



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Heath Mount School

January 2022

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School's Details

School	Heath Mount School			
DfE number	919/6046			
Registered charity number	311069			
Address	Heath Mount School Woodhall Park Watton at Stone Hertford Hertfordshire SG14 3NG			
Telephone number	01920 830230			
Email address	office@heathmount.org			
Head	Mr Christopher Gillam			
Chair of governors	Mrs Juliette Hodson			
Age range	3 to 13			
Number of pupils on roll	498			
	Day pupils	423	Flexi Boarders	75
	EYFS	82	Preparatory	416
Inspection dates	18 to 21 January 2022			

1. Background Information

About the school

- 1.1 Heath Mount School is a co-educational day and boarding preparatory school founded in 1796 and located in a rural setting close to Ware in Hertfordshire. Pupils may board on a flexi basis from the age of seven. It is a registered charity, overseen by a board of governors who are also trustees of the Heath Mount School Trust.
- 1.2 Since the previous inspection, the school has initiated a programme to develop pupils' thinking and learning skills. A sport scholarship programme has been added to those available for academic ability, art, drama and music. Spanish has been introduced as a further modern language choice for pupils in Year 3 and above. The school has invested in new buildings for performing arts, for Nursery and for Years 3 and 4. A dance studio has been created along with a new fitness suite for older pupils.
- 1.3 During the period March to June 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.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to give pupils a secure, happy environment in which they can develop their own talents, play and create while being prepared for life's future challenges. It sets out to foster imagination, a love of learning and the skills of initiative, determination and independence.

About the pupils

- 1.9 The school uses nationally standardised tests to assess the pupils' ability. This, combined with the school's own assessments, indicate that the pupils' ability on entry is in line with the national average for pupils of their age. The school identifies 98 pupils as having a special educational need or disability (SEND), with difficulties such as dyslexia, dyspraxia or attention deficit disorder. It provides additional targeted support for 45 of these. There are no pupils requiring support for English as an additional language (EAL). The school identifies 66 pupils as being more able or talented. These are provided with additional challenge in scholarship programmes and extra-curricular activities.

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

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the pre-preparatory school and relationships and sex education in the preparatory school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. 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 make excellent progress from their starting points across the curriculum.
- They have an excellent attitude to learning and an ability to accept making mistakes as a step to progress.
- They have excellent teamwork skills and work together extremely well.
- Their achievements beyond the classroom are outstanding, especially in sport, art and music.

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

- Pupils grow into assured individuals with high self-esteem and confidence devoid of egotism.
- Their manners are excellent, as is their ability to combine assurance with respect in conversations with adults.
- Pupils' social development is excellent, and they take pride in contributing responsibly to the everyday life of the school.
- They develop excellent levels of awareness about keeping safe while enjoying the outdoor freedoms the school gives them.

Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that pupils' understanding of how to improve their work is consistently supported by clear comments and advice in the marking of their written work.
- Develop older pupils' confidence in working independently as well as in collaboration by providing them with more opportunities to do so in lessons.

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 achieve high academic standards, reflecting the school's success in fulfilling its aims. Each year, many pupils move on to their senior schools with scholarship awards. The school uses nationally standardised tests to assess pupils' progress and these, along with the school's own termly data analysis, indicate that pupils make excellent progress from their starting points. Children in the EYFS reach expected levels of development rapidly and, by the end of Year 6, almost two-thirds of older

pupils achieve results which are significantly above the expectations for pupils sitting similar tests. There is no marked or consistent difference between the outcomes for male and female pupils. Pupils with SEND attain results in line with those of their peers. Pupils identified as more able or talented are helped to develop their abilities in scholarship programmes. During the period of school closure, pupils were able to continue this rapid progress because the school swiftly set in place a thorough programme of on-line learning and ensured that all pupils had the devices needed to access this. A very large majority of parents expressed great satisfaction with their children's education and progress.

- 3.6 Pupils develop a rich body of knowledge, skills and understanding across the range of subjects, thanks to teaching which is characterised by swift pace and excellent questioning. Children in Nursery show an excellent knowledge of the correspondence between letters and sounds; by Year 4, most pupils read aloud fluently and with expression. In lessons, pupils show an excellent ability to draw on previous learning, for example in Year 8 when explaining the need to match the ending and gender of adjectives with the corresponding nouns in a foreign language. Pupils' understanding of mathematical and scientific concepts is strong, as are their skills in humanities. Pupils willingly ask for help from their teachers in lessons, and boarders are able to seek guidance in the evenings from their house staff. Many pupils say the marking of their work is helpful, although some said that comments which lack specificity do not help them learn how to improve. Inspectors agree that the school's good marking policy is not consistently used across all subjects. In music activities seen, trumpet players swiftly got to grips with tricky off-beat rhythms and, in choir rehearsals, singers made very rapid progress in controlling the variations of dynamics as well as in performance skills. Across the curriculum, their learning is supported by a consistent teaching approach which encourages self-reliance and perseverance so that they are not daunted by challenging new material.
- 3.7 Pupils have excellent communication skills. From their earliest days in the school, they are encouraged to express themselves confidently in lessons. They listen attentively to their teachers and to each other. They develop an awareness of the power and effect of language choice, deciding, for example, that 'Fruity Friday' sounds much more appealing than 'Fruity Monday' because of the alliteration. They talk to each other and discuss their work intelligently, encouraged by a learning approach which stresses collaboration. Their confidence in talking in public is nurtured by the many opportunities the school provides in lessons and in activities such as the annual 'Recite!' competition. Their reading and writing skills are well developed; they choose books for themselves to read for pleasure, and their writing shows a wide vocabulary and understanding of sentence structure.
- 3.8 Their mathematical ability is considerable. Children in Nursery were confidently able to explain the shapes of the nests they had made in the outdoor area, and those in Reception turned a two-dimensional plan of their room into a three-dimensional representation using blocks. Older pupils manipulate numbers confidently in mathematics lessons and apply their skills in other subjects. For example, in a science class in Year 5, pupils collected data using stopwatches and trundle wheels to measure time taken when running, walking and jumping across a specific distance and used this to calculate speed. Pupils in Year 7 demonstrated excellent skills in geography lessons in measuring and calculating the impact of different elements on the school's microclimate. The pupils' willingness to attempt a new task without fear of being wrong is strongly supported by the widespread use of learning partners and teaching which encourages pupils to challenge themselves.
- 3.9 Pupils have highly developed skills in using information and communication technology (ICT), further honed by the experience of learning on-line during school closure. They appreciated the way in which the school had prepared them for this by teaching them how to use specific applications for sharing work, and the school is continuing to use these routinely. Those pupils currently having to self-isolate showed confident use of technology to participate in lessons with their classmates. In the course of the inspection, pupils were seen using their ICT skills with assurance, for example, to research and then prepare presentations on their music idols. Others used art or animation programmes on hand-held devices to great effect.

- 3.10 The pupils' success beyond the curriculum is especially evident in sports, music and art. A number of pupils have played at county level in a range of sports, including cricket, hockey and netball, and in recent years there has been national representation in sailing, hockey and golf. Sports scholars improve their skills and their tactical understanding in dedicated sessions. In their creative work, the pupils reach outstanding levels and make exceptionally swift progress. The orchestra, concert band, instrumental groups and choirs perform regularly in school. The Bax choir has been the winner in national competitions. Pupils' artistic skills are highly developed; pieces produced by older pupils are not only technically assured but show a sensitivity and maturity beyond their years. Some of the pupils' work has been chosen for display in the Royal Academy's summer shows. All these achievements are supported by the commitment of senior leadership to investing in excellent resources and specialist teaching. The school is extremely successful in encouraging the pupils' creativity and, most importantly, ensuring that they find a real sense of enjoyment and satisfaction in such activities.
- 3.11 Pupils have excellent study skills and show a growing ability to analyse resources and synthesise information. Pupils in Year 2 were able to differentiate between the plot of a story and their own response to it, so as to recommend it to others. In a science lesson, pupils in Year 6 successfully analysed the information given about friction before posing hypotheses and then coming to accurate conclusions. In discussion, pupils in Year 8 spoke of learning to evaluate the reliability of different historical sources before forming conclusions. Their skills are strongly supported by the school's overall approach to learning; rather than providing immediate answers to pupils' questions, teaching encourages them to discuss with each other and to consider other factors, thereby prompting further thought and a richer understanding.
- 3.12 Pupils readily use the language of perseverance, effort, trying again, striking evidence of their excellent attitudes to learning. Their understanding of the importance of resilience and determination not to give up is emphasised in lessons and in fun activities, such as a form time in which tasks such as picking up flat items with chopsticks led to equal amounts of frustration and laughter. Pupils listen carefully to instructions, discuss energetically with their learning partners and make suggestions about each other's work. They are used to working together and find this a useful approach, saying that two brains are better than one. Some of the oldest pupils, however, said that they feel that the focus on collaboration can limit their opportunities to work independently. Inspectors agree that, other than in practical lessons, it was more common to see them working in pairs than independently. The pupils develop initiative, a willingness to face challenges and to accept responsibility for themselves and their work.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The pupils have excellent self-esteem and self-confidence; from children in Nursery to pupil school leaders in Year 8, pupils showed a strikingly open, relaxed willingness to talk to visitors. Boarders say that the experience of being away from home for some evenings helps them to develop further their self-reliance and organisational skills. Pupils are well able to reflect on their work; they discuss ways to improve with their learning partners and persevere in their efforts. Questionnaire responses from parents and pupils said that there is not enough information about careers. There is a programme of lectures given by speakers from a range of careers paths and an annual careers fair. In discussion, it became clear that older pupils are less concerned with future job paths than in preparing for their future school. The school has a well-established programme of visitors from secondary schools which happens later in the school year. Pupils are certainly encouraged throughout the school to develop the resilience, self-discipline and determination which will stand them in good stead in the future.
- 3.15 Pupils make decisions routinely in their daily lives. Those in EYFS choose their own activities after group sessions and, throughout the rest of the school, pupils routinely select which level of challenge for a task they will choose. Pupils say that, while it may be tempting to attempt the easier of the

challenge levels provided, they know that to do this will limit their progress, and so opt for higher levels. They appreciate that the decisions they make academically, in their relationships and in the choices they make about lifestyle, will have an impact on them both now and in the future.

- 3.16 Pupils respond thoughtfully to the 'I wonder...' prompt on classroom walls with a variety of comments showing their excellent awareness of complex issues and that there are values beyond the material. A comment on a display in Year 1 was, 'Why am I me?' and in Year 2, 'Can you live without love?' Such questions reveal that they are beginning to understand the power and importance of abstract thinking. Older pupils' awareness of a dimension beyond the material is primarily expressed in an understanding that a sense of calm, of inner peace, is important. They say that they can find this in reading, in music and in art; their appreciation of such matters and the quality of what they produce show their considerable aesthetic capacity. They come to take the beauty of their surroundings for granted, until asked to reflect on it; when asked to do so, they spoke of the pleasure of seeing the wildlife close by and of the beauty of the sunset seen through the trees in the forest. Whatever their age, pupils say that familial relationships, friendships and a sense of inner contentment are far more important to a fulfilled life than money or celebrity.
- 3.17 Pupils have an excellent understanding of the difference between right and wrong. Their behaviour is guided by the school's values of acceptance, respect and integrity. They respect the school's clearly stated expectations of their behaviour and almost always live up to them. They know it is important to be honest and to own up if they have done something wrong, especially if not doing so would leave someone else to take the blame. Their behaviour around the school is uniformly courteous, and they are very aware that their behaviour can have an impact on others. They also have the sensitivity to know that there can be hidden factors affecting someone's behaviour and that rushing to judgement can lead to incorrect conclusions. They have great trust in their teachers to be fair in dealing with behaviour.
- 3.18 Their social development is excellent. Senior pupils from Year 8 took total responsibility for creating an assembly for pupils in Years 3 and 4. In a confident and well-designed presentation, they explained to these pupils the meaning and importance of the school's values. They helped their juniors to understand that respect includes self-respect in appearance and polite, respectful behaviour to adults. The pupils' awareness of the importance of the common courtesies helps create the school's harmonious, civilised atmosphere in which there is mutual respect. Many pupils say thank you to their teachers for the lesson before leaving the room. They are socially adept at working together in classrooms, handing out equipment efficiently, listening sensibly and respecting others' views as they work through tasks to solve problems.
- 3.19 Pupils take on responsibilities of various sorts from the start. Children in Nursery are encouraged to help tidy up. The school council draws on opinions across the age range, as seen in the voting for actions to take to encourage more birdlife in the school grounds. Older pupils take on prominent responsibilities, such as being on duty alongside the senior staff to bid parents good morning as they drop off their children and then help the younger pupils to get settled in their classrooms. They value the buddy system which matches pupils in Years 6 and 5 with those in Years 3 and 4, acting as reading partners and supportive older friends. The team of senior pupil leaders are given a high profile, and considerable trust is invested in them. They live up to the expectation to act as role models for their peers in school and in boarding. Pupils have many opportunities in school, in the boarding houses, or outside school in the local and wider community to contribute to and support the lives of others. The school retains its links with a school in India, although visits have not been possible because of COVID-19. Pupils' charitable efforts have included creating food parcels for local causes, making and selling artificial slime for a cancer charity, and a fun run to raise money for a memorial garden for a former pupil. Pupils are aware of their own privileges and understand the importance of helping those less fortunate.
- 3.20 The pupils have a very strong sense of fairness and social justice. They understand the importance of respect for all regardless of race, gender or disability. Their shock was palpable when a visiting speaker

told them of being refused entrance to a restaurant because of her ethnicity. They spoke afterwards of how important it is to stand up against such attitudes, saying that the colour of skin doesn't matter, we are all humans and equal. Their awareness of the traditions and faiths of other cultures is raised in curriculum resources which spark their interest. Younger pupils discuss the similarities between fairy stories from different cultures, and artwork also draws inspiration from different countries such as Bali, China and India.

- 3.21 Pupils learn how to keep themselves safe when using the internet, and the 'Tech Team' of pupils reinforce the school's messages by creating presentations to be shared with their peers. They know the importance of a healthy diet and why it is important to eat fruit and vegetables. Especially notable is their development of excellent skills in keeping themselves safe and in managing acceptable physical risk through their everyday experiences in school. They use the equipment in design and technology (DT) wisely; once they have earned their licences by showing they understand the safety rules, pupils are allowed to use the DT machinery without direct supervision. Similarly, boarders need to earn their kettle and toaster licences before using this kitchen equipment. Pupils in Reception confidently learn how to use a hacksaw; in the outdoor learning environment, older pupils learn to use knives safely and enthusiastically compete to win the Golden Pine Cone for building the best camp. Pupils are given enormous trust as soon as they show they can use it responsibly. They are appreciative of the freedom they are given, knowing it is a means to maintain their mental well-being as well as their physical health. Within the secure boundaries of the site, older pupils are given free range during breaks and assess risks for themselves in energetic games on pitches, fields and in the forest areas. Staff on duty keep a watchful, discreet eye but, in line with the school's aim to provide them with traditional childhood experiences, the pupils are trusted simply to play and enjoy their freedom.

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 boarding houses 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

Mrs Colette Culligan	Reporting inspector
Ms Michelle Cole	Compliance team inspector and team inspector (Head, IAPS school)
Mrs Eithne Webster	Team inspector (Former head of pre-prep, IAPS school)
Mr Richard Evans	Team inspector for boarding and team inspector (Former head, IAPS school)