



Focused Compliance and Educational Quality Inspection Report

Hampton Pre-Prep and Prep School

May 2023

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School's Details

School	Hampton Pre-Prep and Prep School			
DfE number	318/6071			
Registered charity number	312667			
Address	Hampton Pre-Prep and Prep School Gloucester Road Hampton Middlesex TW12 2UQ			
Telephone number	020 89791844			
Email address	secretary@hamptonprep.org.uk			
Headmaster	Mr Tim Smith			
Chair of governors	Mr Andrew Munday			
Proprietor	Hampton School Trust			
Age range	3 to 11			
Number of pupils on roll	229			
	EYFS	41	Pre-Prep	44
	Prep	144		
Inspection dates	3 to 5 May 2023			

1. Background Information

About the school

- 1.1 Hampton Pre-Prep and Prep School is an independent co-educational day school for male pupils aged 3 to 11 years and female pupils aged 3 to 7 years. It was founded in 1924 as Denmead School and acquired by the Hampton Trust in 1999. The school is located on two sites that are a short walking distance apart; one accommodates the pre-prep, which includes the Early Years Foundation Stage (EYFS), and the other houses the prep. The school is administered by the same board of governors as Hampton School, which was inspected separately at the same time.
- 1.2 The current chair of governors took up his position in December 2022.

What the school seeks to do

- 1.3 The school aims to attract and educate pupils of academic and all-round ambition, and to provide them with a challenging and stimulating education in a friendly and supportive environment. It seeks to develop in pupils the desire to achieve their academic potential, a positive approach to learning, including involvement in co-curricular activities, respect for self and others, and skills for life at their next school and beyond.

About the pupils

- 1.4 The school's own assessment data indicate that the ability of pupils on entry to the school is above average compared to those taking similar tests nationally. The school has identified 22 pupils as having special educational needs and/or disabilities (SEND), which include specific learning difficulties such as dyslexia. Of these, 11 receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 40 pupils, none of whom require additional support for their English. The curriculum is modified for those pupils that the school has identified as being the most able in the school's population.

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 (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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](#).

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. 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, 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 wellbeing 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.
- Pupils' attainment and progress are excellent.
 - Pupils demonstrate outstanding knowledge, skills and understanding across the range of subjects.
 - Pupils' communication skills are advanced and accomplished.
 - Pupils' attitudes to learning are excellent. They endeavour to achieve highly and do their best.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate outstanding self-confidence. They have a strong understanding of their strengths and areas for development.
 - Pupils exhibit sophisticated moral awareness for their age.
 - Pupils' social skills are highly developed.
 - Pupils make intelligent decisions.

Recommendation

- 3.3 The school is advised to make the following improvement.
- Develop the depth and elaboration of pupils' written responses to philosophical and spiritual questions.

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' achievement is excellent, as confirmed by lesson observations and scrutiny of pupils' work and indicated by the school's own assessment data. All groups of pupils, including those with SEND, EAL and the most able, attain well above national age-related expectations. A higher than national percentage of children at the end of the Reception year attain expected levels of development across all areas of learning. Almost all pupils obtain places at senior schools of their choice, including selective schools with demanding entry requirements. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. Inspectors found that all groups of pupils make rapid and sustained progress from their starting points. Leaders and staff make highly effective use of assessment data to ensure that pupils are provided with teaching that is well-matched to their needs and abilities.

- 3.6 Pupils demonstrate an in-depth knowledge and understanding across the range of subjects. By Year 6, pupils can tackle very complex and abstract concepts, with strong recall and analytical skills. For example, in science, older pupils demonstrate an advanced understanding of light and how it affects the eye. Pupils' work on D-Day includes elaborate exploration and justification of Allied tactics. Artwork in different media presented across both school sites, ranging from EYFS animal pictures to Year 6 black and white self-portraits, is of very high quality. Weekly singing practice heard during the inspection featured strong breathing technique and excellent harmonic singing which was sensitive to the music. Pupils who played instruments did so skilfully and confidently. Teaching across the school presents key information very clearly and features very high levels of challenge. Leaders have successfully embedded a culture of expecting pupils to think things through for themselves. All pupils who responded to the questionnaire agreed that their skills and knowledge improve in most lessons. The school fully meets its aim to provide pupils with a challenging and stimulating education in a friendly and supportive environment.
- 3.7 Pupils' communication skills are outstanding. EYFS children's speech is very confident, rich in vocabulary, and articulate for their age, such as that related to the forthcoming coronation. Most pupils listen very well and articulate their thoughts effectively in speech and writing. They explain advanced concepts clearly in their own words. During guided reading, younger pupils were swift to identify the features of the non-fiction book at hand, identifying chapters and the contents page accurately and saying that they would expect to find a glossary before going to find it. Pupils demonstrated very strong enjoyment of reading during this lesson, expressing articulately what they liked about the books. Pupils' writing is particularly advanced. EYFS children's and younger pupils' independent writing develops swiftly from accurate letter formation and simple sentences to very well composed, imaginative and well-presented extended writing. Older pupils' writing features excellent use of imaginative vocabulary and highly effective use of a range of writing devices such as alliteration, personification and simile. The older pupils self-edit and revise their work very effectively. Much written feedback invites pupils to reflect on key aspects of their writing effectively. Staff engage pupils in stimulating conversations and provide them with clear guidance about spelling and grammar.
- 3.8 Pupils' attitudes to learning and achievement are extremely positive. They demonstrate genuine independence in their learning, as demonstrated through pupils' conversations about open homework week and the 'Lion' (leadership, independence, opportunities to nurture) award challenges. EYFS children are very keen to engage with the various activities and resources available. Pupils ask intellectually curious questions that exhibit strong leadership of their own learning. For example, pre-prep pupils demonstrated much interest in the information discussed about the coronation, including the symbolic meanings of the sword, orb, sceptres and dove, exhibiting much intellectual curiosity. Pupils throughout the school show an outstanding ability to focus and concentrate during their lessons for extended periods of time. Staff teach with enthusiasm and provide pupils with constant opportunities to think for themselves and express their own ideas during lessons. As a result, the school fully meets its aim to develop in pupils the desire to achieve their academic potential and a positive approach to learning.
- 3.9 Pupils' numeracy skills are very advanced. Reception children's mathematical knowledge is beyond that expected for their age. For example, children counted 100 potatoes that they had grown accurately. Older pupils were able to use and explain accurately and articulately different methods to solve complex arithmetic equations involving squaring and fractions, using mathematical vocabulary such as 'indices' correctly. By Year 6, pupils attain significantly above end of key stage expectations. They apply their mathematics skills to other areas, such as science, technology, engineering and mathematics (STEM) projects. They successfully lean on their reasoning skills and sense of logic to solve real-life problems such as calculating tax bills, and strategize effectively, such as in computing and chess. Staff give children and younger pupils physical and tactile mathematical activities that are meaningful to them and enable them to check their understanding. Mathematical schemes of work are designed very effectively to accelerate pupils' mathematical progress and prepare them for senior

school. Leaders ensure that there is much constant feedback to pupils and questioning that requires them to explain their mathematical reasoning.

- 3.10 Pupils are digitally literate. Younger pre-prep pupils' work using information and communication technology (ICT) includes very well constructed e-books featuring animation, sounds and backgrounds, as well as text, ordered and presented very well. Older pre-prep pupils use ICT to research and record findings, such as those about names of animals, methodically. They produce electronic presentations about themes that they study, such as significant historical figures, that are very well structured and finished. Pupils in the middle years of the school demonstrate accurate touch-typing and manipulate and format images and text independently. They use proprietary programmes to access and include satellite images well. Older pupils confidently write their own code and use ICT to create designs, such as of vehicles, using a wide range of programmes. The use of online platforms enhances pupils' learning and fosters high levels of motivation and independent learning. The use of devices strongly supports pupils with additional needs to cope with the pace and challenge of the school's knowledge-rich curriculum. Older pupils who spoke to the inspectors said that the use of devices had helped them to develop their essay-writing skills in preparation for senior school examinations.
- 3.11 Most pupils can synthesise information accurately. For example, during an assembly, pre-prep pupils were able to suggest which historical image of the coronation was the earliest from the clues in the pictures. Pupils can analyse different sources of information independently and draw successfully on their prior knowledge to reach conclusions. For example, pupils' science books demonstrate their strong ability to identify what they already know and what they needed to find out when planning and conducting investigations, such as about Galapagos finches. The oldest pupils' independent online research, such as on glaciers, demonstrates effective finding out of information and creative and well-presented findings. Staff encourage pupils to try out different methods and strategies of learning to develop their personal study skills. Pupils who spoke to the inspectors discussed how teachers had expanded their knowledge of different methods of learning. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team-working, collaborative and research skills they need in later life. Inspection evidence supports this view.
- 3.12 Pupils' academic and non-academic achievements are outstanding. A very large number of leavers are awarded academic, art, drama and performing arts, sports and all-rounder scholarships at schools of their choice. Most pupils who enter LAMDA examinations achieve distinctions, with others obtaining merits. Entrants to ABRSM singing and musical instrument examinations have achieved distinctions, merits and gold and silver medals. Several pupils have auditioned successfully for the National Children's Orchestra and others have performed in West End stage productions. Pupils' sporting achievements are many. These include pupils representing the school in cricket, squash and tennis at county level and winning rugby and football tournaments. Several pupils have been selected for professional football club academies. There has been individual success in cross country, regional athletic and national science competitions. Supported by governance, leaders provide pupils with many opportunities to develop their skills and abilities, such as drama productions, weekly choir meetings and the experience of being part of an orchestra. There is a wide range of clubs and activities and regular fixtures with other schools. The school fully meets its aim to develop in pupils a positive approach to involvement in co-curricular activities.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-confidence and self-awareness are outstanding. The youngest EYFS children settle into the classroom extremely confidently and showed very high levels of emotional security in the way that they behave and talked to staff and each other. They were confident to approach the inspectors and engage them in conversation. Year 3 pupils in a life skills lesson talked with confidence about their

personal feelings. Pupils' books show constant and thoughtful self-reflection about learning and progress. Pupils who spoke to the inspectors were very confident to express and explain their ideas. The older pupils demonstrated a strong awareness of their academic strengths and areas for improvement, showing a high level of understanding of their attainment and next steps. Pupils spoke intelligently about strategies they use to bounce back from disappointments, explaining how they had developed an 'I can do it' attitude and were not as willing to give up as they said they had been in the past. When challenged intellectually, pupils demonstrate outstanding perseverance, such as when faced with demanding ideas about the right to vote. Pupils explained that staff encouraged them to keep going until they succeed and learn from their mistakes. Almost all parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. Inspection evidence supports this view.

- 3.15 Pupils demonstrated excellent behaviour in and out of lessons throughout the inspection. They exhibit a well-developed understanding that respect and treating others kindly and fairly is important to sustain positive friendship, as seen in their discussions in a life skills lesson and their statements while speaking to inspectors. Work from an anti-bullying display shows their sensible consideration of how bullying can affect people's feelings. Pupils demonstrate a very strong understanding of right and wrong and an appreciation of factors that can affect these. For example, the oldest pupils' extensive reflections on *Macbeth* detail the extent to which the character was persuaded into his actions and convey an advanced understanding of how his moral behaviour and character changed during Shakespeare's play. Pupils spoke openly about how people were kind to one another and how much kindness and respect are valued and promoted by the school. All pupils who responded to the questionnaire said that the school expects pupils to behave well.
- 3.16 Pupils demonstrate excellent social skills. Children in the EYFS engage with each other in a very friendly and happy manner, exhibiting strong social development and confidence for their age. In all lessons seen, pupils collaborated extremely well with each other. They listened to each other respectfully and built upon each other's contributions. In discussion, older pupils said that they could sometimes get a bit too competitive, but that they try not to let this happen and reflect on what they could have done differently if it does. During break and lunchtimes, pupils socialise very comfortably and positively with each other. Pupils spoke about the importance of teamwork and said that they valued this highly. They also expressed maturely the view that teamwork is a skill which leads to building good relationships throughout life. Almost all parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Leaders and staff consistently and effectively convey high expectations of pupils' collaboration with each other.
- 3.17 Pupils' decision-making abilities are strong. Children in the EYFS select activities well, as shown by their high levels of concentration while engaging with them. Older pupils are able to rise to the challenge of formulating appropriately demanding success criteria for their work, such as a piece of journalistic writing. The oldest pupils have initiated a system of 'pupil points', where they decide carefully which other pupils to reward for showing kindness, effort and hard work. Pupils who spoke to the inspectors expressed confidence about making decisions, for example, as part of the open homework week and while working towards the 'Lion' Award'. They talked with enthusiasm about taking on new challenges as part of what they termed the 'Yet' project. The oldest pupils explained sensibly the factors that they considered when choosing and preparing for senior school. Older pupils said that the schools' 'excellence points' rewards system motivates them to make sensible choices about their own behaviour.
- 3.18 Pupils demonstrate an excellent commitment to helping their peers through the large variety of roles and responsibilities available to them, such as friendship champions, junior travel ambassadors, buddies to younger pupils and house captains. The pre-prep and prep school councils initiate ways of supporting school and local community, such as by establishing a friendship bench and being instrumental in encouraging safer road crossings and eco-friendly travel. Pupils determine which charities and causes to support, such as those which help victims of the earthquakes in Turkey and

Syria and the war in Ukraine, cancer research and a local children's hospice. Individual pupils have demonstrated much initiative in supporting causes important to them. The 'LION Award' includes a community service project that successfully encourages pupils to support others. Pupils who spoke to the inspectors talked about the moral imperative to help others in situations worse than their own if they could.

- 3.19 Pupils display excellent spiritual awareness and aesthetic appreciation. For example, in conversation, pupils explained how they could reflect on how much they have changed emotionally and physically over the years through the medium of self-portrait. During an assembly, pupils expressed intelligent ideas about how the brain processes music and how music could support wellbeing. Older pupils in a science lesson studying how the eye operates were able to draw on previous philosophical work to recall and explain how people's previous experiences could influence how they respond when viewing art. Pupils' religious education (RE) books contain intelligent consideration of issues such as the qualities a religious leader could have and how Moses might have felt when leading the Israelites out of Egypt. Philosophy, RE and other lessons expose pupils to a range of potentially thought-provoking questions. Older pupils demonstrate considerate engagement with a range of these. For example, pupils spoke to the inspectors about the principles by which they might resolve certain ethical dilemmas. However, while some of pupils' written responses to philosophical and spiritual questions are thoughtful, such as an expression of the beauty of numbers and a consideration of where ethical values might originate, often they are not developed in as much depth as possible.
- 3.20 Pupils exhibit a strong appreciation of diversity and the importance of human rights. EYFS children representing a large range of diverse backgrounds play together entirely respectfully and inclusively, supported by the constant modelling of respectful and inclusive behaviour by staff. During a history lesson on the reform of English suffrage, pupils expressed clearly and passionately how the principles of freedom of choice and having a voice mattered to them. They linked historical events to current issues of equality, freedom, discrimination and empowerment articulately and thoughtfully. Pupils openly discussed differences of cultures and neurodiverse profiles as strengths of the school, saying 'What separates us makes us come together too'. The oldest pupils expressed thoughtful ideas about human rights, showing that they were committed to the principle. Pupils referred to the life skills, RE and assembly programmes and said how the school encouraged them to be respectful of others, including people of different faiths to their own and women. All parents who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. The school fully meets its aim to develop pupils' respect for self and others.
- 3.21 Pupils demonstrate a strong awareness of how to keep themselves safe and healthy and the importance of doing so. Reception children's work includes articulate reflection about what makes them feel happy and safe. Pupils who spoke to the inspectors conveyed many sensible strategies they could use to keep themselves safe when online, including when gaming. Pupils exhibit clear understanding of the importance of eating healthily and keeping physically and mentally healthy. They explained the techniques they use to deal with moments of anxiety or stress, such as what they termed 'hand-breathing'. Pupils spoke about the importance of sharing worries with trusted adults, including through the school's worry boxes. Almost all pupils who responded to the questionnaire said that they understand how to stay safe online. Leaders promote successful life skills and physical education (PE) programmes of study which, combined with the school's mindfulness guidance, equips pupils with an excellent understanding of how to stay safe and keep healthy.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of the prep and pre-prep governance committee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Steven Popper	Reporting inspector
Mr Simon Worthy	Compliance team inspector (Director of finance and operations, HMC and IAPS schools)
Miss Sarah Menegaz	Team inspector (Deputy head academic, HMC and IAPS school)