



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Lady Barn House School

November 2021

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 |
| Recommendation | | 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 | Lady Barn House School | | | |
| DfE number | 356/6007 | | | |
| Registered charity number | 1042587 | | | |
| Address | Lady Barn House School Langlands Schools Hill Cheadle SK8 1JE | | | |
| Telephone number | 0161 428 2912 | | | |
| Email address | secretary@ladybarnhouse.org | | | |
| Headteacher | Ms Louise Higson | | | |
| Chair of governors | Mrs Joanna Berry | | | |
| Age range | 3 to 11 | | | |
| Number of pupils on roll | 472 | | | |
| | Early years | 91 | Infants | 129 |
| | Juniors | 252 | | |
| Inspection dates | 2 to 5 November 2021 | | | |

1. Background Information

About the school

- 1.1 Lady Barn House School is a co-educational day preparatory school for pupils between 3 and 11 years of age. It was founded in 1873 by the educational pioneer, W H Herford. It is a charitable trust with a governing body. The school has four sections: early years, infants, lower and upper Juniors.
- 1.2 Since the previous inspection there has been a change to the chair of governors and a new headmistress, deputy head and head of lower juniors took up posts in September 2021. A new woodland learning environment was also developed in September 2021.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 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 the children of key workers or vulnerable pupils 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 develop children who are highly articulate, numerate, inquisitive and knowledgeable and who grow into well-rounded, understanding citizens of an ever-changing world. It seeks to value individuals and celebrate differences in the context of an innovative curriculum which promotes risk-taking, creativity and ingenuity.

About the pupils

- 1.10 Pupils come from a range of family and cultural backgrounds, mostly from Cheadle and the surrounding towns. Data provided by the school indicate the ability of pupils is above average compared to those taking the same tests nationally. No pupils in the school have an education, health and care (EHC) plan. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help, mainly for dyslexia or speech and language difficulties. English is an additional language (EAL) for 44 pupils, all of whom are offered varying levels of support in class. Data used by the school has identified a number of pupils as being the more able in the school's population, 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, 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](#).

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 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 throughout the school. 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 pupils 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. Where the school's own names differ from those used nationally, the details are given in the table below:

| <i>School name</i> | <i>National Curriculum name</i> |
|--------------------|---------------------------------|
| Nursery | Early Years |

Key findings

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

- Pupils are highly articulate. They speak with great confidence and clarity for their age.
- Pupils' mental arithmetic skills are outstanding and these are used effectively in activities across the curriculum.
- Pupils display exemplary and aspirational attitudes to their learning.
- Pupils have high levels of competence in information and communication technology and use their skills masterfully in other areas of the curriculum.

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

- Pupils are highly adept at assessing their own performance and set personal targets for future development.
- Pupils of all ages exhibit strong moral development which is reflected in their high standards of behaviour.
- Pupils across the age range are highly sociable and hugely supportive of each other.
- Pupils demonstrate maturity, energy and pride whilst undertaking the many positions of responsibility open to them.

Recommendation

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

- Enable pupils to further develop their reading and comprehension abilities to bring these in line with their very well-developed numeracy skills.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Older pupils traditionally perform very well in external scholarship examinations and in recent years a large number of awards have been made in sport, music and academia, including those from schools with highly competitive entry criteria. The school facilitates this through a targeted focus on entrance examinations in the upper juniors. Pupils have submitted medal-winning entries at a local senior school art competition and a considerable number of pupils take extra-curricular speech and drama examinations each summer in which they achieve excellent results. Pupils' achievements in the performing arts are exemplified by a significant number of merit and distinction awards in music exams. Those pupils performing in sports competitions also enjoy considerable success with the gymnastics team recently reaching the finals of a national competition and the football team enjoying a very successful run of results in a variety of competitions. The girls' hockey team are currently ISA northern champions.
- 3.6 The overall attainment and progress of the pupils is good. Assessment data provided by the school show that in standardised tests and the EYFS profile, attainment is above average for pupils sitting the same tests nationally. Many of those with EAL attain very well, and more able pupils achieve well above average. Progress for all pupils is usually good and sometimes rapid in relation to those of similar ability, due to the careful monitoring by, and support of, their teachers. For example, in Reception, pupils' rapid development is enhanced through their teachers' use of a rigorous observation and assessment system which provides a clear focus on areas for future development. Across the school, any pupils who are not making the expected progress as identified by test data analysis, receive targeted individual support so that they quickly catch up with their peers. The achievement of pupils with SEND is good. Data supplied by the school show that reading attainment, whilst still above average, is not as well developed as that in mathematics.
- 3.7 Pupils display a high level of basic skills across their wide-ranging curriculum and their development of knowledge and understanding is excellent. This is a fulfilment of the school's aim that, each child leaves as a highly articulate, numerate, inquisitive and knowledgeable young person. The development of pupils' skills begins in early years where, for example, children showed very good dexterity for their age whilst manipulating plasticine into shapes such as animals. They adeptly rolled and cut the dough and manipulated it by hand to achieve their desired aim. By the end of Year 6, pupils show excellent levels of confidence in a diverse range of subject areas including languages, drama and sport. Pupils of all ages develop additional skills through the comprehensive range of available clubs and extra-curricular activities. Pupils attribute their development to the staff. In response to the pre-inspection survey, an overwhelming majority of pupils said that teachers know how to help them to learn, and the vast majority of pupils felt that their teachers knew their subject well. The further development of skills for more able pupils is successfully achieved by the provision of a wide range of enrichment and extension activities which they are strongly encouraged to complete.
- 3.8 Pupils develop an enjoyment of mathematics which results in a commanding facility with number. They are able to apply this, together with practical and problem-solving skills, to a variety of situations. The pupils' skills in numeracy are excellent. The older pupils score highly in standardised assessments and use these skills in other areas. For example, older pupils generated their own census with dates and ages of family members as well as producing population graphs from the era of the industrial revolution. They can interpret data presented graphically and use this skill to plot the results of experiments in science. In the early years, children showed rapidly developing skills of number and shape recognition for their age. They can quickly and confidently count and read the digits to ten and recognise an array of common 2D shapes. In other year groups, pupils show high levels of proficiency in mental arithmetic which is developed through regular practice at every available opportunity such as during registration times.

- 3.9 Pupils demonstrate excellent communication skills. Pupils of all ages show well developed listening skills, and the older pupils are highly articulate young people, often using complex vocabulary which is developed from an early age. Early years children were able to converse with inspectors about their story and what they were making, demonstrating a wide range of vocabulary for their age. Pupils respond to teacher questioning with flair and precision and are confident when speaking in lessons and activities across the curriculum. A considerable number of pupils benefit from further opportunities to enhance their skills through preparation for speech and drama exams and the speaking competitions in which they participate. Pupils develop sophisticated writing skills due to the encouragement and aspiration provided by staff. For example, older pupils have an excellent grasp of language structure and technique. They readily distinguish between similes and metaphors and can explain why writers might use these types of figurative language. Reading skills are good overall but observations and data suggest that there are fewer very fluent readers for their age in some year groups.
- 3.10 Pupils display an excellent level of competence in information and communication technology and make productive use of their skills across the curriculum. Older pupils spoke to inspectors about how confident they feel in using coding and in their science lessons, pupils have used the video functions on their tablet to film an object falling. They then applied a freeze-frame function to the film to measure the distance the object had fallen as well as using the stopwatch function. Younger junior pupils used their tablets to adeptly record and manipulate audio clips. Pupils use tablet computers with confidence for research and other tasks and such opportunities to enhance their learning are available as a result of the increased investment in technology by the school's leadership.
- 3.11 Pupils display excellent study skills. They readily draw knowledge from a range of sources beyond their teachers, including traditional reference works and digital resources. In the pre-inspection questionnaire, an overwhelming majority of parents felt that the school helped their child to be confident and independent, and observations in lessons confirmed that the pupils enjoy asking questions and being involved in their lessons. They think for themselves and are keen to hypothesise as, for example in an ICT lesson when the class were asked to reflect upon the question 'what does audio look like?' as part of a discussion preceding a unit on sound recording. Such learning behaviours are encouraged amongst the youngest children. In the early years children predict with great enjoyment and excellent accuracy, which character may be hidden in the location mentioned in their story of 'Where's Spot?' More able pupils demonstrate well-developed higher-order thinking skills. For example, in a mathematics lesson for older juniors, pupils were able to suggest the next steps in the completion of a complex problem involving the multiplication of mixed numbers. They based their suggestions logically upon prior learning and could link the steps to other topics, such as money, previously studied. Pupils' skills are developed as a result of the way in which lessons are structured, providing ample opportunities for all pupils to explain their thinking, irrespective of the curriculum area. This enables the school to realise its aim that each child develops as a confident, independent, creative thinker and problem-solver.
- 3.12 The pupils' attitudes to learning are exemplary and they are highly productive in independent and group work. Lower junior pupils displayed excellent attention to detail, demonstrating initiative and independence in equal measure, as they settled on which component part to include in the design of illuminated letters in an art lesson. Highly positive attitudes are also evident in pupils' extra-curricular work. For example, in the infant chess club when pupils combined attentive listening with focused concentration and set up their chess boards with minimal fuss. Pupils have high aspirations for themselves and love the sense of achievement that this brings.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The pupils' social development and their ability to work collaboratively is excellent and helps the school to meet its aim that each child learns to be a team player. Pupils form productive relationships with one another and support each other in communal enterprises such as on the school council or securing items for their class 'colour' stall at the Christmas fayre. Older pupils can be relied upon to look after younger pupils should they fall in the playground and they recognise that classmates may have particular needs or characteristics which require consideration. Excellent examples of cooperative play were witnessed in the early years when groups of children interacted maturely for their age while working with peers in the role play area. Pupils mix extremely well across all age groups and are hugely supportive of each other due to the strong sense of community that has been established in the school.
- 3.15 Pupils make an excellent contribution to their school and to the wider community. They appreciate the circumstances of those less fortunate than themselves and are active in supporting them. For example, pupils take pride that significant funds have been raised for a range of causes such as the local children's hospital and a national cancer charity, and that harvest produce was donated to a project helping the homeless. Pupils expressed a sense of service and community established through the roles and responsibilities they take up and the number of voluntary tasks they fulfil. These include representing their classmates on one of the four elected school councils and there is the opportunity in Year 6 to serve as Head Girl and Boy. The chance to perform as a House Captain, sports or subject captain and other positions of responsibility such as prefect are also available to the Year 6 pupils. Many volunteer for initiatives to help such as sports leaders, ICT support or lunch helpers and others relish the chance to be involved in a school music or drama production.
- 3.16 The pupils display excellent self-understanding. During interviews with inspectors, older pupils showed advanced levels of self-knowledge as they reflected honestly about their performance across the curriculum and how their strengths and weaknesses mirrored their likes and dislikes. They are skilled at assessing their own performance and understand the importance of setting personal targets for future development. Pupils across the junior school exhibit high degrees of self-discipline and self-regulation as they walk around the school, staying in orderly lines and being calm, even without close teacher supervision. Pupils of all ages exhibit an assured self-confidence and notable self-esteem, which is developed through the highly effective use by staff of praise and encouragement and through the strong pastoral support which is tailored to pupils' individual needs. Staff know the children well across the school and pupils know they can freely approach members of staff for help and advice. The pupils' independent learning is promoted in a variety of ways from encouraging children in early years to put on their wellingtons before working in the woodland environment to an initiative which gives junior pupils strategies to independently move forward when they are stuck with their work. Junior musicians performing for their class, showed admirable resilience when they carried on following a slight mistake in their playing, to a supportive response from their peers. Pupils are well-prepared for the next stages in their lives, supported by the considerable success they enjoy from their time at school.
- 3.17 Pupils display an excellent ability to distinguish right from wrong and to accept responsibility for their behaviour. In interviews with inspectors, pupils from various age groups stated that behaviour in the school was generally of the highest standard. This matches the views of parents in the pre-inspection survey, where the overwhelming majority believed that the school actively promotes good behaviour. Pupils show excellent manners and their demeanour around school is calm and orderly. In their lessons, the younger children in early years can sit attentively and listen well to their teacher's instructions. Pupils challenge any incidents of misbehaviour or unkindness when they see it and show no tolerance for bullying. They are quick to show initiative in addressing such behaviour on the rare occasions when it might occur. Such characteristics are reinforced through the school motto: 'Be

yourself, but be your best self' and the prominent display of 'Barney's Code of Behaviour' which is known by all the pupils.

- 3.18 Pupils display an excellent capacity to make appropriate decisions. Children in the early years exhibit a mature autonomy over which activity they choose and with whom they play. When two children wanted the same part to make their rocket and only one was available, a child was articulate in making a decision and showed a sophisticated understanding of the notion of compromise. Pupils from Year 2 and above who were elected to join one of the representative councils showed a well-developed capacity for decision-making as they dealt with a range of pertinent issues from children's thoughts on the curriculum to social issues, playtimes and how to welcome new pupils. They have an excellent understanding of the impact of the decisions they are making for the corporate good of the school.
- 3.19 Pupils' appreciation of the non-material aspects of life and their capacity for spiritual understanding is excellent and evident in their demeanour. For example, in response to their choice of sound loops in a music production software activity, younger junior pupils could not stop themselves from moving to the music, thus showing an excellent appreciation for non-material stimuli. Pupils' spirituality is further developed as they reflect on their own faith and that of others through discussions in assemblies and the religious education programme of study. For example, pupils in a lower junior class offered excellent descriptions of the nature and function of light across a range of faiths arising from a discussion on Diwali. The wonder and awe the children experience about the world around them and the appreciation they have for the world is enhanced by the school woodland learning experience and extensive trips programme.
- 3.20 Pupils develop sensitivity and tolerance to those from other backgrounds, traditions and faiths as all are encouraged to share their own religious practices with the rest of their class. Such activities help pupils to achieve an excellent level of respect for diversity. This view is shared by an overwhelming majority of parents who responded in the pre-inspection questionnaire that the school actively promotes the values of democracy, respect and tolerance of other people. Pupils' understanding of British culture is promoted as they take part in events such as Remembrance Day and the youngest pupils produce a nativity play at Christmas. Such activities help the school to meet its aim that each child grows into a well-rounded, understanding citizen of an ever-changing world.
- 3.21 Pupils have a strong and mature understanding of the importance of staying safe both in terms of their digital lives as well as regarding matters to do with their personal, physical and mental health and well-being. Pupils understand how to stay safe online, supported by the school providing clear guidance about the risks and establishing procedures to protect the pupils when online. In interviews, pupils spoke confidently that they would report anything unusual or that they did not like when online, to their teacher or parents.
- 3.22 Younger junior pupils understand why it is important to keep fit and healthy and in their games session they were taught the correct way to hold a hockey stick in order to keep safe. All pupils make positive food choices when given options for their lunch. This was encouraged in lower junior classes where pupils completed a healthy eating work book which involved keeping a food log, designing a healthy menu, being active and drinking plenty of water. Pupils also develop road safety awareness. For example, the school has run cycling safety courses for Year 5 and 6 children. Children undertake a study of mental health and well-being as part of the personal, social, health and economic education (PSHEE) course and know they can seek help if needed from various adults in the school, including the trained mental health first aiders.

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 a group of governors, 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 Robert Lilley | Reporting inspector |
| Mrs Claire Robinson | Compliance team inspector (Head, IAPS school) |
| Mr Timothy Smith | Team inspector (Head, IAPS school) |