



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Fairfield Prep School

December 2021

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4 Inspection Evidence	13

School's Details

School	Fairfield Prep School		
DfE number	855/6000		
Registered charity number	1081765		
Address	Fairfield Prep School Leicester Road Loughborough Leicestershire LE11 2AE		
Telephone number	01509 215172		
Email address	fairfield.office@lsf.org		
Headteacher	Mr Andrew Earnshaw		
Proprietor	Loughborough Schools Foundation		
Age range	3 to 11		
Number of pupils on roll	511		
	Pre-Prep	218	Prep 293
Inspection dates	30 November to 3 December 2021		

1. Background Information

About the school

- 1.1 Fairfield Prep School is a co-educational day school situated on the outskirts of Loughborough. It is part of the Loughborough Schools Foundation and is overseen by the Foundation's board of governors. The school comprises two sections: the Pre-Prep, which includes the Early Years Foundation Stage (EYFS), for pupils aged 3 to 7 years; and the Upper Prep, for pupils aged 7 to 11 years.
- 1.2 Since the previous inspection, an additional classroom has been opened in the EYFS. The current chair of governors took up his post in September 2021.
- 1.3 The school was inspected at the same time as the other schools in the Loughborough Schools Foundation.
- 1.4 During the period March to May 2020, the whole school remained open only for children of key workers and vulnerable children. In June, all pupils returned to school on a full time basis.
- 1.5 During this period of closure, the school provided remote learning materials for all pupils.
- 1.6 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.7 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.8 During the lockdown period of January to March 2021, all pupils other than those in Kindergarten, vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.10 The school aims to offer a broad and balanced education, excellent academic, sporting and musical opportunities and effective pastoral care. It strives to encourage an enquiring mind, and to develop academic excellence and well-educated citizens fully aware of their social responsibilities. The school seeks to develop good manners, selflessness and respect for others.

About the pupils

- 1.11 Pupils come from a wide range of business, professional and academic backgrounds. The school's own assessment indicates that the ability of the pupils is above average. The school has identified 24 pupils as having special educational needs and/or disabilities, which include dyslexia, and other conditions, all of whom receive additional help. One pupil in the school has an education, health and care (EHC) plan. Thirty-three pupils speak English as an additional language (EAL), of whom two receive support for their English. Data used by the school have identified 35 pupils as being the most able in the school's population and the curriculum is modified for them and for 20 other pupils with particular talents in sport, music and creative arts.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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 Pupils receive relationships education in the school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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

- 2.12 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.

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

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.16 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, and whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 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.

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

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

Key findings

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

- From an early age and throughout the school, pupils demonstrate an exemplary attitude to their learning.
- Pupils are extremely confident and articulate communicators.
- Pupils make excellent progress across the curriculum.
- Pupils work exceptionally well together to reach common goals.

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

- The excellent behaviour of all pupils and their full engagement in school life allows them to learn in an environment of shared endeavour.
- Pupils demonstrate outstanding appreciation of diversity, including that represented within the school.
- Pupils show notably high levels of self-confidence and are very self-motivated.

Recommendation

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

- Strengthen the pupils' ability to improve their own work through a more consistent approach to feedback.

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 make excellent progress across the broad curriculum throughout their time at the school. Results from standardised tests demonstrate that pupils' attainment is very high in mathematics and reading across the school. Almost all of the pupils transfer to one of the three senior schools in the Loughborough Foundation at the end of Year 6, with a number being awarded academic or music scholarships every year. Pupils are highly successful in their learning across a broad curriculum. Pupils make strong progress because of high teacher expectations, and they respond well to challenging work that is successfully matched to meet the needs of children working at greater depth or at a different pace. In accordance with the school's aim to ensure academic achievement is focused on the individual, the school makes increasingly effective use of standardised data to monitor the progress

of individuals and groups of pupils. As a result of this analysis, effective strategies are in place to support individuals and very good progress is maintained. Pupils with SEND and EAL are enabled to make very good progress in line with their peers, benefitting from enriched support from specialist staff through one-to-one and small group sessions. A large majority of Reception children attained the EYFS good level of development in 2019, and many exceeded this. Most parents who responded to the pre-inspection questionnaire agreed that teaching, including any online provision, enabled their child to make progress. Inspection evidence supports this view.

- 3.6 An overwhelming majority of the pupils who completed the pre-inspection questionnaire agreed that their teachers know their subjects well and help them learn. Inspection evidence supports this view. As a result, pupils are confident in their learning and demonstrate a high level of enjoyment and engagement across the curriculum. EYFS pupils confidently explore their classrooms and outside space, benefitting from the well planned and engaging activities available to them. In a design and technology (DT) lesson, Year 1 pupils applied their understanding and experience of previous learning about mechanical mechanisms to design and create a Christmas card. By Year 6, pupils were seen confidently applying their historical knowledge about the actions in Dunkirk to be able to discern the differences between fact and propaganda.
- 3.7 Pupils demonstrate excellent communication skills. They are highly articulate and listen extremely well. In lessons observed there were strong verbal contributions from pupils from a range of abilities and outstanding written work was sampled. EYFS children speak in full sentences and hold sophisticated conversations with adults and their peers. They learn letters and sounds quickly and this enables the majority of them to read and understand simple sentences by the end of Reception. Younger pupils are able to use their phonic knowledge to sound out words and write their own sentences. Pupils across the school develop a love of books and read widely. They benefit from opportunities to read aloud which they do with fluency and expression. Pupils are extremely confident and empathetic when sharing their ideas in class as seen in a Year 3 lesson where pupils worked with peers to improve their persuasive writing. They communicate effectively and confidently with each other, using highly developed expressive and subject specific vocabulary. This was seen in a Year 5 science lesson when pupils were testing whether materials were insulators or conductors. Pupils' writing skills develop as they mature, as seen in the excellent Remembrance written work displayed throughout the school. Pupils' writing showed excellent progression in effective use of punctuation and a variety of writing genres ranging from poetry, to reporting. Year 6 pupils wrote volcano poetry using excellent descriptive language, including metaphors and mature vocabulary.
- 3.8 Pupils display outstanding numeracy skills across the age range and are adept at problem solving in mathematics. They apply their well-developed skills successfully across the curriculum, as seen in work completed in science and design technology. In an Upper Prep assembly pupils were seen applying their numeracy and historical skills to accurately place key historical events on a timeline. Kindergarten pupils were challenged to use basic directional instructions and numbers to direct an electronic floor robot. They were able to select and count up to 15 jewels accurately to decorate a picture of a Christmas tree. Year 2 pupils responded well to the challenge of instantly recalling number facts as they used adaptive learning applications on the tablets to improve their numeracy skills. During a Year 5 mathematics lesson, pupils enthusiastically and successfully solved increasingly complex square root problems, discussing their findings with both their peers and the teacher.
- 3.9 Pupils have well developed computing skills using tablet devices across the school. Skills in information and communication technology (ICT) develop from a young age and regular access to devices ensures they are used by pupils across the curriculum. Pupils are challenged but are able to learn at their own pace through effective use of adaptive learning programmes in lessons. Older pupils use ICT confidently to upload their digital work from one programme to another and to their teachers for marking. Pupils use a variety of software confidently to manipulate information and present their work. For example, in English, Year 5 pupils were asked to research aspects of healthy diets and exercise through researching a chosen athlete from a variety of sporting disciplines. The use of ICT

allows pupils to share ideas effectively and learn from each other. Pupils develop their independent learning skills effectively through the use the teachers make of a range of platforms to introduce topics and enable collaborative learning.

- 3.10 Across the school, pupils show increasing proficiency in their study skills, so by the time they leave they are effective independent learners. Pupils are able to analyse how writers use language effectively. For example, the oldest pupils were able to articulate how a writer's choice of language made a wood appear sinister and to hypothesise and synthesise about how different individuals would react during the Dunkirk evacuation in World War 2. Younger pupils are inquisitive learners, such as observed in a woodland activity, where a group of Year 4 children enthusiastically analysed different natural materials to select those that would keep their Narnia characters safe. In the EYFS, child-initiated activities support and develop independent learning skills from an early age. Pupils respond willingly to guidance in lessons and are keen to make progress. Where teachers use the school's feedback guidelines effectively the pupils are further empowered to make progress and self-reflect on their work.
- 3.11 Pupils achieve excellent outcomes across the curriculum and their wider school experiences, fully meeting the school's aims. There are many sporting successes, and music and art are significant strengths of the school. Many pupils find pleasure and achieve personal and academic success in creative work and are encouraged to develop their interest and talent in drawing, painting and textile work. Male and female pupils enjoy success in sports tournaments at regional and national level. This includes football, hockey, gymnastics and swimming, with teams and individuals often reaching IAPS national finals. Individual pupils, coached by the school, are also selected to play for county sports teams. Music is a strong feature of the pupils' education, with a very large majority of pupils across Years 3 to 6 playing instruments, including orchestral instruments. Pupils benefit from the many opportunities for them to showcase their talents at the variety of concerts and recitals every term. Older pupils enjoy success in regional chess competitions, an annual national engineering competition and in national maths challenges.
- 3.12 Pupils of all ages exemplify excellent attitudes to learning. Pupils are mature and disciplined learners who take great pride in their work and are keen to improve. They describe how much they enjoy working collaboratively and do so sensibly and effectively in lessons. Younger pupils work diligently on tasks set without prompting and older pupils demonstrate sustained self-motivation and concentration when working on writing tasks. Pupils readily use sophisticated and complex language, thoughtful analysis and critical thinking in their lessons. This was demonstrated in a Year 5 humanities lesson where pupils showed a clear understanding of how the American civil rights movement has helped today's society become more inclusive.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils exhibit very high levels of self-esteem, self-confidence and resilience, helped by empathetic teaching and praise. Almost all parents in the questionnaire agree that the school helps their child to be confident and independent. This was seen when the youngest children spoke confidently with peer partners demonstrating their mature understanding of the role of gifts in different faiths. Older pupils were able to work resiliently through difficulties building their own website, confidently accessing the expertise of their peers and testing different solutions. Pupils in interview, articulated clearly how they were achieving in different subjects and were confident to speak about those that they found difficult. Pupils explained how it was important to have goals to challenge yourself. Pupils display a strong sense of pride in their school, reflecting the commitment of the leadership team to create a caring and supportive ethos, to which the pupils readily respond.
- 3.15 Pupils show excellent decision-making skills, understanding the significance of their decisions in relation to their own progress. Pupils learn the necessary skills at an early age, with those in the EYFS

making daily choices about a range of learning and play activities. Within the classroom, pupils are often required to make choices throughout the school day. For example, Year 3 pupils selected the materials they felt were most appropriate to recreate a painting by Paul Nash as a collage. Year 2 pupils confidently self-selected an appropriate level of challenge in maths, explaining that they enjoy making these decisions as they know they will improve. Pupils also make very effective decisions collectively through the elected school council, for example the council voted to change the school's name from personal, social, health and economic education (PSHE) to *Life Skills* as they felt the title would mean more to all the pupils. Pre-Prep children display high levels of awareness of school rules and ethos, sitting quietly, respecting adults and each other, both in their classrooms and in school assemblies. At all ages, pupils prepare themselves well for the day ahead, and demonstrate appropriate self-discipline when sitting in lessons, listening to teachers and working with others.

- 3.16 Pupils' growth in spiritual understanding is supported by the school's Life Skills and religious education (RE) programmes which are instrumental in creating opportunities for understanding the non-material aspects of life. Older pupils, in a Life Skills lesson demonstrated a mature awareness of the value of friendships as they discussed how to re-build broken friendships. Reception children clearly articulated the importance of kindness to each other and in the school community as they opened the next door in their class Kindness Advent calendar. Pupils of all ages develop an appreciation of cultural awareness. Musical appreciation and performance play a central role to the life of the children at school. For example, a whole school Sound Bites concert seen showcased confident, sensitive recitals on a variety of musical instruments. Year 4 pupils clearly articulated their feelings of excitement and energy created by the piece of music they listened to in a music lesson. The outdoor learning programme enables pupils to appreciate the natural world through many different subjects. Pupils confidently built shelters, selecting appropriate materials showing a clear understanding of their different properties.
- 3.17 Pupils of all ages are able to make clear distinctions between right and wrong, respecting the school rules and taking responsibility for their own behaviour, as seen in numerous lessons and during break times. Behaviour in the school is excellent. This is because teachers' expectations, both in classrooms and throughout the school, are very high. Pupils show an outstanding level of respect for each other, the school, and its ethos. They respect the school's systems of sanctions and rewards, recognising that these help them to make good choices regarding their behaviour and attitude. Pupils challenge any misbehaviour and unkindness and show no tolerance of bullying. In interviews, pupils were quick to explain that the few instances of unkind behaviour are dealt with successfully. Pupils display great kindness and empathy, showing thoughtful consideration for one another and an eagerness to help and support their peers. Year 2 pupils acted as assiduous safety 'spotters' during a physical education lesson to ensure they were not bumping into the walls, and pupils at break were seen inviting others to join their games.
- 3.18 Collaboration amongst the pupils is excellent. A very large majority of pupils who responded to the questionnaire agreed that pupils treat each other with respect. These skills and abilities are developed from the earliest age. In the Kindergarten, very young children are already able to take their turn at activities. Year 3 pupils are able to collaborate successfully as talk partners to share ideas about how to improve their persuasive writing. The school wide 'golden rule' to 'treat others as you would like to be treated' ensures that pupils from different backgrounds and genders consistently work together collaboratively and effectively to reach a common goal. For instance, pupils collaborated very effectively in groups whilst working on a rhythm activity in a music lesson, and Year 5 pupils solved an 'Escape Room' humanities challenge. Pupils explained how important it is to practise working with others, and they appreciated that not everyone works well together. Pupils of all ages are highly socially aware, as demonstrated by their respectful interactions with one another and adults. The leadership and management have been highly successful at implementing strategies to promote pupils' social and collaborative skills and to embed the 'golden rule'.

- 3.19 Pupils throughout the school relish the opportunities to take on responsibility and volunteer to support others. Younger pupils benefit from the responsibilities that they are given and enjoy being class monitors and helpers for various roles. Older pupils hold elected roles such as form captains, house captains and digital leaders. Pupils play a pivotal role in the day-to-day experience of the school through the latest school council initiatives to make the school more environmentally friendly. Through active campaigning they have already introduced additional recycling initiatives. Pupils demonstrate their understanding of the needs of others by considering, selecting and enthusiastically organising fund-raising efforts to raise money for local, national and international groups. The school council have voted to support a local charity donating Advent calendars for families in need and collecting gifts for the Christmas shoebox appeal. Pupils enjoy singing at local community events.
- 3.20 In accordance with the schools' aims, pupils relate to each other extremely well and are most caring towards one another. Pupils develop increasingly excellent awareness and respect for others' cultures, values and traditions as they progress through the school, a finding agreed by every parent who responded to the inspection questionnaire. Pupils describe their appreciation of the culturally-diverse school community and the excellent levels of respect shown between peers. Pupils say that there are no barriers to friendship. Diversity is celebrated and supported by cultural days, which pupils explained helped them to appreciate different customs, food and languages. Sensitivity and tolerance for those from different backgrounds and traditions was evident from the older pupils' work on issues such as climate change and *Black Lives Matter*.
- 3.21 Pupils have an extremely well-developed awareness of health and well-being, with almost all pupils agreeing that the school teaches them about safety and it is a safe place to be. They describe the importance of staying safe both at school and outside of school including in the digital world. Pupils of all ages learn about digital safety and older pupils confidently explained how they should behave online in order to keep themselves safe. An overwhelmingly majority of pupils who responded to the questionnaire said that they understand how to stay safe when online. Pupils fully realise the importance of a healthy lifestyle and the significance of a balanced diet with regular exercise. They actively pursue these from the earliest years in the EYFS where children are provided with healthy break-time snacks and have opportunities for outdoor play and woodland activities. In discussion, at lunch pupils agreed they are able to make healthy choices from the school menu. Pupils understand the need to have physical exercise and they actively and enthusiastically participate in the wide range of sports and physical extra-curricular activities available. An overwhelming number of parents and pupils in the questionnaire agreed that the school encourages a healthy lifestyle.

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 area. 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 Susan La Farge	Reporting inspector
Mr Jeremy Phelan	Compliance team inspector (Headmaster, IAPS school)
Mr Mark Brain	Team inspector (Headmaster, IAPS school)
Mr Ian Silk	Team inspector (Headmaster, IAPS school)