



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Eaton House The Manor School

June 2022

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School's Details

School	Eaton House The Manor School			
DfE number	212/6394			
Address	Eaton House The Manor School The Manor 58 Clapham Common Northside London SW4 9RU			
Telephone number	020 7924 6000			
Email address	admin@eatonhouseschools.com			
Headteachers	Mrs Sarah Segrave, Mr Oliver Snowball, Mr David Wingfield, Mrs Roosha Sue			
Proprietor	Dukes Education Ltd			
Age range	2 to 13			
Number of pupils on roll	688			
	Nursery	44	Pre-prep	202
	Girls school	224	Prep	218
Inspection dates	8 to 10 June 2022			

1. Background Information

About the school

- 1.1 First established in 1993, Eaton House The Manor School has developed into a family of schools. The school is divided into four separate sections, each with its own head. The co-educational nursery is for children aged two to four, the girls' school caters for pupils aged four to eleven, the pre-preparatory school accommodates male pupils aged four to eight, and the preparatory school male pupils aged eight to thirteen.
- 1.2 The school has been owned by the proprietorial body of Dukes Education Ltd since 2021 and is administered by a board of two directors.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to provide a first-class education striving for excellence in all academic, cultural and sporting pursuits, giving every child the confidence to discover where their gifts lie and to enjoy their talents. Furthermore, the school seeks to promote the self-respect and dignity of each person and to share with parents in the spiritual, moral and intellectual development of their children within a well-ordered and caring school community.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds living within a three-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive specialist help. Seven pupils have an education, health and care (EHC) plan. Three pupils have English as an additional language (EAL), whose needs are supported by the school. The school modifies the curriculum and offers extra-curricular activities for those identified as the more able or for those who have specific talents.

2. Regulatory Compliance Inspection

Preface

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the nursery, pre-preparatory and up to Year 6 in the preparatory school and relationships and sex education in Years 7 and 8, 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. 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>
KG	Reception

Key findings

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

- Pupils are excellent communicators as shown in the quality of their writing and mature conversations with their peers and adults.
- Pupils display outstanding attitudes to their learning, approaching their studies with enthusiasm, positivity and a desire to succeed.
- Pupils achieve notable success in both curricular and extra-curricular activities.
- Pupils' study skills are of a high order, and they approach challenges with tenacity and logic, understanding the importance of effective analysis and hypothesis.

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

- Pupils are competent decision-makers and understand how their choices impact on their lives and on those of others.
- Pupils display high levels of self-confidence and self-understanding and show a maturity beyond their years.
- Pupils have an excellent understanding of the importance of staying safe and keeping healthy, including mentally.
- Respecting others is an innate quality exhibited by all pupils, with diversity and inclusion being openly celebrated.

Recommendation

3.3 The school should make the following improvement.

- Strengthen pupils' social development by increasing opportunities including cross-gender across the school.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities achieve highly in all areas of the curriculum. Results in standardised tests indicate that pupils' attainment is strong compared to those taking the same tests nationally. This is a notable achievement given that the school does not select pupils on entry in terms of their academic prowess. The success of the pupils is reflected in their success at the point of transfer to their secondary schools, where many are awarded scholarships for academic achievement or other skills and talents, such as in music, art, sports or drama. Pupils of all abilities, including those with SEND, EAL and the more able, make good and often rapid progress. This was confirmed in an analysis of their results over time, in the scrutiny of their work, in discussions with staff and pupils and in lesson observations. Most children reach their expected levels of development at the end of the EYFS. Pupils speak confidently about the progress they have made and are proud of their achievements. They not only recognise their progress in subjects which are tested through examinations, but also in areas such as sport and art. The pupils' progress reflects the skills of the teachers together with the challenge of the curriculum. Pupils are supported in their achievement and progress by detailed data tracking by teachers and school leaders. This ensures that suitable early interventions can be put in place should any pupil not be progressing at an expected rate. Pupils are highly aspirational and engage purposefully in the learning process in order to maximise their potential. The school is most successful in achieving its aims to promote excellence and in discovering and nurturing individual talents and skills. Most parents and pupils who participated in the pre-inspection questionnaires agree that good progress is made by their children and that teaching supports the learning process effectively.
- 3.6 All pupils develop excellent knowledge, skills and understanding across different areas of learning. The pupils have firm foundations from their beginnings in Nursery, and this is built upon as they move through the school. This is achieved through a combination of good planning and challenging activities. Evidence from lesson observations and work scrutiny shows that pupils are working at a high level for their age. In discussions pupils spoke passionately and confidently about the development of their skills, knowledge and understanding. This was shown when older pupils demonstrated a great depth of understanding about World War II where they could confidently recall facts and detail. Equally the complexity of the work observed is excellent, such as in a sonnet written by Year 6 pupils using sophisticated language to create imagery. The same was evident when pupils in Year 7 demonstrated artistic flair when sketching fruit, and also in the quality of singing both in specific choral groups and as part of assemblies. When talking with an inspector, younger pupils enthusiastically explained the difference between past and present at the seaside. They could explain about the bathing machines in Victorian times and rationalise about the clothing and how women covered themselves because of societal expectations. Teaching of high quality, excellent support and a positive work ethic all ensure that pupils' acquisition of knowledge and the development of their skills is strong.
- 3.7 Pupils display excellent communication skills and are confident, articulate speakers and listeners. Beginning in the Nursery they develop an extensive vocabulary, contributing to paired, group or class discussions and they listen carefully to their peers and teachers. Pupils express their views without hesitation and at times, in a way that makes them appear more mature than their years. They enjoy communicating with a wider audience as shown when those in Year 3 performed a play to the school and their parents based on different aspects of Aztec life, which they had learned about in class this term. Equally, older prep school pupils showed great skill when reading out their Latin passage, confidently adopting what they thought was a Roman accent. Extended writing skills develop rapidly throughout the school as evidenced by the work scrutiny and in the books shared by the pupils. They love to write and then relish the opportunity to extend the content of their work. They write for different purposes with precision, emotion and aplomb. There is an evident love of reading and emphasis on building skills over time in a fun but systematic fashion. Pupils' excellence and enthusiasm in reading is supported by well-stocked libraries in each school.

- 3.8 From a very young age, pupils demonstrate excellent competency in numeracy. They can identify the strengths and weaknesses in their mathematical development and know how to address these and use their skills in problem solving. The foundations for their success in mathematics comes from the structures put in place in the Nursery. Early number recognition and consolidation at age three develops, as pupils move through the school, into progress in telling the time and the addition of fractions for lower prep-aged pupils to complex computational work in the older years. This was demonstrated when older pupils responded enthusiastically to a mathematics challenge to find a given number when supplied with a selection of other numbers and operations. Pupils confidently apply their knowledge and skills in mathematics to other areas of learning such as in science where they effectively use data handling skills or in geography when using maps and when making scale models of the solar system. In discussions with inspectors they even spoke proudly about using mathematical skills in baking at home.
- 3.9 Pupils of all ages are competent users of information and communication technology (ICT). Not only do they develop specific skills but they can also clearly articulate how ICT helps them develop their learning further. Pupils adopt a learning style that embraces rather than fears all that is technological. They naturally use it to further their learning seeing the benefits it offers as a research tool. Pupils talk confidently and with excitement about their success in music technology when composing melodies for more than one instrument, and also in design and technology when using sophisticated cutting apparatus for their three-dimensional models. Year 3 pupils produced excellent interactive scenes when coding and pupils have been taught that, if used properly, the internet is a safe place to learn. In a Year 5 lesson, pupils were all able to successfully use a variety of functions in their coded game and explain competently about its formation and where any debugging was required to improve its performance. A group of female pupils spoke proudly about a presentation they had put together to help the younger girls with their examination preparation. Children in the Nursery demonstrated their technological prowess when taking photographs for their newsletter.
- 3.10 From the youngest age, pupils demonstrate excellent study skills. These skills develop to such a high standard because of the effective planning of lessons and the many opportunities that pupils are given to exercise them. This view is supported by most parents in the questionnaires who feel that the school equips their children with the team working, collaborative and research skills they need in later life. Teachers do well to tease out hypotheses from pupils, extending their thoughts and helping them to make effective linkage across curricular areas. Pupils talk confidently about their abilities in working independently and how tenacity and resilience are important qualities. They enjoy the challenge of taking on open-ended tasks, understanding that these will help them progress. They were able to articulate the importance of this by stating that an open mind is important as it helps to find solutions. Children in the Nursery questioned whether putting cream into a jar and shaking it would make butter. They felt that this did not make sense and declared that they would need to try it again just to be sure. Pupils enjoy challenging work understanding that they learn through their mistakes.
- 3.11 Pupils are highly successful in their achievements outside the formal curriculum. They perform at a prominent level in scholarships and competitions. Many succeed in a variety of activities including canoeing, playing chess for the county and in football, cricket and tag rugby tournaments. They are successful in teams and on an individual basis. Pupils have also seen success in national general knowledge, handwriting and art competitions. They speak with pride about their music, drama and sporting achievements, such as by achieving excellent results in nationally recognised drama examinations. Pupils' success is enhanced by having easy access to the playing areas opposite, which the school uses regularly. Pupils are highly appreciative of the opportunities to perform in productions and presentations and even the youngest pupils look forward to participation in assemblies and events such as the Nativity play at Christmas.
- 3.12 Pupils' attitudes towards learning are outstanding. They confidently demonstrate initiative and independence inside and outside the classroom. The youngest children in the Nursery have a natural willingness to work collaboratively, which they do in the many opportunities that are provided for

them. All pupils are highly effective at displaying leadership in their learning. Pupils demonstrate positive approaches to their studies and talk with pride about the importance of the inspiring learning environment engendered by the school. They are motivated to learn and are positive because they feel that the school recognises their initiatives. In discussions with inspectors they spoke of their love of learning new things and how they strove to always improve their work. They are highly supportive of each other and are expert collaborators. They understand what they need to do to improve academically and have the self-discipline to do so.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate an excellent level of self-confidence and are able to recognise their own strengths and areas for development. Pupils of all ability take responsibility for their own learning. They feel prepared for their next steps and understand how they have improved their performance already. For example, in a Year 4 lesson they reflected on their progress and how they had improved their writing using different techniques to create suspense. They then completed a self-reflection exercise identifying how well they had met the aims of the lesson. In discussions, pupils spoke passionately around this area, attributing their success to a school culture that encourages thought, reflection and improvement. They are sufficiently confident to ask for help and guidance whenever it is required. Pupils readily verbalise how they feel well-prepared for the next stage of their lives, citing their teachers and school leaders as being key factors in their success. They understand that hard work will be the determinant of their future success but that this needs to be accompanied by self-belief. All these elements support the school's aims to promote self-respect and dignity.
- 3.15 Pupils show excellent levels of decision-making whilst at the same time understanding that these decisions are key factors of their own success. The youngest children in the Nursery show confidence in their ability to make their own decisions by choosing their activities and making important friendship choices. Younger prep-aged pupils eloquently shared how making their own decisions as to which level of work to complete impacts on their success. They could rationalise that work that is too easy is boring and that work that is much too hard stops them from being successful. Older pupils understand the need for balance around examination requirements, what they would like to learn and how to look after their mental health. Pupils of all ages makes important decisions about their social interactions, placing tolerance and respect at the centre of their relationships. Pupils are also adept at making decisions about the balance between school and home life, reflecting carefully on which activities to become involved with.
- 3.16 Pupils show an excellent appreciation of non-material aspects of life as shown by their pleasure at spending time on the common or by their recount of the awe and wonder they felt when seeing the *Lion King* on a theatre visit to central London. Younger pupils were inspired by a visit to a gallery and the work of the artists, which they followed up with their own take on some famous paintings. They understand what makes them feel good, citing aspects such as that when painting on silk during art they feel calm and relaxed. In discussions Year 7 pupils clearly articulated how the kindness shown by their friends and teachers made them feel special inside. They know that kindness and support are invaluable elements in their growth and development. Pupils' spiritual development is strengthened through lessons in theology, philosophy and religion (TPR) when, for example, studying different world faiths. The individual school communities benefit from uplifting moments such as when the pupils in the prep school were in full voice singing their hymn in assembly.
- 3.17 Pupils understand the importance of good behaviour since it is part of the culture of the school. They develop an excellent ability to distinguish right from wrong and show a good understanding and respect for the systems of rules and laws. Pupils accept responsibility for their own behaviour, including towards others, and are willing to sensitively challenge misbehaviour and unkindness. They know what to do if any misbehaviour occurs by often trying to resolve issues themselves, but would

also seek adult help if required. Children in the Nursery show a mature understanding of socially acceptable behaviours. Throughout the school, excellent behaviour is effectively role modelled by staff and older pupils. Moral development is strengthened through initiatives such as the citizenship council and units within the personal, social and health education (PSHE) programme of study. The school's pastoral systems support and promote high moral values and this view is supported by an overwhelming majority of parents and pupils in the questionnaires.

- 3.18 Pupils show a natural sense of social development and collaboration, appreciating the importance of friendship. One group of prep school male pupils commented that being part of the school community was so important and that if they do not become fully involved they would miss out on so much and find friendships more difficult to establish. Pupils value the sense of community in their individual school when they describe becoming better people. They clearly thrive in an environment where relationships are valued and judged to be important and where common goals are achieved through mutual support. A recent example of this is when strong social cohesion has been an intrinsic value in planning a major charity event. Pupils talk confidently about a desire to help other children and not just their friends, associate with other age groups in clubs, and to be better young people. Whilst the four separate parts of the school have excellent collaboration within each of them, pupils' social development in relation to gender interaction is less well developed.
- 3.19 Pupils proudly fulfil their responsibilities and contribute positively to the lives of others both within the school and beyond the school gates. They show a strong sense of pride in their school community and readily take up positions of responsibility at all ages, particularly in the final year of their respective schools. Year 6 female pupils show great dedication supporting younger pupils in a big sister role, and during the inspection visit older pupils willingly and ably supported the staff and children in the Nursery fete. Pupils enjoy collective activities through the house system and they look out for those around them, displaying well-developed levels of social responsibility. They keenly involve themselves in a range of different forums which provide a mechanism for their voice to be heard and where change can be actioned, such as the school council, and the eco and food committees. Pupils are very proud of the school's charitable work. They talk fondly of the funds that have been raised and are able to recognise there are people around who are less fortunate than themselves, showing well-developed empathy and compassion. The pupils learn to appreciate that everyone has an important role in a community. This helps them to see beyond their immediate environment and to appreciate the work of others.
- 3.20 The school is a diverse community and one in which pupils delight in each other's differences and celebrate them. Pupils of all cultures and religious faiths show respect and tolerance to others and this is promoted through regular assemblies, PSHE and TPR lessons and through the school values. Pupils readily share their own cultural backgrounds and traditions with others. In discussions with inspectors, prep pupils spoke of how everyone treats one another equally and stated their view that underneath, everyone is the same, regardless of skin colour or religion. Pupils are genuinely kind and supportive to all which promotes a seamless harmony amongst the school community. In the questionnaires, most parents felt that the school promotes equality and respect for all, including those with protected characteristics such as sex, sexual orientation, gender reassignment disability, race, religion and belief. Pupils talk about kindness, respect and valuing each other with passion and commitment.
- 3.21 Pupils have an excellent understanding of how being safe and healthy is important. Older pupils talk confidently about the perils of alcohol and smoking and how avoidance is the best way to prepare for later life. Pupils talk confidently about the systems that are in place to support them and they believe, as shown in the questionnaires, that the school is a safe place to be. They understand the importance of PSHE and relationships and sex education and welcome discussions around key associated topics, sensibly recognising that their needs change as they become older. Through assemblies and other activities, pupils are aware of the importance of good mental health. They appreciate the importance of activities relating to mindfulness and benefit from the school's well-being initiative. Mental health

is given a high profile, openly demonstrating the importance that the school places on this. Pupils understand the importance of a healthy diet and make sensible choices from the good selection of food available at lunchtimes. In the questionnaires, almost all parents felt that the school encourages their child to adopt a healthy lifestyle.

4. Inspection Evidence

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

Inspectors

Mr Graham Gorton	Reporting inspector
Mr Robert Thornton	Compliance team inspector/team inspector (Head, ISA school)
Mr Chris Calvey	Team inspector (Head, IAPS school)
Mrs Diane Durrant	Team inspector (Former deputy head, SofH school)
Mrs Ann-Marie Elding	Team inspector (Head, SofH school)