



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Chesham Preparatory School

September 2021

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School's Details

School	Chesham Preparatory School			
DfE number	825/6027			
Registered charity number	310642			
Address	Chesham Preparatory School Two Dells Lane Orchard Leigh Chesham Buckinghamshire HP5 3QF			
Telephone number	01494 782619			
Email address	pa@cheshamprep.co.uk			
Headmaster	Mr Jonathan Beale			
Chair of governors	Mr Andrew Kinnier			
Age range	3 to 13			
Number of pupils on roll	386			
	EYFS	47	Juniors	199
	Seniors	140		
Inspection dates	28 September to 1 October 2021			

1. Background Information

About the school

- 1.1 Chesham Preparatory School is an independent co-educational day school, for pupils aged between 3 and 13 years. It is located in Buckinghamshire, close to Chesham and Berkhamsted. The school was founded in 1938 and moved to its current rural site in 1941. The school is a registered charity, with a board of governors who provide proprietorial oversight. The current headmaster has been in post since September 2017.
- 1.2 The school has a pre-preparatory department, which caters for Nursery and Reception age children. The preparatory department is split into juniors (Years 1 to 4) and seniors (Years 5 to 8). A swimming pool was added in 2019.
- 1.3 During the period 22 March 2020 to 6 June 2020 the school was closed to all pupils except those of key workers. On 6 June 2020 Nursery, Reception, Year 1 and Year 6 returned to school, along with the children of key workers from all other year groups. Year 2 and Year 8 pupils returned to school on 29 June 2020 for the last 2 weeks of term. Years 3, 4, 5 and 7 pupils all returned to school for 3 days in the last 2 weeks of the summer term.
- 1.4 During this period of closure the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to nurture pupils by valuing their individuality, promoting curiosity and a love of learning, alongside ambition and self-belief, to enable them to pursue their goals and aspirations. The school seeks to foster understanding, respect and sensitivity towards others, encouraging pupils to be good citizens, who are kind, generous, courteous and considerate, under the motto of '*Each for all and all for each*'. The objective is that pupils will become confident and well prepared for the next stage of their education.

About the pupils

- 1.10 Most pupils live within a 15-mile radius of the school and come from a broad range of backgrounds. The school's own assessment data indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 110 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. Of these, 44 receive additional specialist help. Three pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for five pupils, whose needs are supported by their classroom teachers. More able pupils are identified, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the prep 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 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the 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.
- 2.5 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 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 well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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

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

Key findings

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

- The progress and attainment of pupils, including those with SEND, are good overall. Progress is sometimes slower when opportunities for independent problem-solving are limited.
- Pupils are articulate, speak clearly and express their thoughts, opinions and ideas confidently from a young age.
- Pupils display confident mathematical skills across the curriculum.
- Pupils demonstrate positive attitudes to learning throughout the school.

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

- Throughout the school pupils demonstrate a very strong sense of identity.
- Pupils show an acute sense of respect for each other.
- Pupils take much pride in the various roles and responsibilities that allow them to make a significant contribution to school life, the local community, and the lives of others.
- Pupils know and understand the importance of keeping safe and of being physically and mentally healthy.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure all pupils make equally strong progress by extending opportunities for developing a wider range of study skills.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Data, work scrutiny and lesson observations show that pupils' progress is good overall, with some examples of rapid development. Pupils with SEND achieve well due to the high quality of support provided both in and out of class. The majority of children in the early years reach expected levels of development by the end of reception due to well planned activities that build understanding incrementally. They progress to the junior school well prepared for this stage of their education. This is in no small part due to the attention that has been given by senior leaders to the development of the early years provision, including a rich and varied curriculum supported by effective facilities and

resources. Senior leaders have ensured that appropriate facilities and resources are available to support learning for all pupils in all year groups. As a result, pupils are intellectually curious and inspired by a love of learning, as set out in the school's aims.

- 3.6 Pupils' progress and attainment as they move through the school are good. This is due to the individual support provided by teachers for all pupils, as confirmed by pupils in meetings and observed in lessons. Pupils are well equipped with the qualities and skills required to achieve well and move on successfully to the next stage of their education. They make good progress, building on previous knowledge and skills to achieve well in a wide variety of subject areas, reflecting the effectiveness of the curriculum and extra-curricular opportunities. Pupils' knowledge and understanding reflect the impact of the enthusiastic and often dynamic teaching. In response to the pre-inspection questionnaire, almost all pupils agreed that marking and verbal feedback from their teachers helps them to improve their work. In the EYFS, most children readily recognise number patterns, and can describe the habitats of woodland creatures, as they participate in well-resourced hands-on activities. In Year 2, the most able pupils confidently use onomatopoeia in a cartoon strip. Older pupils accurately describe how food progresses through the digestive system before being broken down and absorbed into the blood system, or confidently present facts about the life of Henry VIII in a highly engaging manner while their classmates listen attentively. By Year 8 pupils can identify and name alternate, corresponding and co-interior angles in parallel lines due to clear, practical methods of presentation that allow all pupils, including those with SEND, to grasp complex concepts. In some areas, such as the well-equipped sports facilities, these ensure that outcomes are excellent. This is not consistent across all areas of the curriculum where the quality and availability of resources is lower. For instance, this was seen in a drama class where the limited space impacted on pupils' ability to fully express themselves.
- 3.7 Pupils' communication skills are strong. Pupils are articulate, speak clearly and express their thoughts, opinions and ideas confidently from a young age. This is due to the many opportunities they are given to develop speaking and listening skills. For example, children in the early years regularly contribute to show and tell sessions because they are frequently encouraged to verbalise their thoughts and respond to effective open questions. Younger pupils confidently share their knowledge of animals when preparing to paint them in an art class. Older pupils express themselves very effectively for a range of purposes. For example, in a history lesson, the oldest pupils gave detailed and accurate answers in response to questions on Henry VIII and the Reformation. The many activities and societies on offer, such as the school and house councils, are enjoyed by pupils and support the development of their communication skills. Throughout the school pupils demonstrate excellent listening skills and are genuinely interested in what others have to say. At lunchtime pupils engage in animated, good-humoured conversation. Early literacy skills develop rapidly in the EYFS, due to the well-structured and expertly delivered phonics programme, and this continues steadily in the junior years. In the lower school, pupils write for different purposes with some success, such as using fluency and imagination to good effect to write their own ending to a story. Senior pupils write with a high degree of flair and creativity as seen in their workbooks and displays around the school.
- 3.8 Children in the early years make strong progress in numeracy. They readily relate numbers to quantities as part of a quick-fire group game, and accurately order numerals from 1 to 20, using high-quality resources that encourage engagement. In Year 3, pupils use their knowledge of number bonds to quickly solve subtraction problems, and more able pupils confidently explain the strategies they use. All pupils make good progress as a result of the well-planned mathematics lessons that provide suitable support and challenge for all. Pupils display confident mathematical skills across the curriculum due to the positive atmosphere and high expectations of staff who incorporate mathematical concepts into a wide range of subjects. For example, counting beats and rhythms in music, measuring and data handling in science, and in informal situations such as when counting down to the end of a lesson. In a hockey training session, pupils discussed angles and speed of a pass. In a tutor session, older pupils demonstrated an excellent understanding of probability as they predicted whether the next playing card would be higher or lower than the previous one.

- 3.9 Pupils use their well-developed information and communication technology (ICT) skills to present their work in lessons, with older pupils confidently using ICT and word processing skills to complete homework tasks. Children in the EYFS enjoy using a digital screen to identify numbers in a Spanish lesson. Throughout the school pupils use ICT across a range of subjects to enhance their learning. In history, the oldest pupils accessed source material on their laptops and in geography, older pupils undertook online research into the qualities of a good settlement. Pupils speak enthusiastically about using coding and programming in ICT lessons and enjoy extending these skills in Robotics Club. Children with SEND use ICT very effectively so that they can participate fully in lessons and therefore make good progress. For example, in a music lesson, pupils with particular needs were able to link laptops to the smartboard in order to participate in the lesson in a more accessible manner.
- 3.10 Pupils demonstrate a limited range of study skills which they sometimes use effectively in their learning. In the EYFS, children use their initiative to make appropriate activity choices, select resources and solve problems. Older pupils sometimes demonstrate more sophisticated study skills such as researching, note-taking and revision, through dedicated lessons and library sessions. Pupils show independence of thought when encouraged and enjoy debates, discussions and the opportunity to give an opinion, especially at the top end of the school. In the lower years, progress in some lessons is limited when these opportunities are missed, particularly when explanations of techniques or methods leave little room for pupils of all abilities to develop appropriate strategies to support their learning.
- 3.11 Pupils achieve highly in a wide range of activities, particularly sporting pursuits, both within and outside the school. Pupils have represented the school at county, regional and national level in football, hockey, swimming, equestrian events, cross country, athletics and tennis, producing several finalists and champions along the way. These achievements reflect the multitude of clubs and co-curricular activities that are available to them, and the quality of the coaching they receive. In their responses to the questionnaire, a large majority of parents wholeheartedly agreed that the school provides a suitably varied range of extra-curricular activities. In their entry examinations to selective senior schools, most pupils gain places at their first choice. This is due to high-quality support from the school. Pupils regularly win academic and sports scholarships.
- 3.12 Throughout the school there is a tangible positivity from both pupils and staff which fosters pupils' healthy and happy approach to school life. Pupils' positive attitudes result from the way staff genuinely care about their pupils and actively model enthusiasm and mutual respect. The quality of relationships between pupils and staff and between pupils themselves strongly contributes to this achievement. Pupils display a good and sometimes excellent attitude towards learning, reflecting the high expectations of their teachers. Pupils settle quickly into the lesson and exhibit a strong desire to learn. Pupils apply themselves fully, automatically supporting one another in lessons and, when given the opportunity, are happy to use their skills to collaborate to achieve a team task, as was seen in a mathematics lesson where younger pupils worked at their own pace through a series of progressively harder tasks with great enthusiasm. Pupils show self-assurance from the earliest years in the school and are confident to ask questions to further their understanding.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Throughout the school pupils exhibit a very strong sense of identity that is firmly rooted in the school's ethos of *All for each and each for all*. Relationships between pupils and between pupils and staff are excellent. Pupils say that they are confident that everyone is accepted and respected equally. This, and the high expectations staff have for pupils' conduct, ensures there is a positive atmosphere that allows pupils to grow in self-confidence in preparation for the next stage of their lives. Pupils are self-assured from an early age and show mature levels of self-esteem and resilience as they progress through the school. For example, in a Year 8 mathematics lesson, pupils made several attempts at

solving a problem, adjusting their methods each time until they found a correct solution. When called upon, pupils persevere well, but also understand the benefit of asking for help from their teacher. By the time they enter the senior section of the school, pupils are well prepared to face the challenges ahead.

- 3.15 Pupils show well-developed decision-making skills both in their academic work and in their co-curricular pursuits, particularly in sport, where there are a wide range of clubs from which to select. In meetings, pupils attributed this to the effective support systems provided by the school that allow them to make their views known. When given the opportunity, pupils make positive decisions that contribute greatly to their progress and success. For example, in a mathematics lesson, pupils chose the level of work and investigative challenge they felt appropriate for themselves, and how they would record their findings. In reception, children voted on whether to continue with their activity, or stop for a snack. They decided to have a snack as they 'would work better after food'. Older pupils make informed decisions about choice and the balance of meals at lunch, recognising that they may need more calories if they have sport in the afternoon.
- 3.16 Pupils of all ages show a well-developed spiritual awareness in their appreciation of music, the natural world, and other arts. Artwork on display around the school shows a keen sense of expression through creativity. Pupils use their imaginations to good effect in lessons to express creative responses to a topic. For example, in a geography lesson Year 5 pupils listened to rainforest sounds to help them imagine what it would be like in the Amazon, while in a Year 1 art lesson pupils used music to inspire their artistic creations. Pupils say they value very much the opportunities offered by the school to reflect and have a time of calm, as seen in assemblies and form tutor time. They speak warmly of the peaceful areas around the school grounds that allow them to relax in a natural environment. Pupils show a good understanding of different religions. They write sensitively about religious beliefs and, in class, engage in fascinating discussions such as why a Buddhist temple was so big, eliciting suggestions such as 'larger is closer to God', 'Lots of people to go to a special place', and 'Gods are important, so larger is more respectful'.
- 3.17 Pupils understand the importance of distinguishing right from wrong. For example, in a Year 4 English class, pupils confidently discussed the characteristics of heroes and villains, and in a Year 5 science lesson, they readily accepted it was their responsibility to be sensible when carrying out the practical task, and the potential consequences of not following the rules. They show genuine respect for others and know and accept that there are certain school rules which are fundamental to achieving and maintaining the necessary standards of behaviour. Older pupils act as valuable role models for younger pupils. Pupils fully respect school rules and appreciate the need for systems for rewards and sanctions. They understand how their behaviour affects other people and the behaviour seen both inside and outside the classroom was always excellent. Pupils appreciate the role they are given in determining rules. Once a year, the school council discusses the school rules and considers whether any are no longer needed or need updating. Pupils take responsibility for their own behaviour. For example, they show a strong sense of environmental responsibility through the eco-council which has been instrumental in drawing up guidelines for promoting sustainability across the school.
- 3.18 Throughout the school pupils have excellent levels of social development, enabling them to work naturally, happily and effectively with others when the nature of the activity allows it. This was observed by inspectors across the full age range. For example, Nursery children spontaneously helped each other to select resources in the woodland classroom, while Year 6 pupils collaborated successfully to compose a motif in a music lesson. Pupils are sensitive to the needs of others and develop strong relationships with their peers. The comprehensive personal, social and health education (PSHE) curriculum and extended form times contribute to pupils' levels of consideration for, and appreciation of, each other. For example, pupils engage in keen discussion to agree the rules for a new playground game, ensuring everyone understands before they start playing. In response to the questionnaire, parents commented on pupils becoming well-rounded, independent individuals who

show empathy and consideration for others. These characteristics were confirmed by inspectors' own observations.

- 3.19 In conversation with inspectors, pupils expressed much pride in the various roles and responsibilities that allow them to make a significant contribution to school life, the local community, and the lives of others. Pupils show commitment to helping others, in their attitudes towards each other at work and play and in their contributions to charity events which are arranged at various times throughout the year. Pupils particularly enjoy planning, creating and running a variety of stalls at the annual *Founder's Day Fair*, when pupils raise money for different causes selected by each of the four houses. From an early age, pupils demonstrate helpfulness towards others in the school community by holding doors open, taking messages to other classrooms, or taking a turn as class captain. In older year groups, roles such as sports and house captains, or prefects are seen as a great honour. Pupils are proud to represent their classmates on the school council, which has been successful in championing several ideas including providing additional play equipment for the junior playground. Older pupils take very seriously the responsibility for helping to keep younger pupils occupied during wet weather breaks, supporting staff in organising fun and engaging activities. Throughout the school, pupils show great commitment to causes, particularly those related to the environment and climate change. In conversation with inspectors, pupils cited The *Eco-warrior* club and the associated *Brigade of Litter Pickers* as highly popular activities.
- 3.20 Throughout the school pupils show an acute sense of respect for each other and recognise the school's important role in creating a positive, encouraging, and welcoming environment where they can develop as individuals. In their responses to the questionnaire, pupils unanimously agreed that pupils treat each other with respect. They instinctively show respect for each other's differences, and this underpins the positive relationships seen between pupils of all ages. They show respect for each other's different abilities, religions and backgrounds, and the many displays around the school reflect their appreciation of diversity. Pupils frequently discuss and explore current affairs and international issues such as *Black Lives Matter*, disability awareness, religious and cultural celebrations with openness and maturity. For example, in a Year 3 assembly, pupils spoke with great sensitivity about accepting everyone for who they are and the importance of not pre-judging people.
- 3.21 Pupils know and understand the importance of keeping safe and of being physically and mentally healthy. They understand the need to lead an active life and enjoy developing their sporting skills through the wide range of physical activities available to them. At lunch, pupils demonstrate a good awareness of what constitutes a healthy diet as they select from the wide selection of freshly prepared hot and cold options. All pupils, including children in the EYFS, know that they should wash and sanitise their hands regularly throughout the day. Pupils acknowledge the need for safety rules and are diligent in following them. For example, children in the nursery are careful to stay within the designated area of the woodland classroom. Older pupils are cognisant of the need to use safety equipment when undertaking experiments in the science laboratory. In discussion with inspectors, pupils demonstrated a keen awareness of the importance of looking after their mental health, recognising the benefits of balancing their workload with taking time to play and relax, with the majority of pupils participating in a range of clubs and other after school activities each week. All pupils understand how to stay safe due to the clear and consistent guidance they are given and the school's practical approach to health and safety. They understand how and where to ask for help if they are concerned about anything they encounter online, or when using social media.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and other members of the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. 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 Chris Manville	Reporting inspector
Mrs Julie Lowe	Assistant inspector
Mr John Aguilar	Team inspector (Former principal, SofH School)
Miss Melanie Eaton	Team inspector (Deputy head, IAPS school)