



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Keble Preparatory School

February 2022

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendations		8
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
4. Inspection Evidence		13

School's Details

School	Keble Preparatory School			
DfE number	308/6000			
Registered charity number	312979			
Address	Keble Preparatory School Wades Hill Winchmore Hill London N21 1BG			
Telephone number	020 8360 3359			
Email address	office@kebleprep.co.uk			
Headmaster	Mr Perran Gill			
Chair of governors	Mrs Christine Edmundson			
Age range	4 to 13			
Number of pupils on roll	141			
	EYFS	15	Pre-Prep	23
	Juniors	32	Seniors	71
Inspection dates	31 January to 4 February 2022			

1. Background Information

About the school

- 1.1 Founded in 1929, Keble Preparatory School is an independent day school for male pupils aged between 4 and 13 years. It is a registered charity administered by a board of governors. The school comprises: pre-prep for Reception to Year 2, junior school for Years 3 and 4; and senior school for Years 5 to 8, located in separate buildings. Since the previous inspection new facilities include a music block, multi-use games area and EYFS outdoor area. The acting headmaster from 2020 to 21 was appointed as substantive headmaster in July 2021.
- 1.2 During the period March to August 2020, the whole school remained open only for vulnerable children and the children of key workers.
- 1.3 During this period of closure the school provided remote learning materials for all pupils.
- 1.4 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.
- 1.5 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.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the vulnerable pupils or children of key workers received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to support its pupils in upholding the school values of puritas (purity), veritas (truth) and probitas (honesty) and in developing the personal attitudes, characteristics and self-belief needed for pupils to become lifelong learners able to tackle any challenges in their future lives. It seeks to celebrate diversity, promote equality and to recognise pupils as individuals.

About the pupils

- 1.9 Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is above average compared to those taking the same tests nationally. The school has identified 25 pupils as having special educational needs and/or disabilities (SEND) which include speech and language difficulties, autistic spectrum disorder and other conditions. Three pupils have an education, health and care (EHC) plan. All of these pupils receive additional support. There are 18 pupils for whom English is an additional language (EAL). Their needs are met within the classroom and through individual support provided by teachers and support staff. The curriculum is modified for pupils identified as 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 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 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](#).

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, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school'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 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 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.

- Pupils, including those with SEND and EAL, attain above the national average in English and mathematics. Most pupils make expected progress in line with their ability.
- Pupils demonstrate good speaking and listening skills. The majority listen and respond respectfully to adults and their peers, expressing themselves confidently using a wide range of vocabulary.
- Overall, pupils make good progress in mathematics. By Year 8, pupils calculate confidently using the four rules of number and apply their knowledge and skills when problem solving.
- The vast majority of pupils exhibit excellent information and communication technology (ICT) skills, including coding, word processing and robotics.
- Pupils do not apply their research skills strongly in all subjects.
- EYFS children's learning is not extended well when they are engaged in child-initiated play in the inside and outside areas.

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

- The majority of pupils demonstrate good levels of self-understanding and self-reflection for their age.
- Most pupils make good choices exhibiting an understanding of right and wrong. The challenging behaviour of a small minority of older pupils impacts negatively on the overall culture of the school.
- Most pupils display good social awareness and development. The majority develop good leadership skills through volunteering for leadership positions.
- Within the school community most pupils are respectful of each other's differences. However, a small minority of older pupils sometimes use inappropriate language towards others.
- Most pupils understand how to keep themselves safe including online. They understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen the learning of EYFS children when engaged in child-initiated activities indoors and outdoors.
- Enable pupils to investigate and apply their research skills strongly in all subjects.
- Enable all pupils to be responsible for their own behaviour and to show respect for others including through the use of appropriate and inclusive language at all times.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The vast majority of pupils and parents who responded to the pre-inspection questionnaires were extremely positive with regard to all aspects of the school. Governors know the school well and are committed to supporting the school in the achievement of its aims.
- 3.6 The school's own assessment data indicate that pupils, including those with SEND and EAL attain above the national average in English and mathematics compared to nationally standardised scores for the tests. Most pupils make expected progress in English and mathematics when their attainment scores are compared with their ability scores. Some pupils make higher and much higher progress than expected. Most pupils with SEND and EAL make rapid and higher than expected progress. This is because the school's thorough analysis of data and comprehensive tracking system are used effectively to highlight pupils requiring early intervention and additional support. Appropriate and targeted intervention is provided by highly knowledgeable special needs staff. These liaise effectively with teachers to ensure that individual education plans detailing intervention required are implemented thoroughly and monitored regularly, including liaison with parents and discussions with the pupils themselves. Most pupils attain places at the school of their choice with some gaining academic, sporting and all-round scholarships.
- 3.7 Pupils demonstrate good levels of knowledge, skills and understanding across all areas of learning. Teacher assessments in the EYFS indicate that most children make good progress across all of the early learning goals with excellent progress in communication, language and literacy. The provision of attractive learning areas, currently including an Arabic tent and jungle, enables children to engage effectively in role play that develops their social, communication, language and literacy skills to a high level. However, when engaged in child-initiated play in the inside and outside areas, some children's learning is not extended sufficiently. This is because the interaction and guidance from adults is not always effective.
- 3.8 From an early age pupils develop strong scientific skills including observation, classification, measuring and predicting. For example, younger pupils tested gravity and resistance when dropping parachutes from a second-floor window. They wrote up their experiment accurately and confidently using the correct scientific terminology. Older pupils demonstrated a deep understanding of how energy began through the 'Big Bang'. Their explanations were at a high level, incorporating complex scientific theory. By Year 8 most pupils have a good geographical understanding of physical and economic geography. For example, older pupils explained in detail the best location for a factory taking into account living costs, transport links and location. Pupils in the juniors used complex physical geographical language such as summit, ridge, moraine and crevasse when drawing and labelling a mountain. In history most pupils demonstrate an understanding of chronology and changes over time and the impact of significant events on humanity. For example, upper junior pupils identified used accurately historical details when writing about life in Pompeii. Most pupils effectively discuss and interpret the musical meaning behind songs, developing their creativity to a high level through improvisation and composition using voice and a range of instruments. The opportunity to individually learn to play instruments including violin, piano, bassoon, saxophone and drums enhances the achievement of some pupils in music to a level of excellence. Throughout the school pupils develop the ability to perform confidently to a wide range of audiences including parents, staff and their peers.

- 3.9 Pupils demonstrate good speaking and listening skills. The majority listen and respond respectfully to adults and their peers, expressing themselves confidently using a wide range of vocabulary. For example, pupils were observed by inspectors during an assembly led by a renowned scientist, pupils asked perceptive questions and engaged in challenging scientific discussions. Most pupils participate confidently in presentations, assemblies and class discussions. During discussions with inspectors, pupils were articulate, listened attentively to each other encouraging everyone in the group to contribute. Young children were observed effectively applying their phonic knowledge to decode words. There is a culture of reading within the school including daily reading for pleasure. By the end of Year Three the vast majority of pupils read confidently at a level above their chronological age. Pupils writing skills are developed from an early age through the use of a well-structured scheme. Pupils in the EYFS form their letters correctly and are confident when writing words and sentences. Pupils stated during discussions that teacher marking of their work and feedback helps them to improve and extend their writing to higher levels. By Year 8, most pupils plan their writing effectively and write fluently in a wide variety of genres. For example, older pupils used onomatopoeia, personification and sound imagery when composing a metaphor poem describing the sea. Younger senior pupils demonstrated excellent linguistic knowledge and skills when identifying the different features of poems including odes, sonnets and ballads.
- 3.10 As they move through the school most pupils develop good skills in number. Some younger pupils are less secure in the wider aspects of mathematics including time, measure and shape. Gaps in knowledge and understanding reduces the progress and attainment of some younger pupils; for example, when calculating fractions and area. By Year 8, pupils calculate confidently using the four rules of number and apply their knowledge and skills when problem solving. For example, older pupils apply confidently the balance method in algebraic equations and calculate complex random sequences. Upper junior pupils use competently a range of data handling methods including bar charts and line graphs.
- 3.11 The vast majority of pupils have developed high-level ICT skills including coding, word processing and robotics. Throughout the school pupils use ICT effectively to support their learning across the curriculum. For example, pupils create a range of music and song using appropriate software. Older pupils were observed in an ICT lesson programming a thunderstorm to be included as a sound effect in a film. During an assembly pupils demonstrated outstanding ICT knowledge and skills when explaining how they had designed and built a model of a robotic arm to collect space junk. Their presentation included a live link to the space station and a demonstration of the model in action.
- 3.12 The majority of pupils display a level of study skills appropriate for their age drawing knowledge from a range of resources. In some subjects, pupils recall relevant information efficiently and can make links between different areas of study. For example, in science younger senior school pupils drew upon their research to hypothesise why different countries experience global warming in different ways. Following detailed investigation, they produced a thoughtful policy detailing how global warming had affected the country they had studied. However, pupils do not apply their research skills strongly in all subjects. Opportunities to extend learning through investigative work are less well developed across most subjects.
- 3.13 All pupils participate enthusiastically in a range of competitions and matches against other schools, including collaborative club, chess, karate and Eco club. All pupils successfully perform in school productions. Several pupils successfully participate in the choir, orchestra, local rugby, football, cricket and tennis academies. Pupils particularly able in the performing arts are supported in developing their performance skills to a high level, including in the professional theatre.
- 3.14 The majority of pupils' attitudes to learning are good. However, the negative attitude of a very small group of older pupils impacts their learning and achievement. The majority of pupils were observed engaging in their learning enthusiastically in groups and in pairs. For example, pupils in a lower senior English lesson worked efficiently and independently on creating a joint cinquain poem in which they took on different tasks. In collaborative club, a range of pupils demonstrated initiative and

independence and the ability to work collaboratively when teaching each other how to play a variety of different games. These positive attitudes to learning are encouraged and supported by the high expectations of most staff and the leadership of the school.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is good.
- 3.16 In line with the school aims, the majority of pupils show good levels of self-understanding and self-reflection for their age. During discussions, the majority of pupils were confident and articulate, reflecting with clarity on their strengths and weaknesses. For example, a group of older pupils demonstrated mature awareness of their personal feelings by reflecting on the lyrics of the song *Stand up for your rights*. They stated strongly that people should stand up for what they know to be right even though this may be difficult. Pupils spoke proudly about their work and said that staff recognised when they had tried hard and supported them in improving even further. Strong pastoral leadership and the care and attention given to pupils by teachers throughout the school underpins pupils' ability to be self-reflective. Pupils stated during discussions that they like having worry monsters and worry boxes in the classrooms as these enable them to share any worries or concerns that they have as well as talking to their teachers. The recently developed well-being room provides a safe and comfortable space for all pupils to meet with a trained mental health first aider, enabling them to understand their behaviour and emotions and develop ways of managing these appropriately. A wide range of pupils regularly reflect on issues that are important to them including their work, examinations, stress, overcoming worries and how they can manage life's challenges. By the time they leave the school, the majority of pupils have developed self-confidence and the skills necessary for the next stage of their lives.
- 3.17 Most pupils understand the importance of making good choices. Across the curriculum pupils are provided with choices including making decisions about the level of challenge they want to undertake and areas for personal study. For example, older junior pupils chose an area in the USA to research from geographical perspective. The school council enables pupils to make significant decisions that impact the school community. For example, pupils are involved in the selection process for new staff. Eco warriors encourage the school community to make decisions that impact positively on the environment including reduction of litter and energy efficiency.
- 3.18 During discussions, the majority of pupils demonstrated a good understanding of spirituality and the non-material aspects of life. Older pupils stated that spirituality exists beyond the body and that you cannot actually see it. They demonstrated a good understanding of techniques they use such as control of breathing in order to develop calmness and awareness beyond the physical. Older juniors demonstrated a good understanding of the need to think more widely about profit and what is important in life. They stated strongly that being kind, looking out for others and helping people less fortunate than themselves should be incorporated into life's experiences. Upper seniors demonstrated a mature understanding of spirituality through philosophy when interpreting the image of the cave depicted by Plato. They identified and understood the link between perception and what reality is both physically and spiritually.
- 3.19 Most pupils exhibit an understanding of right and wrong. During discussions, most pupils demonstrated that they understand and support the school's values and rules. They stated that it is important to accept personal responsibility for behaviour and actions. The majority of pupils challenge misbehaviour and unkindness when they encounter them and show no tolerance for bullying. However, a small minority of older pupils push the school's rules and boundaries in the way they behave and speak inside and outside of the classroom. This behaviour impacts negatively on the culture of the school. The school is aware of this and is strengthening pupils understanding of right and wrong and how to make amends through a restorative justice approach.

- 3.20 Pupils display good social awareness and development. Most form positive relationships with each other, enjoying friendship and healthy competition particularly through the house system. They collaborate well and support each other in achieving common goals and solving problems in the classroom, team sports and charitable events. In the EYFS children play collaboratively using the wide range of resources carefully planned to increase their social interactions. Senior pupils work effectively with their peers to develop each other's work through an online platform by giving positive feedback and ways to improve. During discussion with inspectors, pupils efficiently organised themselves into groups and collaborated well with each other when discussing their work and a range of aspects with regard to school life.
- 3.21 The majority of pupils develop good leadership skills through volunteering for positions of responsibility. These include school counsellor, house captain, sports captain, eco warrior, music ambassador and class monitor. Pupils appreciate strongly the circumstances of those less fortunate than themselves. This is shown through the involvement of most pupils in significant activities that benefit others, within school, in local communities or through charitable enterprises. These include NSPCC, Youth Mental Health Charity, Genes for Genes and The Spring Charity Water. During the inspection, pupils supported a renowned scientist in raising funds for the Genesis Trust. As well as raising money for the trust, pupils demonstrated understanding of the aims and ethics of the charity and the impact of their contribution. A number of older pupils contribute positively to their local area by participating in local choirs, orchestras, music groups, football, tennis and rugby clubs.
- 3.22 Within the school community most pupils are respectful of each other's differences. However, during pupil discussions, a small minority of older pupils referred to the use of inappropriate language by some of their peers towards pupils from cultures different to their own. There is extensive evidence that the vast majority of pupils are inclusive of those from backgrounds different to their own, mixing readily and respectfully with pupils from a range of nationalities, backgrounds and beliefs. For example, younger pupils understand the importance of learning about and respecting other cultures and celebrating the differences between them by sharing folk songs from Greek, Turkish, Indian and Italian cultures. In their writing, younger senior pupils demonstrated clear understanding of the impact of the holocaust and the importance of equality and challenging racism. Younger senior pupils have a mature understanding of the importance of respecting different genders and appreciating the struggles and difficulties they may face. For example, older pupils demonstrated a mature and extensive understanding of the complexities that can arise between different cultures in their writing about Mahatma Gandhi and his belief in peaceful resistance.
- 3.23 Most pupils understand how to keep themselves safe, including when online. They know not to give personal details and to tell an adult if they receive a communication from someone they do not know or messages that may be abusive. Pupils understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. They clearly love the school therapy dog stating that he always makes them feel good and is there for them when they are upset or worried. During discussions older pupils spoke positively about personal, social, health and economic education lessons. They said that these have developed their understanding of changes that they are experiencing as part of growing up and how to keep healthy in body and mind. Although most older pupils are aware of the meaning of consent, they are less sure about appropriate personal and social boundaries. Pupils are confident with regard to knowing trusted adults to turn to if they are worried or concerned, including a range of staff. The well-being room and the provision of mental health first aid contribute strongly to pupils feeling safe and secure. During discussions, older pupils spoke confidently about the importance of staying healthy and looking after their mental health. They talked about the importance of having a support network and different ways to sustain a positive approach to life. The overwhelming majority of parents who responded to the questionnaire stated that the school safeguards their children effectively.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of governors and the safeguarding governor, 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

Dr Patricia Preedy

Reporting inspector

Mrs Elizabeth Bell

Compliance team inspector (Bursar, IAPS school)

Mr Jonathan Burnet-Harris

Team inspector (Deputy head operations and compliance, HMC school)