



ISI Independent
Schools
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Reports
For Schools with Residential Provision**

St Andrew's Prep

June 2021

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School's Details

School	St Andrew's Prep			
DfE number	845/6016			
Early Years registration number	2598928			
Registered charity number	307071			
Address	St Andrew's Prep Meads Street Eastbourne East Sussex BN20 7RP			
Telephone number	01323 733203			
Email address	admissions@standrewsprep.co.uk			
Headmaster	Mr Gareth Jones			
Chair of governors	Mr Philip Broadley			
Age range	0 to 13			
Number of pupils on roll	372			
	Day pupils	348	Boarders	24
	Nursery	79	Pre-prep	50
	Prep	243		
Inspection dates	8 to 11 June 2021			

1. Background Information

About the school

- 1.1 St Andrew's Prep is an independent co-educational day and boarding school for pupils aged 0 to 13 years. It was founded in 1877 as a boarding school for male pupils. In 2010, the school became part of Eastbourne College Incorporated, whose trustees also govern Eastbourne College. The school comprises three sections: nursery, for children aged 9 months to 4 years; pre-prep, for pupils aged 4 to 7 years; and prep, for pupils aged 7 to 13 years. There is one co-educational boarding house, situated on the main site for pupils from the age of 7, including overseas boarders.
- 1.2 Since the previous inspection the school has refurbished several buildings, including the boarding house, and the deputy head pastoral's role has been re-structured to create a head of well-being and a head of pastoral care.
- 1.3 Eastbourne College was inspected at the same time. The registered Early Years Foundation Stage (EYFS) setting was not included in this inspection. This setting is currently awaiting a separate inspection from Ofsted.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on site. 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, or with guardians in the case of overseas boarders.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to equip the children to lead happy, fulfilled lives in what it intends to be a safe and healthy environment. It seeks to offer a broad education and provide opportunities for every pupil in all aspects of school life. The school strives to prepare children for life at whichever senior school is best for them.

About the pupils

- 1.10 Most pupils come from a range of professional and business backgrounds and live within a 15-mile radius of the school. A minority of boarders come from abroad. The school's own assessment data indicate that the ability of pupils on entry to the school is above average compared to those taking the same tests nationally. The school has identified 25 pupils as having special educational needs, such as dyslexia and other conditions. No pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 23 pupils, of whom 20 receive additional support for their English. The school identifies 36 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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [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 National Minimum Standards for Boarding Schools 2015, 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 junior 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' attainment is outstanding. Pupils, including EYFS children, make excellent progress overall.
 - Pupils' communication skills are advanced; they are highly articulate and confident speakers.
 - Pupils demonstrate excellent study skills.
 - Pupils exhibit outstanding attitudes towards learning and achievement.
 - Pupils' information and communication technology (ICT) skills are appropriate to their age but they are given limited opportunities to apply them and develop them further.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent moral sensibilities.
 - Pupils exhibit substantial appreciation of cultural diversity.
 - Pupils' social development is outstanding.
 - Pupils show a highly developed understanding of how to keep themselves healthy and stay safe, including when online.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following improvements:
- Strengthen pupils' ICT skills further by giving pupils more opportunities to apply their skills more widely in their learning and develop them further.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The school does not take part in National Curriculum tests, but the available evidence from the school's own assessment data, observations of lessons, and scrutiny of pupils' work, shows attainment to be excellent. The school's assessment of pupils' needs following periods of lockdown has been effective in enabling such attainment to be regained. Pupils achieve at higher levels, typically, when the tasks they are given invite them to study in depth and express their reasoning. A few pupils who responded to the questionnaire disagreed that their lessons are interesting. Inspectors found that when pupils are given more limiting and less stimulating tasks, such as demanded at times by the

simpler worksheets occasionally used across all age groups, pupils' achievement is less. Pupils, including the most able, make excellent progress overall. Standardised data shows that many pupils show higher or much higher than expected progress which is confirmed by evidence from pupils' work and performance in lessons. Leavers have been wholly successful in obtaining places at their first choice of senior school. Many leavers have achieved academic scholarships. Most parents who responded to the pre-inspection questionnaire agreed that the school enables their child to make progress and almost all agreed that the school helped their child develop skills for their future. Inspection evidence supports these views. Children in the EYFS progress rapidly and attain beyond age-related expectations. The work of SEND and EAL pupils also demonstrates attainment that is typically average or high for the pupils' ages and that they make excellent progress over time. Their books demonstrate that due consideration has been given to meeting these pupils' needs. The school entirely meets its aim to prepare children for life at senior school.

- 3.6 Pupils, including children in the EYFS, demonstrate excellent communication skills. These were seen, for instance, in the quality of writing displayed by older EYFS children. The oldest pupils' English books showed much developed, coherent and well-structured writing. Their poems are particularly well developed and demonstrate highly effective choices of language. Spanish books demonstrate a strong understanding of Spanish vocabulary and sentence structure. Pupils' advanced communication skills were also witnessed during lessons. Pupils' use of expression and body language during a drama lesson about the use of masks in Ancient Greek theatre was evocative and convincing.
- 3.7 Pupils exhibit notably strong study skills. For example, children in the EYFS demonstrated advanced observational skills while working on a topic about minibeasts. In a project to design an imaginary theme park within school, older pupils demonstrated careful analysis of considerations such as planning build costs, types of rides for different groups, amenities such as toilets, first aid and food provision, accessibility, and the resulting budget. The work of this project shows strong application of mathematical skills in analysing how the park might impact upon different groups in society. Essays on population control demonstrate very thoughtful analysis of aspects such as advances made in medical care and the need for sufficient food to be available, as well as understanding of graphs. Pupils are enabled to make strong progress in such projects because teaching exposes them to broad themes and ideas which challenge their critical thinking and philosophical reasoning and encourages them to analyse information before responding.
- 3.8 Pupils' attitudes towards learning and achievement are outstanding. Pupils exhibited a keenness to engage and a delight in learning in all lessons seen. These attitudes owe much to teaching that is often highly enthusiastic and staff who speak to pupils in a way that shows they value the pupils' ideas and achievements. Pupils who met with the inspectors talked highly of the 'industry booklets' that they are given which focus on their attitudes to learning. They consider that 'industry grades' make them want to do well.
- 3.9 Pupils demonstrate strong knowledge and understanding across the range of subjects. For example, the older pupils' books contain thoughtful and extended evaluations of scientific experiments, while their art books contain visual art of high quality that demonstrates much care about composition, tone and shape. History books contain very thoughtful reflection on themes such as the impact of the closure of monasteries, and mature work on the strengths and limitations of different types of historical sources. In a music lesson, older prep pupils demonstrated confident and enthusiastic choral skills when rehearsing for a performance and showed clear understanding of the importance of posture and voice projection from the diaphragm. A few pupils who responded to the questionnaire disagreed that their lessons are interesting or that teachers' marking helps them to improve. Inspectors found that pupils develop and demonstrate knowledge and understanding most strongly when marking provides clear advice about how to improve work further. For instance, essay tasks in the school's extension curriculum are accompanied by very clear criteria for below expected, expected, and better than expected work. Such clear assessment information, enabling pupils to understand how to improve their work in depth, is not always given. Boarders who spoke to the

inspectors said that the boarding experience enables them to get to know each other better so that they feel that they can ask questions from their peers, advancing their knowledge and understanding through collaboration.

- 3.10 Pupils demonstrate advanced mathematical knowledge and understanding for their ages, as seen in older junior school pupils' work on converting fractions and decimals. Children's books in the EYFS demonstrate well-developed number skills for their ages. Pupils develop strong mathematical skills partly as a result of being presented with real-life problems to solve, such as calculating the cost of renting a flat over a period of time. The older and oldest pupils' mathematics books contain work beyond the pupils' years.
- 3.11 Pupils show confident and competent ICT skills appropriate to their age, such as those exhibited by older pupils' use of software to create virtual boardgames. Care is evident in the selection of images used and the manipulation and appearance of the boards created. Children in EYFS are confident in using ICT, as seen in their use of tablets to record images of butterflies during outdoor learning. Pupils who spoke to the inspectors conveyed confidence in using online video sharing programmes to access remote learning and submit work. However, limited application of pupils' ICT skills was observed during the inspection.
- 3.12 Pupils' academic and other achievements are excellent. Many pupils have achieved academic and sporting scholarships since the previous inspection. Individual pupils have been selected for events such as a local opera house's Christmas concert in 2019 and for the National Children's Choir of Great Britain in the same year. Since the previous inspection pupils have achieved gold and silver success in the Under-13 girls' Sussex table-tennis championships, while the second shooting team won the Lord Roberts Cup for prep schools nationally for the third time in a row. In 2019, the under-13 boys' Cricket XI won the Sussex Cup and reached 'Finals Day' in the National Cup for their school association, finishing third. Most entrants to national music and drama examinations achieve merits or distinction. Pupils engaged in the performing arts and sports benefit from teaching which demonstrates effective attention to detail from specialists, enabling them to make rapid progress. Pupils who spoke to the inspectors expressed how sports staff encourage all pupils equally, regardless of whether they are in a top team or not. Boarders said that working in teams in boarding contributes to their sporting success. The school entirely meets its aim to offer a broad education and provide opportunities for every pupil in all aspects of school life.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display excellent moral sensibilities. For example, during snack time, younger EYFS children happily handed out cups to each other and said things like 'I saved this chair for you'. Older pupils' essays on the ethics of blood sports convey an empathy with creatures and a revulsion against unnecessary suffering. The oldest pupils engaged in substantial discussion about Dietrich Bonhoeffer's moral stance before the advent of the Second World War. Pupils have contributed to the establishment of the school values known as the 'Androvian Moral Code'. A few pupils who responded to the questionnaire disagreed that pupils treat each other with respect. However, pupils exemplified entirely respectful behaviour throughout the inspection. For example, male and female pupils spoke to each other in a very respectful manner, informed by the opportunity that some had had to take part in a 'How to talk to girls' seminar. In discussion, pupils also demonstrated excellent understanding of the need to take responsibility for their own behaviour. This understanding is supported by leaders' successful embedding of a highly positive set of values, including specific values and ethos in boarding.
- 3.15 Pupils demonstrate substantial appreciation of cultural diversity. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. In a French lesson, the oldest pupils displayed increasingly mature empathy to the situation of newcomers attempting to be like the local

people at the expense of their own cultures. Other pupils' theology, philosophy and religion (TPR) books include very thoughtful arguments about the relative merits of donating money to charities in the United Kingdom or other countries. In a history lesson, pupils identified groups of persons who have been under-represented in history books. Similarly, younger pupils produce considered and articulate work on themes such as 'celebrating difference' and 'fairness'. In a form meeting, pupils discussed positively a particular university's stated intent to double the number of black and minority ethnic (BAME) students. A group of the oldest pupils requested the school on their own initiative to develop representation of lesbian, gay, bisexual, transexual and queer (LGBTQ) persons, to further normalise such relationships in the eyes of the pupil group. Such views reflect the highly positive set of values promoted by leaders, governors, and staff, which includes challenging any racist language rigorously. Boarders consider that the range of nationalities represented in the school enables them to become friends with and appreciate people from diverse backgrounds.

- 3.16 Pupils' social development is outstanding. Almost all pupils who responded to the questionnaire agreed that the school helps them understand how to make friends and to develop positive relationships. Inspection evidence concurs. Pupils demonstrated very collaborative and socially supportive interactions throughout all lessons and around the school. For example, EYFS children engaged in creating their own butterfly artwork spoke to each other constructively and respectfully about what they were doing. In an English lesson, pre-prep pupils collaborated well with each other while prep pupils reacted attentively to each other when performing collectively devised choreography. Pupils worked together very well to organise rewards for the upcoming weekly assembly. Pupils who spoke to the inspectors demonstrated their recognition of equality and their understanding of the value of respectful collaboration. This is supported by the school's swift action when any unacceptable sexual or sexist language is used. Boarders consider that their social skills have developed as a result of working together frequently both in and out of the classroom, including weekend boarding trips, team-building events and dormitory competitions. Leaders and staff model such collaborative behaviour consistently.
- 3.17 Pupils show a highly developed understanding of how to keep themselves healthy and stay safe, including when online. The younger EYFS children understand why it is important to wash their hands before eating. Older pupils shared with inspectors 'top tips' they have learnt for remaining safe while using the internet. Any lapses in following such guidance are rare. Pupils understand the importance of sharing concerns and spoke appreciatively about the school's listening service, which uses trained listeners. They have developed this understanding because leaders, governors and staff, including in boarding, consistently promote the importance of sharing worries and a positive mindset. The school fully meets its aim to equip the children to lead happy, fulfilled lives.
- 3.18 Pupils demonstrate advanced appreciation of non-material aspects of life and aesthetic considerations. For instance, pupils create glazed and painted pots of an extremely high standard which reflect much care and thought about composition, pattern, shape and colour. Pupils are able to articulate the reasons behind their personal values. Pupils have recorded substantial considerations of which school values are most significant and why. They have proposed other values that could be included in the 'Androvian Moral Code', such as selflessness, humility, modesty, generosity and perseverance. In a thinking skills lesson, older pupils offered excellent insight and responses when addressing philosophical questions on themes such as 'How would the world be different if animals could talk?'. These attributes are developed because leaders and managers promote the 'Androvian Moral Code' effectively across the school. This includes in the EYFS, where it finds expression as a set of 'learning powers', enabling children to develop resilience, ambition, creativity, curiosity, and courage.
- 3.19 Pupils' contribution to others, the school, and the community, is excellent. They convey a notably strong sense of responsibility towards others. Pupils support one another within the school community by serving effectively on committees for food, the environment, boarding, and on the prep and pre-prep school councils. Prior to the pandemic, older pupils supported younger ones through

activities such as listening to them read. Pupils expressed an eagerness to participate in the 'St Andrews Community Award', which requires them to organise and make decisions about which types of service in the community they wish to undertake. They are equally keen to participate in the 'Headmaster's Challenge', which invites pupils to raise as much money as possible from an initial investment of £10 and then choose a charity to donate the money to and present an argument for supporting that charity.

- 3.20 Pupils are capable of effective decision-making, both for themselves and on behalf of others. For example, in a relationships and sex education (RSE) lesson, pupils exhibited a strong awareness of the concept of 'consent' and decisions that they could make to protect themselves or others. Minutes of pupils' school council meetings show strong consideration of how to improve the school's premises for the benefit of others, such as having more rubbish bins in one area to reduce the risk of spoiling the environment. Pupils who spoke to the inspectors said that they felt that they could make positive changes and that leaders and staff listen to their ideas.
- 3.21 Pupils exhibit substantial self-confidence. This was witnessed across most lessons seen and exhibited by all groups of pupils who spoke to the inspectors, including groups of boarders. Pupils demonstrate strong self-awareness in very thoughtful and detailed self-reflection about their own progress, strengths and areas for development in English. Children in the EYFS interact with staff and each other and use the EYFS resources and classrooms very confidently and securely. Pre-prep pupils confidently use terms such as 'growth mindset'. They can identify when they have been resilient or have persevered. The strength of pupils' confidence owes much to highly encouraging teaching and verbal feedback given to pupils that is entirely positive in tone. These features were witnessed across the range of lessons observed across the school. For example, in a RSE lesson, older pupils shared cogent thinking and mature and confident understanding when discussing and debunking myths about puberty. Pupils conveyed to inspectors their view that their confidence has grown because of the way that the school enables them to share things that are on their mind.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. Inspectors visited the boarding house and 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 Steven Popper	Reporting inspector
Mr David Scott	Accompanying inspector
Mr David Williams	Compliance team inspector (Assistant head, IAPS school)
Mr Gareth Davies	Team inspector (Head, IAPS school)
Mrs Harriet Connor	Team inspector for boarding (Headmistress, IAPS school)