



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Norland Place School

October 2018



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School's Details

School	Norland Place School			
DfE number	207/6025			
Address	Norland Place School 162-166 Holland Park Avenue London W11 4UH			
Telephone number	020 7603 9103			
Email address	registrar@norlandplace.com			
Headmaster	Mr Patrick Mattar			
Proprietor	Mr Patrick Mattar			
Age range	4 to 11			
Number of pupils on roll	227			
	Boys	82	Girls	145
	EYFS	43	Juniors	184
Inspection dates	2 to 4 October 2018			

1. Background Information

About the school

- 1.1 Norland Place School is a day school for boys aged 4 to 8, and girls aged 4 to 11. It was founded in 1876 and is administered by a sole proprietor, also the headmaster, who is supported by an advisory panel.
- 1.2 Since the previous inspection, Norland Place School has become exempt from the learning and development requirements of the Early Years Foundation Stage (EYFS).

What the school seeks to do

- 1.3 The school seeks to provide a supportive and caring environment for its children. It aspires to provide opportunities for children to develop both academically and pastorally, and to treat them as individuals. As a result, its aim is that pupils will become confident, independent and resilient.

About the pupils

- 1.4 The majority of pupils are of white British heritage. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 20 pupils as having special educational needs and/or disabilities (SEND) including dyslexia, dyspraxia and other conditions, all of whom receive additional specialist support. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for 51 pupils, who all receive additional support for their English.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standard 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 achieve to a high standard and are very well-prepared for entry to their next schools.
- Pupils demonstrate highly developed knowledge, skills and understanding for their age.
- Pupils have excellent communication skills across all areas of the curriculum.
- Pupils of all abilities make significant progress over time.
- Pupils demonstrate very mature and entirely positive attitudes to learning.

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

- Pupils develop strong self-awareness and understanding, and demonstrate excellent confidence in their own abilities.
- Pupils display exemplary behaviour at all times, reflecting their very deep moral understanding.
- Pupils exhibit very good social awareness, working effectively with and alongside others in lessons, and around the school.
- Pupils have a robust understanding of how to stay safe, both in terms of personal safety whilst moving around a city and staying safe online.

Recommendation

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

- Strengthen pupils' application of active learning skills across all stages of the school.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all abilities make significant progress over time, as demonstrated through lesson observations, scrutiny of work and the school's own assessment data, with achievement of the most able pupils and those with EAL well above the expectation for their age, and for those with SEND at least in line with their ability and often above. Annually, a significant number of pupils are offered scholarships or exhibitions to their senior schools and many gain places at academically selective schools. Pupils who leave for their next school at the end of Year 3, including all the boys, are equally successful in gaining places at their first choice of school, many of which are academically selective. Those with SEND are also successful in gaining entry to their first choice of school because of the highly effective support and individualised approach to learning. All parents and pupils who responded to the pre-inspection questionnaires agreed that the school enables pupils to make good progress, and almost agreed the school meets their individual needs effectively.
- 3.6 Across the curriculum, pupils demonstrate highly developed knowledge, skills and understanding for their age, supported by the active approach to learning adopted by many of the teachers throughout the school and the broad curriculum. Children in the EYFS demonstrated a keen knowledge and understanding of the sounds which make up words. They were able to successfully identify whether example words displayed on the interactive whiteboard were real or made-up, and then give good examples of other words starting with the same letter. Junior pupils were able to apply their geographical knowledge and understanding to make sensible decisions about where to locate a settlement, giving clear reasons for their choice. Older pupils were able to apply their scientific knowledge to draw sensible conclusions from the results of an investigation into the reflectivity of different materials, and younger pupils were able to use and read thermometers to a high level of accuracy for their age. Pupils, including those with SEND, develop good physical and co-ordination skills because of the clear focus in the curriculum on core skills and the very frequent use of encouragement and praise by teachers. In interview staff, particularly those responsible for younger pupils and in the EYFS, praised the school's approach to sharing good practice through the use of learning walks, citing the example of the whole-school initiative to use 'wow' words.
- 3.7 Pupils have excellent communication skills across all areas of the curriculum. They listen intently and are able to follow instructions, prompts and guidance without fail. They speak articulately in lessons and are able to reflect on and evaluate their own work and find ways to improve. Their writing is accurate, well thought out, engaging and often very creative, showing that they have a broad vocabulary at all age groups. Younger pupils in a creative writing lesson were able to use interesting and original adjectival phrases and similes to enhance their character sketches of a wicked character from a well-known text. The pupils' success in writing is supported by the systematic approach of the teachers, with a clear focus on accuracy in grammar and spelling, the development and use of interesting vocabulary and the provision of a wide range of opportunities for pupils to respond in writing such as through poetry, factual accounts, letters and diaries. Pupils acquire confident reading skills from an early age as a result of carefully planned phonics teaching and regular practice within a positive culture of encouragement and praise from teachers, who make the learning environment challenging, dynamic and fun. Pupils demonstrate confidence with learning modern languages where, in French, the pupils achieve high standards in speaking and listening from an early age, progressing rapidly to writing accurately in short passages and successfully completing comprehension exercises in French. Younger pupils during a registration were able to respond accurately in German, greeting their teacher individually and correctly.

- 3.8 Pupils of all ages demonstrate high levels of mathematical competence and apply this very effectively. They are successful in taking responsibility for their learning by choosing the appropriate arithmetical methods and resources needed to solve problems. In their work, older pupils successfully explain their workings, applying their knowledge and understanding to solving word problems and accurately drawing graphs. The oldest pupils were able to apply their knowledge of angles successfully to create imaginative designs for their dream homes. Younger pupils were able to name a variety of 3D shapes with impressive accuracy for their age, and most children by the end of the EYFS have a secure understanding of the foundations of numeracy, being able to successfully add and subtract the numbers up to 20. Pupils across the age groups demonstrated practical age appropriate understanding of money, with children in the EYFS being able to solve simple problems using coins up to 50p and the oldest pupils able to budget effectively for redecoration of a bedroom in independent project work.
- 3.9 Pupils demonstrate a wide range of skills in information and communication technology (ICT) to support their work across the curriculum. Younger pupils created exciting and complex shapes by successfully applying their coding skills to draw polygons before linking these together in imaginative ways. Older pupils in science produced highly detailed, well-researched and imaginatively designed computer slideshow presentations about the solar system with the successful and effective use of embedded video and sound clips. The oldest pupils were successfully able to embed hyperlinks into their work. Pupils from across the age range were able to work collaboratively using a range of ICT skills to research, design and collate the highly polished and interesting termly school magazine, successfully using a professional publishing application. Pupils' ICT skills have been strengthened by leaders' provision of specialist teaching and equipment, such as laptops for classroom work.
- 3.10 Pupils have well-developed critical thinking skills which they apply successfully in many subjects. Older pupils in English were able to justify and explain with mature clarity why they thought education is important, having first placed a series of statements in their own order of priority. The oldest pupils demonstrated in comprehension work well-developed inferential skills and were able to work both independently and then collaboratively to decide how a list of random objects could be arranged or ordered, displaying both creativity and the ability to think critically. They went on to explain their ideas, demonstrating an advanced ability to reflect on and evaluate their learning. Pupils achieve very well when given opportunities for independent learning, demonstrating acute research skills. In a piece of history work on Queen Victoria, the oldest pupils were able to identify sources of evidence for their research and evaluate their worth. On a few occasions, the pupils made less progress in lessons because the teaching did not enable them to be active participants in their own learning, thus limiting their engagement.
- 3.11 Pupils achieve considerable success each year with up to a third of the oldest pupils gaining academic, music, drama or sports scholarships on entry to their next school. The school swimming team have been finalists in the national swimming tournament and an Under 9 netball team were undefeated in the 2014/15 season. There has been individual success, including for those pupils with SEND, such as in a national short story writing competition. A large number of pupils achieve good grades in individual examinations across a range of musical instruments, supported by the high standard of teaching by specialist music teachers and the frequent performance opportunities provided by the school. The school choir sings with confidence, clear diction and excellent posture, taking part in a harvest festival, carol service and a fundraising concert. Pupils from the school were very successful in a local road safety art calendar competition. The oldest pupils speak in public with confidence and were able to explain with entertaining eloquence why they should be elected to positions of responsibility by the other pupils. All of the oldest pupils successfully gained a St. John's Ambulance First Aid award last year.

- 3.12 The pupils' attitudes to learning are notably mature for their age. They have excellent listening and attention skills, and demonstrate an understanding that there are different ways to listen depending on the context. During lunch service, pupils discussed philosophical questions provided by the school demonstrating the ability to listen actively to one another with understanding and then to give feedback both to their table group and to the whole group when asked to by a member of staff. They were also attentive to and responded appropriately to instructions from their table server to ensure lunch progressed in an orderly manner. Pupils of all ages were highly attentive to instructions in class, were able to respond first time and were willing to undertake challenges, often at their own initiative. Older pupils showed initiative and a willingness to go beyond the confines of the task set, understanding a culture also articulated by the staff in interviews, that no task is ever finished and can always be improved upon.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils, including those with SEND, develop a strong self-understanding and demonstrate substantial confidence in their own abilities. They show high levels of self-discipline in and out of the classroom, demonstrating a deep understanding, knowledge of and respect for the 'Norland Values' which leaders and governors have successfully embedded throughout the school. Pupils show high levels of respect for staff who model the school's values and support pupils through very warm relationships with them. The pupils display impressive levels of resilience in appropriately challenging lessons and when preparing for their next schools. The oldest pupils were able to give each other advice and support on how to improve their performance in entry tests during a preparation lesson for their forthcoming entrance examinations to other schools. Pupils have well-rounded self-awareness and are able to successfully and accurately reflect upon their own learning behaviours, encouraged by the thoughtful use of incisive questioning by teaching staff.
- 3.15 Pupils of all ages are effective decision makers, taking advantage of the frequent opportunities provided by the school through the curriculum and at other times to make sensible and mature choices. In physical education (PE), younger pupils were able to appraise their performance and decide on next-steps for improvement when rolling a ball along the ground to a partner with accuracy and control. Younger pupils were also able to vote sensibly for whichever of the older pupils they wished to elect as their house representative based on presentations given in assemblies. Children in the EYFS were able to choose appropriately challenging follow-on tasks during a literacy lesson. Pupils reported in interviews how they had been successful in persuading the school, through the school council, to provide better cups and table cloths to improve their experience of lunchtimes.
- 3.16 The pupils display a keen appreciation of the world around them, enhanced by a collective awareness of philosophy from the daily lunchtime philosophy sessions during which pupils demonstrate an impressive ability to discuss abstract ideas and recognise and respect differing beliefs and values to their own. The oldest pupils in art were able to evaluate the technique used by Monet in a snow scene, demonstrating an impressive understanding of composition and artistic technique. Younger pupils were able to reflect an excellent understanding of the concepts of friendship and freedom. Older pupils have a keen understanding that spirituality means different things to different people and were able to give examples such as love, God, compassion, imagination and meditation, demonstrating mature personal thoughts and reflections. Pupils successfully maintain open-minded attitudes when approaching the unfamiliar and have a willingness to accept that not all questions have a definitive answer, which is powerfully supported by a school culture that embraces both philosophy and mindfulness as an integral part of the curriculum.
- 3.17 Pupils display exemplary behaviour at all times. They have a highly developed sense of right and wrong and use these to challenge their own and each other's behaviour. Younger pupils lining up at the end of a PE lesson were successfully able to organise themselves into a neat and orderly line without additional input from the teacher. Older pupils are successful role models and give very effective and caring support to younger pupils through the buddy system. In interviews, pupils stated that they would feel comfortable admitting when they had made a mistake because on the rare occasions when they had witnessed misbehaviour, it had been managed with great sensitivity by the teaching staff and school leadership so that all those involved had been able to learn from the experience. All parents and pupils who responded to the questionnaires agreed that the school actively promotes good behaviour and expected pupils to behave well. Pupils have an age-appropriate knowledge and understanding of the judiciary and laws, supported by talks from a local police officer and trips by older pupils to the law courts.

- 3.18 Pupils exhibit very good social awareness working effectively and alongside other in lessons, and also around the school. They work well together to solve problems. For example, the oldest pupils gave each other constructive feedback on their independent learning projects in preparation for making presentations. Similarly, in a music lesson, younger pupils supported each other's learning whilst in groups to learn the words for the harvest hymn. Pupils work exceptionally well with others in sports teams, demonstrating an admirable team spirit and a determination to do their best for each other. Members of the extra-curricular 'Magazine Club' have been able to work together very effectively to produce well-designed and interesting termly magazines.
- 3.19 Pupils have a very mature awareness of what they see as their own privilege and enthusiastically engage in fundraising events for charities, often being enabled to choose which charities to support through visitor presentations organised by the school. On occasions and in response to circumstances, they have also shown strong initiative by organising events such as selling lemonade to raise money for the victims of a local fire and eagerly taking part as choir members in the local community fundraising concert that followed. Pupils have demonstrated great support and empathy for their local community by helping to paint the outdoor benches at a local community centre and collecting books to donate to a local micro-library scheme. Pupils of all ages volunteer to fill positions of responsibility such as being class reps for the school council and the environmental committee, whose members have grown flowers to put on the lunch tables.
- 3.20 Pupils show a willingness and interest in finding out about people from other cultures and different backgrounds, supported by the study of world religions in religious education and independent research projects in geography. They understand the need to show sensitivity and tolerance to those who are different to themselves. Pupils show a deep sense of fairness and recognise the importance of showing respect not just to each other but to all those around, supported by the school's exceptional ethos and culture of kindness, care and compassion. The pupils feel deeply about the importance of including others, however different to themselves, within activities both in the classroom and outside at playtimes. They understand that others may, from time to time, need their support and help, but recognise that this can be offered without fuss or the need for reward. For example, pupils have spontaneously designed and made support materials for other pupils with particular needs. All parents and pupils who responded to the questionnaires agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils have a definite and clear understanding of how to stay safe particularly when moving around the distinctive school buildings. They have a clear grasp of their responsibilities in the event of a fire or other emergency, supported by the regular fire drills that take account of the complex nature of the school building. Children in the EYFS have an appropriate understanding within the local context of how dangerous busy roads can be and the need to cross them safely. They are supported by curriculum sessions that teach them to cross roads safely in pairs. Older pupils have a good understanding of how to travel to school safely by bicycle, scooter or by public transport through the provision of suitable workshops and activities. Pupils have an age-appropriate understanding of how to stay safe online, with older pupils being able to adjust personal settings on applications to ensure appropriate levels of privacy. This good understanding is supported by the school's curriculum in ICT and the provision of e-safety workshops for pupils that extend to staff and parents. The pupils are aware of the need to keep fit and take part enthusiastically in the wide range of sports activities on offer at the school. They recognise the contribution healthy friendships make to their well-being. Leaders and governors have contributed to such awareness through ensuring that the notion of 'healthy minds' is explored in lessons and that support, such as from the school counsellor, is available when needed. Pupils understand the need for a healthy diet and are able to talk with confidence about what it might contain. During lunchtimes they are able to make sensible choices supported by the nutritious food prepared by the school's catering team.

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

Inspectors

Mr Matthew Lovett	Reporting inspector
Mrs Gillian Cross	Compliance team inspector (Head of pre-prep, IAPS school)
Mr Peter Hopkinson	Team inspector (Headmaster, IAPS school)