



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Bromley High School

June 2023

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School's Details

School	Bromley High School			
DfE number	305/6073			
Registered charity number	306983			
Address	Bromley High School Blackbrook Lane Bromley Kent BR1 2TW			
Telephone number	020 8781 7000			
Email address	bhs@bro.gdst.net			
Headmistress	Mrs Emily Codling			
Chair of governors	Mr Dominic Broom			
Proprietor	Girls' Day School Trust			
Age range	4 to 18			
Number of pupils on roll	896			
	EYFS	31	Juniors	272
	Seniors	469	Sixth Form	124
Inspection dates	20 to 22 June 2023			

1. Background Information

About the school

- 1.1 Bromley High School is an independent day school. It is registered as a single sex school for female pupils. The school first opened in central Bromley in 1883 and moved to its current location in 1981. The school is divided into Early Years, a junior school, senior school and a sixth form.
- 1.2 The school is part of the Girls' Day School Trust, which is a registered charity controlled by a council of trustees. There is also a local governing body for the school.
- 1.3 Recent appointments include a new headmistress and deputy head (pastoral) in September 2022 and a new chair of governors in September 2020.
- 1.4 Since the previous inspection the junior school has been expanded to provide specialist teaching areas and EYFS classrooms. In addition, sports facilities have been upgraded to include an all-weather hockey pitch.

What the school seeks to do

- 1.5 The school's aim is to foster a love of learning which enables pupils to fulfil their intellectual potential. It seeks to encourage them to grow to become committed, composed, confident and courageous adults in their lives beyond school, to fulfil their responsibilities to a wider world, and to achieve success in their own terms.

About the pupils

- 1.6 Most pupils come from professional families predominately living in south London and neighbouring counties. The school has identified 155 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 114 of whom receive additional specialist help. No pupil in the school has an education, health and care plan. English is an additional language (EAL) for 242 pupils whose needs are supported by their classroom teachers, although five of these also receive additional specialist support. Pupils identified by the school as being the more able in the school's population have the curriculum modified for them and take extended curriculum opportunities.

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 In the junior school, 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 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.19 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.
- 2.20 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.
- Examination results for senior school pupils and sixth-form pupils, test scores for junior school pupils and progress measures for children in the EYFS are strong.
 - Pupils develop highly positive attitudes to learning and independent study.
 - The extensive range of activities enables pupils to develop their skills and talents extremely well and to unlock their enthusiasm.
 - Pupils throughout the school demonstrate excellent communication skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent self-confidence, self-knowledge and self-understanding, both as learners and as individuals in society.
 - Pupils' social development is excellent. They collaborate enthusiastically in sport, music and drama.
 - Most pupils are kind and respectful of each other. They value the racial and ethnic diversity within the school, show respect for neurodiversity and appreciate their own and other cultures.

Recommendation

- 3.3 The school is advised to make the following improvements.
- Enable pupils at the higher end of the junior school and at the lower end of the senior school to strengthen their decision-making skills by providing more coherent careers guidance.

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 reach excellent levels of attainment in lessons and external examinations. Children in the EYFS and pupils of all ages and abilities make excellent progress from their starting points, representing the fulfilment of the school's aim to foster a love of learning and fulfil academic potential. Pupils achieve at least in line with their potential as a result of the challenge they receive in lessons. This is evidenced in their academic results and in the school's strong value-added scores. A very large majority of children in the EYFS achieved expected outcomes in 2022, and broadly similar results were achieved in 2020 and 2021. At the end of 2022, and in recent years, most pupils in Year 6 achieved expected levels in all aspects of their learning. Pupils' attainment at GCSE has been strong in relation to national

averages. Over a third of the GCSE grades awarded in 2022 were at grade 9 and most were awarded at 9–7. Attainment in centre-assessed grades in 2020 and teacher-assessed grades in 2021 show similarly strong results. Results at A level are well above the national average, with over two-thirds of the awarded grades in 2022 at A* or A. Data provided by the school indicate that all groups of pupils, including those with SEND and EAL, make at least good progress from entry to GCSE level and from GCSE to A level. Regular assessment and careful monitoring of performance by senior leaders promote these high levels of attainment and progress. School leavers are successful in gaining places at the universities of their choice.

- 3.6 Pupils demonstrate extensive knowledge and understanding across all subjects. Highly effective teaching enables the excellent acquisition of knowledge and skills, and promotes a deepening of understanding. In the pre-inspection questionnaires, although a small minority of pupils said that lessons were not interesting, the vast majority stated that their skills and knowledge improve in most lessons. During their morning activity, children in EYFS created vibrant story maps, using illustrations to show the development of the plot, demonstrating an impressive understanding of story sequencing, and strong fine motor skills. In a Year 4 art lesson, junior school pupils demonstrated their aesthetic and creative skills when transferring designs to their *modroc* bowls. In the senior school, inspectors observed excellent application and development of previously learned knowledge in the vast majority of lessons seen. For example, in a Year 9 lesson in philosophy and theology, pupils demonstrated excellent recall of different responses to suffering and explained clearly the Buddhist eightfold path to enlightenment. In a Year 12 design lesson, pupils, when asked to explain the process, demonstrated thoughtful understanding of the technical and aesthetic aspects of design, along with the requirements of their hypothetical client.
- 3.7 Pupils are keen to make progress and their overwhelmingly strong attitude towards their learning is a key factor in assuring their success. Inspectors found a pervasive atmosphere of endeavour and enjoyment of learning in the range of lessons and activities observed. Pupils are highly confident when collaborating but equally able to work independently. Year 6 pupils showed positive attitudes towards each other when discussing with inspectors the different levels of academic ability of those in sport squads. They showed sophisticated levels of empathy and understood the need for everyone to be challenged at their particular level. In nearly all the lessons observed, pupils were quick to get on with their work, showed a high level of curiosity in researching and debating and worked together effectively, as pupils in a Year 8 history lesson showed as they discussed the strengths and weaknesses of the Suffragettes' campaign. Several sixth-form pupils talked about their ambitious extended project qualification. Thus, the school successfully meets its aim to encourage pupils to grow to become committed, composed, confident and courageous.
- 3.8 Pupils are excellent communicators. In a junior school assembly pupil 'digital leaders' demonstrated strong communications skills in an assembly about fake news. They delivered a clear and engaging presentation for the rest of the school. Pupils throughout the school relish the opportunities to discuss and debate in lessons; they are first-class listeners and respond in a considered, informed and highly effective manner to their teachers' questions and to each other in small group work. In a Year 10 French lesson, pupils practised dialogue about the purchase of a railway ticket. They were helpful to each other, demonstrating a view expressed by pupils that there is a school culture of 'no fear' and a willingness to take risks in learning as a means to progress. Pupils are comfortable to speak out and challenge the ideas of others, as seen for example in a Year 8 tutor lesson in which pupils responded thoughtfully to the question 'What does equality look like?' Pupils used mature language and appropriate terminology to explain thoughtfully the concept of equality of opportunity. They enjoy reading, as evidenced by the well-written book reviews on display in the library and pupils of all ages write with fluency.
- 3.9 Pupils develop excellent numeracy skills, and confidently apply these in a range of lessons, demonstrating a deep understanding of core principles. In an Early Years mathematics lesson, children confidently used terms such as 'empty', 'full' and 'half empty' and applied their reasoning skills to

explain what needed to happen to fill or empty a cup, and to explain why half empty and half full were the same. Pupils in Year 1 applied excellent reasoning skills to look at how to make different total amounts of money, and in Year 5 PSHE, the pupils demonstrated excellent understanding of personal finance using recently acquired new language such as 'loans', 'credit', 'interest' and 'debit'. Higher up the school, pupils in a Year 9 geography lesson demonstrated their competent use of number in measuring the coastline and estimated the costs of coastline management strategies before deciding on interventions. Year 10 pupils in mathematics expertly applied their knowledge of tree diagrams to solve dependent probability problems and then populated these with algebraic probabilities, accurately solving quadratic equations derived from these trees.

- 3.10 Pupils display highly developed study skills. Almost all parents responding to the questionnaire said that the school equipped their child with the teamworking, collaborative and research skills they need in later life. During a Year 5 science investigation into reversible and irreversible changes, pupils demonstrated higher-order study skills to hypothesise, testing their ideas, and then recording their observations in a variety of ways. In senior school lessons, pupils display tenacity and work hard to push themselves to achieve their best in all subjects. Through supportive teaching and a wealth of clinics and clubs, pupils are able and willing to revisit and rehearse their study skills. In a Year 12 chemistry lesson, pupils were highly engaged in recognising the properties of organic compounds and progressed to categorise a compound based on the functional group in a molecule. Pupils used in-depth reasoning skills to tease out the meanings of the formulae and to keep testing their theories.
- 3.11 Pupils enjoy high levels of success in the creative arts, music, drama and sport. School leaders emphasise the breadth and benefits of opportunities for pupils to develop new skills through an extensive range of over 90 co-curricular clubs and activities, some of which are pupil led. They include *Model United Nations*, the 'Minerva' lecture series given by outside speakers, as well as musical ensembles, choirs and other opportunities to play music together. Many pupils enjoy success in numerous academic competitions such as essay writing, drama examinations and in productions, such as the Year 5 and 6 production of *Joseph*, accomplished rehearsals for which were taking place during the inspection. Other competition successes include mathematics and science challenges, history, public speaking and translation, at both county and national level. Participation in sport is valued as much as success, but a significant number of pupils achieve at county level. School teams regularly win county and independent school competitions across a range of team and individual sports. These achievements are mirrored by pupils in the junior school who also enjoy the leadership and coaching provided by pupils from the senior school.
- 3.12 Pupils use information and communication technology (ICT) highly effectively to enhance their learning when the opportunities are provided. Pupils are confident in its use to store work, and to create documents or presentations. The youngest children in EYFS displayed excellent computer skills when finding the missing shape in a computer lesson on sequencing. They could successfully match patterns and some could independently create complex sequences. Pupils show good digital technology skills when links to online resources are provided by teachers, such as in a Year 12 mathematics lesson in which pupils used school devices to access a website to answer questions about moments of forces acting on a beam. Similarly, pupils in a Year 10 computer studies lesson expertly used search engines to prepare for a debate about artificial intelligence in schools. However, pupils do not routinely apply their ICT skills in curriculum areas when it might enhance their progress or their ability to record findings. Pupils appreciate the ability to access lesson resources outside the classroom and outside school hours when such opportunities arise.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-confidence and self-understanding. Pupils understand the importance of learning from mistakes or missteps. In an informal lunchtime conversation with

inspectors, Year 6 pupils described themselves as ‘music and drama geeks’ and ‘sporty’ but said that you did not need to be a particular type of pupil to get on well at the school. Pupils speak enthusiastically about being allowed to be themselves and are supported in becoming who they want to be. They are enthusiastic to exploit the many opportunities the school provides for leadership or through elective courses in the sixth form. The youngest pupils recognise their responsibility to uphold the school’s values, displaying realistic personal understanding without arrogance. Learning from mistakes is an approach promoted by the school’s leaders and by helpful feedback and advice from teachers. A very large majority of pupils said that teachers’ feedback helped them improve. Pupils gain confidence in this encouraging and challenging environment, and develop resilience and independence. Most parents who responded to the questionnaire agreed that the school helps their child to be confident and independent.

- 3.15 Pupils are confident decision-makers and relish the opportunities to direct their own learning. Pupils make assured and effective choices because they are consistently encouraged and supported to do so. Pupils understand that they can change their lives through effective decision-making and through thoughtful consideration of the possible consequences of those decisions. Inspectors observed ‘pupil voice champions’ in tutor lessons responding to ideas from the school council about a proposed new school uniform; this strong pupil voice and the relationship it helps to build with school leaders, helps to further develop pupil responsibility and develops decision-making. However, in questionnaire responses, a small number of parents and pupils expressed the view that pupil decision-making about future careers could be strengthened if the careers programme for younger pupils were more structured and explicit. Inspectors agree with school leaders that it would be helpful to implement such change.
- 3.16 Pupils display a well-developed spiritual understanding and deep appreciation of the importance of the non-material aspects of life. Pupils expressed a sense of wonder from going to school plays, seeing a piece of art or listening to musical performances, evidenced in an assembly in which several talented young pianists, preparing for ‘Steinway scholarship’ auditions, played to the whole junior school. Opportunities for reflection provided by the school promote this spiritual understanding. For example, in a Year 1 religious education lesson, pupils were asked to recall their previous knowledge of the Hindu festival of Diwali and were encouraged to work in pairs to act out the story of Rama and Sita. In a year 10 philosophy and theology lesson, pupils discussed how passages from scripture can still reflect the way they behave in modern society. As part of their discussions on the increased dependence of some families on foodbanks, pupils thoughtfully used simple phrases of relevance to a compassionate public today.
- 3.17 Pupils show strong commitment and make a significant contribution to the life of the school community and are actively involved in charitable giving and fundraising. The participation of almost the whole of the Year 10 cohort in The Duke of Edinburgh’s Award Scheme helps to embed a culture of service in pupils and the vast majority of the sixth form is engaged in voluntary service with the elderly or disabled students. Senior pupils run house activities and coach sports teams and serve as pastoral prefects. Older pupils support junior school pupils in a reading programme, and run clubs for them in dance, science and art. Younger pupils relish the responsibilities they are afforded as form captains, digital leaders, neuro-diversity champions and school council representatives. The views of the pupils are taken seriously by the school’s leadership team. Pupils often come forward with their own ideas for contributing to the wider community at home and overseas and respond with empathy and kindness, for example when bringing in items each week for the Bromley food bank, the winter coat appeal and in supporting those affected by the recent Turkish earthquake. The school’s focus on ‘the nine skills for the future’ encourages pupils to consider aspects such as global citizenship and how they can contribute positively to the global community.
- 3.18 Pupils’ moral understanding is strong and pupils are largely respectful of each other. They are keen to discuss the current moral dilemmas in society, as evidenced in a Year 8 PSHE lesson. Pupils discussed deterrents, reform, rehabilitation and retribution in the context of how drink driving should be

managed; they showed a clear understanding of right and wrong and how behaviour impacts not only the individual but also those around them. Year 7 pupils wrote and presented an excellent assembly on the need for negotiation and Year 9 pupils in a PSHE lesson debated vehemently the issues around gender prejudice. Pupils' understanding of the need for good behaviour is fostered by an effective system of rewards and a focus on pastoral care which actively promotes thoughtfulness and involvement. This culture is mirrored in many lessons, where the high expectations established by teachers encourages pupil responsibility and is also evident in excellent behaviour as pupils move between lessons or socialise at break and lunchtime.

- 3.19 Pupils demonstrated strong collaborative skills and worked well together in most lessons seen. In lessons where pupils are encouraged to work collaboratively, they are helped to develop each other's skills academically and socially. At breaktime in the junior school, pupils abided by the expectations of the playground. They enjoyed their snack and played purposefully, collaborating well in groups. Pupils demonstrated excellent social awareness in a Year 3 PSHE lesson looking at the relationships with different people; pupils made thoughtful observations about what factors supported positive relationships. Year 10 pupils playing cricket explained that they enjoy playing in teams and in matches, not only because of the physical aspect but also because of the teamwork, collaboration and sharing of experiences. Pupil collaboration is strengthened by the careful planning of lessons by teachers which create appropriate opportunities for group work to help further understanding and develop pupil relationships and confidence.
- 3.20 Pupils demonstrate secure knowledge of how to stay safe and keep healthy both physically and mentally and value the caring community around them. A very large majority of pupils feel that they are listened to and recognise that they have many ports of call when in need of someone to talk to. There are many ways offered to stay physically fit through sport, dance and outward-bound activities. Pupils' mental health is supported by the school counsellor and nurse but principally by the kindness that underpins strong and warm relationships between pupils and their teachers and a school culture based on kindness and decency towards others. A strong local school governing body, supported by the Girls' Day School Trust, provides appropriate challenge and support to school leaders and together they have had the vision to provide the infrastructure and systems which underpin excellent outcomes for pupils.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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 Michael Goodwin	Reporting inspector
Mrs Amanda Kirby	Compliance team inspector (Former head, ISA school)
Mrs Louise Belrhiti	Team inspector (Former assistant head, HMC school)
Mr Bill Chadwick	Team inspector (Former deputy head, HMC school)
Mrs Sylvia Chetwood	Team inspector (Former deputy head, IAPS school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mrs Rebecca Smith	Team inspector (Head, IAPS school)