



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

OLD BUCKENHAM HALL SCHOOL

MAY 2018



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SCHOOL'S DETAILS

School	Old Buckenham Hall			
DfE number	935/6019			
Registered charity number	310490			
Address	Brettenham Park Ipswich Suffolk IP7 7PH			
Telephone number	01449 740252			
Email address	admissions@obh.co.uk			
Headmaster	Mr Tom O'Sullivan			
Chair of governors	Mr Nick Bullen			
Age range	3 to 13			
Number of pupils on roll	193			
	Boys	121	Girls	72
	Day pupils	93	Boarders	100
	EYFS	20	Pre-Prep	31
	Preparatory	142		
Inspection dates	22 to 24 May 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Old Buckenham Hall school is a rural independent day and boarding preparatory school for boys and girls aged from 3 to 13 years. The school became a charitable trust with a board of governors in 1968. The current headmaster was appointed in 2015. Since the previous inspection the school has re-organised its leadership, strengthened provision for learning support and opened a junior boarding house. Two boarding houses are in the main building, with the third located adjacent to the main house. The Pre-Prep department with its own building and playgrounds, includes children in the Early Years Foundation Stage (EYFS), and pupils in Years 1 and 2.

What the school seeks to do

- 1.2 The school aims to offer all pupils an education which will inspire them to achieve their best. It seeks to do this by providing a rich and fulfilling educational experience, which promotes curiosity, creativity and independent thinking. The school fosters a growth in confidence, the development of respect, discernment and resilience, and the demonstration of tolerance, empathy and awareness of the wider world.

About the pupils

- 1.3 Most pupils come from local families with parents in farming and the professions; a few come from a minority ethnic background. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, autistic spectrum disorder (ASD) and attention deficit with hyperactivity disorder (ADHD). No pupil in the school has an education, health and care plan (EHC) or a statement of special educational need. English is an additional language (EAL) for seven pupils, three of whom receive additional support for language work. Data used by the school have identified 10 pupils as being the most able in the school's population. Appropriate challenge is provided in class and most will follow the scholarship programme in Years 7 and 8.

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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, including the boarding NMS. 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, together with the NMS covering the same areas. 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](#), [National Minimum Standards for Boarding Schools](#), [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, the National Minimum Standards for Boarding Schools 2015, the 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 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. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 are 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. An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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 governors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 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 governors, 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 those 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. A suitable statement of boarding principles and practice is published by the school.
- 2.14 **The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are 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, and identifying those relating to the boarding provision.
- 2.16 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.18 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are 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 achieve high levels of success in scholarships and senior school entrance examinations.
 - Pupils of all ages are energetic, enthusiastic, confident and happy learners.
 - Pupils demonstrate excellent communication skills which they apply successfully in many different contexts.
 - Pupils with special gifts and talents are highly successful at regional and national level as a result of the opportunities and support that the school provides.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' self-confidence and self-awareness is excellent as a result of strong teacher support and excellent pastoral care.
 - Pupils are well prepared for the next steps in their education which they embrace with confidence and excitement.
 - Pupils' behaviour is excellent; they understand and respect school rules and show consideration of others.

Recommendation

- 3.3 To strengthen the excellent outcomes the school might wish to develop further its provision of informative marking and feedback so that all pupils know and understand their next steps in learning.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils' high levels of achievement are evident from their successes at the end of Year 8 when they transfer to a wide range of secondary schools, gaining a significant number of scholarships and awards, including those for academic success, as well as for music, sport and drama. Pupils benefit from a rigorous curriculum with many opportunities, teaching which has high expectations, and a comprehensive and supportive approach to examination preparation. All children in the EYFS make at least expected progress, with the majority exceeding age-related expectations as a result of enthusiastic teaching that employs a wide range of methods, activities and resources. Pupils with SEND and or EAL make rapid progress and achieve excellent outcomes by the end of Year 8. Careful analysis and use of assessment data informs the outstanding support and challenge that is provided for pupils of all abilities. The leadership and management have been fully responsive to the recommendations of the two previous reports. Pupils' excellent progress and achievements were endorsed by all of the parents who responded to the pre-inspection questionnaire.
- 3.6 Pupils have excellent communication skills by the time they leave the school. From early mark making in the Nursery through to extended pieces of creative writing and confident debate, pupils of all abilities make excellent progress in their literacy skills. Children in the EYFS enjoy language. They apply their phonic knowledge systematically and quickly become independent readers. Their progress is supported by creative and informative displays, which also celebrate their individual and class achievements. Pupils of all ages enjoy reading, with boarders having daily opportunities for quiet reading at the end of each day. Pupils learn how to present their views and opinions in debate and persuasive writing, for example through giving their opinion about an invention that changed the world. Many pupils produce high quality creative writing where they employ a range of literary techniques and wide vocabulary to dramatic effect. Pupils are confident performing in front of an

audience, benefitting from many opportunities to be involved in drama productions, competitions and assemblies. Pupils with SEND make rapid progress in relation to their starting points and many excel as a result of the specialist support that they receive.

- 3.7 Pupils develop strong numeracy skills. Nursery children count objects carefully from 1 to 10 showing a clear one-to-one correspondence. Pupils in Year 1 show a confident understanding of inverse relationships when carrying out numerical operations and Year 4 pupils apply their knowledge of number lines to solve more complex calculations. Lower ability pupils gain a secure understanding of fractions and percentages through carefully structured lessons and practice. More able pupils are challenged to derive generalised formulae to summarise their findings from independent investigations. Pupils apply their mathematical skills and knowledge successfully across the curriculum. They present results graphically in science and calculate latitude and longitude in geography.
- 3.8 Pupils use information and communication technology (ICT) highly effectively. Year 8 pupils engage positively with a variety of resources that support their examination preparation in Latin and French. In the Pre-Prep pupils use simple graphics programmes to create their own pictures based on their observations of Monet's work, and in design technology (DT) older pupils use subject-specific graphic design software to create model designs which they then cut out using a laser cutter. Pupils enjoy carrying out independent research and preparing materials for presentation in a variety of formats. Pupils develop high levels of skill and competence across the curriculum as a result of teaching that is enthusiastic and well-planned. Excellent subject knowledge is demonstrated by the teachers, whose ongoing professional development is identified as a priority by the leadership of the school. Nursery children in the EYFS develop their fine motor skills through play with a wide range of materials. They keenly investigate the world around them, for example, being amazed at how fast a small bucket fell to the ground after being hoisted to the ceiling on a little pulley. Pre-Prep pupils proudly create designs and patterns using natural materials, benefitting from many opportunities for outdoor learning.
- 3.9 Pupils are able to talk confidently about their learning and are able to make connections between areas of learning, such as applying historical knowledge of the Tudors to studies of the locality in Year 4 geography. Pupils in Year 8 explain their choice and use of different media in art work, and they identify features of particular artistic styles which they emulate highly successfully in their own work. Pupils of all ages relish opportunities to hypothesise and to follow up their own ideas and questions, whether exploring new materials in the EYFS or analysing data collected from a geography field trip or scientific experiment. They observe carefully, as when a Nursery child clapped her flour-covered hands and exclaimed, 'look it makes smoke', and clearly evident in Year 8 still life observational art work. Pupils are highly effective learners as they develop an excellent understanding of their own learning styles as a result of a well-structured and informative study skills programme. They put this knowledge to good effect when preparing for tests and examinations, for example using highlighter pens or mind-mapping skills in the course of their studies. Pupils with SEND develop very competent keyboard skills enabling them to use ICT resources efficiently to support their learning and present their work. Pupils are well aware of the range of sources that they can use when carrying out independent work, for example using a dictionary for spelling or a thesaurus to widen their vocabulary. They use internet sources in their independent work and research, using a range of internet sources to verify information gathered. Pupils learn to be appropriately critical and cautious in their use of ICT, their understanding promoted by specialist speakers coming into school and discussions in class.
- 3.10 All pupils develop their individual interests, gifts and talents, fully supported by teaching which both recognises and builds on those talents. In the EYFS teachers' planning is shaped by the children's interests. A study of sunflowers led to making models of Mr MacGregor's garden taken from the Beatrix Potter Peter Rabbit stories. Pupils with musical gifts attain high standards. They have many opportunities to perform in a variety of groups and situations, ranging from informal concerts at school through to performing at the Mansion House in London for a special event. All pupils participate eagerly in an extensive range of physical activities and sports. They successfully develop a wide range

of physical and sport-specific skills, many to a high level, benefitting from specialist coaches working with school teams as well as providing one-to-one tuition. Pupils' sporting achievements include selection for rugby at a premiership academy and skiing at national level and the selection of girls and boys to play hockey and cricket at county level. Pupils' attitudes to learning are excellent. In nearly all the lessons observed they settle quickly and enthusiastically to the tasks set. They are keen to learn, evident in Year 2 conversations where the pupils were talking animatedly about what they would learn next year, following their transition morning and interrogation of the current Year 3 pupils. All of the pupils who responded to the inspection questionnaire agreed that the school enabled them to learn and make good progress, and this positive response was confirmed in discussions with the inspectors.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils' self-understanding is excellent. Pupils are confident and resilient learners, encouraged to try and to persevere when faced with new or difficult challenges. Pupils' positive self-esteem and self-confidence are promoted and strengthened by the recognition and celebration of their efforts and achievements. Their resilience grows as a result of the sensitive use of failure as an opportunity to learn and improve. This was demonstrated when Pre-Prep pupils were encouraged to articulate their thinking in mathematics, enabling them to self-correct and achieve success. Boarders talk confidently about how boarding helps them to develop their independence, self-discipline and sense of responsibility. Pupils appreciate time spent exploring their different learning styles and apply this learning as they seek to strengthen and improve their own knowledge and understanding. This is promoted further by constructive, informative marking in some subjects, but this is not consistent across the curriculum. Pupils with SEND develop high levels of self-awareness and confidence as a result of the supportive relationships established in school and the positive learning environment in class. They become competent learners, applying effectively the skills developed through focused, specialist teaching. Pupils enjoy opportunities to make their own choices and have various opportunities to do so across the curriculum. Children in the EYFS select role-play activities from a range of engaging resources. In Year 4 DT pupils decide on their own slogans for their tote bag designs, which they link to environmental concerns. In Year 8 creative writing, following discussion about story openings, pupils select one to use in their own extended pieces of writing. Pupils make decisions about the activities that they want to do, with older pupils understanding that good choices can help them to achieve their goals. Boarders enjoy being able to choose how they spend their free time and learn how to take responsibility for those choices. They realise that the choices they make have consequences, an understanding which is developed through the school's consistent approach to behaviour management and the application of sanctions.
- 3.13 Pupils' moral understanding is excellent. Pupils of all ages can articulate their understanding of the school's code of conduct in age-appropriate language. In the EYFS the children respond promptly to the various cues and signs that the teachers use to help them stay focused and to listen to each other. Pupils respect the code of conduct which they know is there to keep them safe and to promote a happy community. Their understanding is continually strengthened and reinforced through discussions in form time, PHSEE lessons and through assemblies. Good behaviour is appropriately acknowledged and rewarded. Pupils' behaviour is of a very high standard throughout the school, with excellent manners evident in the dining room and sensible behaviour observed around the school and between lessons.
- 3.14 Pupils successfully develop an awareness of the non-material aspects of life, for example through reflecting on philosophical quotations and by the inclusion of prayer and communal hymn singing in assemblies. Boarders regularly attend church services which provide further opportunities for the development of their spiritual awareness. Nursery children in the EYFS enjoy their newly created quiet play area, elements of which were suggested by pupils in Years 1 and 2. Pupils value places for quiet play such as in the willow shelter and enjoy the extensive school grounds, which provide many

opportunities to appreciate nature and the beauty of the world. Pupils develop a good understanding of religious practices in their Religious Studies lessons. Year 2 pupils combine their knowledge of Diwali with their creative work in designing Rangoli patterns. Year 7 pupils talked confidently about the meaning and significance of the Hajj for Muslims. Pupils learn to listen carefully and to reflect critically through opportunities incorporated in the creative curriculum and expressive arts. Year 4 pupils reflected on a variety of musical compositions and then expressed their thoughts creatively in pictures.

- 3.15 Pupils collaborate enthusiastically. They enjoy working together to solve problems. The school's own "explorers" programme makes a major contribution to pupils' all-round personal development providing exciting challenges that require strong team work skills and perseverance for success. Pupils are keen to support and help each other and celebrate each other's successes. In class pupils work well together, benefitting from a variety of different opportunities to do so. In practical lessons, pupils naturally help others. In a Year 4 DT lesson, pupils helped each other with the tricky task of attaching pompoms to individual key rings. In a history lesson, pupils worked effectively in small groups to rank, in order of importance, the facilities of a small town. Pupils naturally took on different roles, including that of leading the process and ensuring an agreed outcome. They engage keenly in paired work in many lessons, such as preparing challenging questions to put to the rest of the class in a Year 7 science lesson. Boarding pupils work well together and value being able to contribute to the boarding community. Junior boarders contributed to the planning for the recently opened junior boarding house through regular formal and informal meetings with the boarding staff and senior leaders.
- 3.16 Pupils contribute effectively to the school through the school council and are proud of their ability to bring about change through this forum, for example, in the case of the refurbishment of the girls' dormitories and the repair of outdoor play equipment. Pupils are energetic supporters of charitable causes, planning and participating in many different activities to support local, national and international charities. Pupils make a positive contribution to the local community, with boarders helping at the monthly church breakfasts and musicians visiting a local residential home. Many Year 7 pupils choose to work collaboratively in response to the annual £10 challenge, where they plan, design and make something to sell at the county fair, raising funds for charity. They invest much of their spare time into this activity to ensure its success and show real pride in their achievements. Through assemblies and visiting speakers, pupils learn about the work of the charities that they support. Pupils develop empathy and insight into the lives of those less well off than themselves, for example through the visit of children who have benefitted from one of the charities supported by the school.
- 3.17 Pupils show respect for each other and for those from different countries, cultures and traditions. In the boarding houses pupils from overseas are fully incorporated into the boarding family. Pupils new to boarding are warmly welcomed. They settle in quickly as a result of the high level of pastoral care shown by the staff. This was endorsed in the pupil questionnaire, where all who responded considered that the school helped them to settle in quickly. Pupils nearly always get on well together, appreciating the rewards system that recognises and promotes tolerance, kindness and co-operation. Pupils have an excellent understanding of how to keep healthy and safe. Through lessons and class discussion they learn how to use ICT and social media safely. These important messages are shared with parents and regularly reinforced at school. Pupils of all ages enjoy physical activity, both in structured games and PE lessons, and also through participation in a wide range of activities that make full use of the school's grounds and outdoor facilities. Boarders have plenty of time to relax and play outside, including occasional supper-time picnics and cycling around the school grounds. Pupils understand the importance of talking to someone if they are worried, and all are confident that they will be listened to. Their mental health and well-being is promoted through circle time with the younger children and with opportunities for mindfulness activities with the boarders. Pupils articulate clearly the importance of a healthy lifestyle that includes diet, exercise and self-motivation.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended form registrations. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Alison Primrose	Reporting inspector
Ms Lisa Maynard	Compliance team inspector (Bursar, ISA schools)
Mrs Loraine Guest	Team inspector (Principal, IAPS school)
Mr Dominic Spencer	Team inspector for boarding (Deputy head, IAPS school)