, pupils are able to influence the choices they are offered at mealtimes with a more comprehensive range of menus and options available in the new dining facilities. Pupils feel very well looked after if they are ill or hurt themselves, benefiting from the school's excellent medical provision.
- 3.17 The pupils are very well prepared for the next stage of their education. Within the school, pupils approach their annual move into new year groups with confidence and enthusiasm because of the excellent arrangements to make the transition a familiar and easy process. In their final year, pupils achieve places at schools of their first choice, as a result of the tailored preparation for examinations and the informed guidance of senior leaders. The overwhelming majority of parents who responded to the questionnaire expressed themselves as fully satisfied with the education and pastoral support the school provides for their children. The excellent outcomes for pupils are attributable in no small part to the vision shared by governors and leaders. Through its teaching, pastoral provision and ethos, the school provides opportunities for pupils to acquire the skills they need to make academic progress and develop into young people ready to accept new challenges with maturity and confidence.

#### 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 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 Pamela Leech	Reporting inspector
Mr Alastair Thomas	Compliance team inspector (Headmaster, IAPS school)
Mrs Mary Bradfield	Team inspector (Former headmistress, ISA school )
Mr Nicholas Oakden	Team inspector (Deputy head, IAPS school)
Mr James Pym	Team inspector (Deputy head, IAPS school)
Mrs Nova Shoesmith	Team inspector (Deputy head, IAPS school)
Mr Steve Tompkins	Team inspector (Head, IAPS school)