



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

The Study Preparatory School

June 2019



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School's Details

School College	The Study Preparatory School			
DfE number	315/6060			
Registered charity number	271012			
Address	The Study Preparatory School Wilberforce House Camp Road Wimbledon London SW19 4UN			
Telephone number	0208 947 6969			
Email address	headmistress@thestudyprep.co.uk			
Headmistress	Mrs Susan Pepper			
Chair of governors	Mr John Tucker			
Age range	4 to 11			
Number of pupils on roll	313			
	Boys	0	Girls	313
	EYFS	42	Juniors	271
Inspection dates	4 to 6 June 2019			

1. Background Information

About the school

- 1.1 Founded in 1893, The Study School is an independent day school for girls aged between 4 and 11 years. The school is an educational trust overseen by a board of governors.
- 1.2 The school admits girls into the early years foundation stage (EYFS) at Wilberforce House at the age of 4 years. Girls transfer to Spencer House from age 8 to 11 years.
- 1.3 Since the previous inspection, the school has further developed the house system, enhanced play facilities, introduced after-school care, refurbished buildings to include a new library, developed the personal, social and health education (PSHE) curriculum, broadened sports provision, introduced a creative curriculum, and developed a counselling service for pupils and parents.

What the school seeks to do

- 1.4 The school aims to provide a stimulating, challenging and exciting environment where girls work together harmoniously to develop a love of knowledge, self-confidence and also their inter-personal skills, talents and abilities, so that they show a sense of responsibility towards others and are equipped for their future study.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds living within a 10-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. Five pupils in school are diagnosed as having special educational needs and/or disabilities (SEND), which include dyslexia and dyscalculia, and in addition, eight pupils receive additional specialist help within school. No pupils have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for four pupils whose needs are supported by their classroom teachers. Data used by the school has identified 19 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records 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, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations 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](#).

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 uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 **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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **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

- 2.11 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 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.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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.
- Pupil's scientific knowledge, skills and understanding are particularly high.
 - Achievement in the creative arts, sports and music is excellent.
 - Pupils do not always use information and communications technology (ICT) skills efficiently to support their learning across the curriculum.
 - Pupils display excellent attitudes to learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Across all the age groups, pupils are self-confident, articulate and empathetic.
 - Pupils are extremely polite and impeccably behaved.
 - Pupils display highly-developed senses of social cohesion and co-operation.
 - Pupils fulfil roles of responsibility very effectively.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to:
- Strengthen pupils' information and communications technology (ICT) skills, by providing more opportunity to practise and apply these skills in their learning across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school's own assessment data show that the attainment of pupils in English, mathematics, reading and spelling is above average in relation to national norms. Observations in lessons, the scrutiny of work and results in standardised tests show that pupils make good progress, overall, between joining and leaving the school, with some making rapid progress from their starting points. They make excellent progress in science and mathematics. There is no significant difference in the rate of progress between pupils from different ability groups. Pupils are successful in gaining places in a range of highly-competitive senior schools.
- 3.6 Pupils display a high level of knowledge, skills and understanding across the areas of learning, promoted by the school's cross-curricular topic approach, and they are able to apply these skills effectively to other areas of the curriculum. All pupils who responded to the inspection questionnaire indicated that teaching helps them to learn and to make progress. From an early age, their mathematical understanding and skills increase and develop strongly. Pupils' scientific prowess is particularly notable with the oldest pupils gaining strong understanding of scientific concepts well above the expected level for their age. This was observed in older pupils' work on Earth in Space and the development of practical investigative skills on the refraction of light. Pupils acquire excellent skills in the creative arts; work of the highest standards is found proudly displayed throughout the school. Nearly all pupils study a musical instrument. Learners are positive and appreciate what they describe as the school's 'can do' environment, which enables them to take risks and try new things without the fear of failure. Teamwork and the full involvement of pupils enhance the acquisition of enquiry skills, for example in humanities, when older pupils effectively used images to share each other's thoughts about the feeling of loss in the aftermath of recent natural disasters. Pupils are able to apply their learning both in the classroom, such as the youngest children's creation of accurate plan views, and also in outdoor contexts, such as canoeing, climbing and problem-solving on residential trips. High expectations of the pupils enable them to attain excellent standards.

- 3.7 From the earliest age, pupils display excellent ability in communication and these skills increase as they progress through the school. Pupils' spoken communication is strong; they are articulate and confident when speaking in front of others. Their written work across all subjects was uniformly excellent. Younger pupils explained that they often found that writing something was easier than speaking it, as the act of writing gave them time and space to think about what was being communicated. Pupils exhibit excellent listening skills, meaning that ideas can quickly be shared and explained, leading to rapid learning in other areas of the curriculum. The oldest pupils are knowledgeable about the conventions of writing, employing literacy devices such as apostrophes to communicate singular or plural possession correctly. Curricular planning, together with the encouragement to discuss topics and share ideas both orally and in writing, provide a wealth of opportunities for pupils to develop their communication skills.
- 3.8 Pupils display strong mathematical skills across all ages and ability ranges. They build on skills learned from the earliest age where, for example, children were able to use practical techniques, extremely effectively, to complete simple biscuit-sharing problems. Scrutiny of older pupils' mathematical work revealed strong skills and understanding, which they applied with panache, to solve complex problems in science. Younger pupils described how they used their mathematical understanding to help them measure precise quantities of paint and materials needed for their art project. Older pupils confidently used number to recognise equivalences between fractions and decimals and to calculate decimal fraction equivalents. Pupils deepen their understanding of mathematical concepts through mental mathematics challenges and regular practice. They are confident when using mental mathematics techniques, such as rounding, to estimate the percentage increase and decrease of every-day items purchased in supermarkets.
- 3.9 Pupils acquire good basic skills in ICT and use ICT to word-process stories, research and present topic work, or enter information onto a spreadsheet. Younger pupils described how they use tablets and network computers to research and create pieces for their work, such as accurate and factual descriptions of everyday life found in the diary of an ancient Egyptian boy, or those of people fleeing from the Great Fire of London. Younger pupils also make effective use of presentation and digital art software in their topic books, as well as making good progress in coding. They use available resources competently, particularly when researching topics such as black holes either individually or in groups. They used data loggers to determine which material is best for curtains that prevent sunlight from penetrating. However, they do not yet apply these skills effectively across the curriculum and there are few opportunities for using interactive displays or control technology.
- 3.10 Pupils display excellent study skills. They draw on an increasing number of sources for their information as they progress through the school. The youngest children selected number lines independently to help them to solve practical numeracy problems; pupils proudly explained how they construct contents pages for topic work and used these effectively to locate examples in their work. Others analysed the key features of Christian churches and were able to explain, clearly, the links they had made between them. Pupils research and write stimulating pieces, for example in humanities, where they created informative newspaper articles on the London cholera epidemic. A significant majority of parents who responded to the inspection questionnaire reported that the school helped their child to be confident and independent, and almost all pupils confirmed that they were encouraged to think and learn for themselves. Pupils demonstrate effective study skills across the curriculum, such as when using different forms of writing and mood boards to research the styles of different artists. They draw on a range of strategies to complete tasks, including independent mind-mapping and identification of research questions. They understand the need to re-visit work and to consolidate learning. In science, pupils demonstrate strong skills, making predictions and explaining the outcomes of experiments. Pupils hypothesise and analyse their reasoning, and develop higher-order thinking skills because of the readily available resources and well-planned teaching.

- 3.11 Pupils achieve strongly in a wide range of academic and other areas; leadership and governance have ensured that pupils are provided with a wealth of activities and opportunities to achieve in a wide range of pursuits. Nearly all play a musical instrument and a significant number have achieved excellent levels in instrumental and singing music examinations. Pupils have also gained national recognition in the creative arts, and the school has been recognised for its work in this area by gaining the ArtsMark Gold standard. Pupils achieve high plaudits in such endeavours as the Primary Maths Challenge and in both the Royal College of Arts and Young Writers competitions. Pupils also achieve considerable success outside the classroom: recent competition in regional athletics has led to a selection of pupils qualifying for national championships; others are national netball champions. Pupils achieve highly in performing arts, such as their 'Around the World' production, and a significant number have also gained merits and distinctions in LAMDA examinations for speech and drama.
- 3.12 Across the school, pupils display excellent attitudes to their learning. They are highly curious, determined learners who display a palpable pride in their work and strive constantly to improve. Younger pupils described how they had worked hard on their reading and tables practice in their own time, and the tangible benefits they felt this had bestowed. They collaborate extremely effectively but also appreciate the need to be able to work independently, explaining that this allows them to develop and express their own thinking. Older pupils delighted in performing a music ensemble during a recent trip to France. They are inquisitive and show an eagerness to be involved in discussions during lessons, demonstrating high levels of engagement. The school values and ethos as well as teachers' enthusiastic and skilful support contributes to this love of learning. The school's leadership and governance has been highly successful in ensuring that the aim to set pupils on the road to lifelong learning by inculcating a love of knowledge and by equipping them with skills for their future study is met.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 As they progress through the school, pupils develop a highly-focused sense of self-esteem, self-knowledge and pride in themselves. They show excellent self-confidence and resilience, coupled with a willingness to take risks both physically and academically to learn from their mistakes. Pupils understand the need to resolve problems independently without resorting immediately to adult assistance, explaining that such skills require practice, trial and error. Younger pupils stated that they understood the need for persistence and demonstrated this tenacity during a challenging middle-distance run, which all completed successfully. Teaching supports this by offering consistent praise and encouragement to succeed. Pupils are articulate and confident when speaking about their learning, and they are keen to share their ideas, for example in a younger pupils' lesson on exotic fruits. Older pupils have particularly high emotional literacy. They have a very clear sense of self and are ready for the challenges of senior school. This is due to values such as tolerance, respect and trust being fully embedded throughout the school, with staff taking time to nurture pupils, and giving them opportunities to discuss their feelings. Leadership and governance have been highly successful in their aim of providing an environment where pupils can develop their self-confidence and interpersonal skills.

- 3.15 From an early age, pupils learn to take increasing responsibility for making decisions which affect them. Younger pupils realise that the right choice is sometimes the more demanding path to take, and gain increasing understanding that short cuts to success are not always cheaply bought. They explained, for example, how choosing to ask for assistance is preferable to copying a friend's work and demonstrated clear comprehension of the consequences of making the wrong decision. They described how they are supported in this by the school's sympathetic teaching and open atmosphere which provide the security they need to learn decision-making skills. Pupils participate actively in their own learning, fostered by leadership's successful implementation of a creative approach to the curriculum in which pupils can make choices about topics they wish to research. Pupils are readily able to make decisions based on evidence and knowledge. They were articulate when speaking about their reasons for selecting specific activities or clubs. Older pupils were able to make informed and justified choices about items they would take on their own 'Shackleton adventure'. Teaching allows pupils time to contemplate and reason appropriate decisions.
- 3.16 Pupils develop finely-tuned senses of the non-material aspects of life as they grow through the school. The youngest children showed excellent care for their sunflower plants as they nurtured them. Junior pupils described how music helped people to think and pray in worship, and also explained that people needed times of quiet to think and reflect. They were able to explain clearly the difference between prayer and praise. Pupils have an excellent understanding of the religious significance of different places of worship such as Buddhist and Hindu temples, a local synagogue, and a Christian church. Older pupils described how they were moved by moments of reflection, such as during an assembly commemorating the 75th anniversary of the D Day landings, where they recognised the sacrifice and grievous loss of life. High quality artwork and creative writing in pupils' workbooks, alongside pupils' commitment to music and movement in ballet or gymnastics lessons, demonstrate their appreciation of creativity and desire to express ideas and feelings, which they happily articulate in conversations. Pupils described the positive impact of opportunities for meditation and for moments of calm reflection. The school provides excellent support through a well-planned curriculum which develops the pupils' spiritual understanding well.
- 3.17 Throughout the school, pupils have a keenly-developed understanding of right and wrong, and they realise the importance of taking responsibility for their own actions; the school council capably demonstrated this during a presentation in assembly when they explained how they had consulted other pupils and devised a solution to enable all pupils to benefit from a more organised end to break time. Pupils engage positively in debate about moral issues and demonstrate exemplary behaviour, fully accepting responsibility for their own actions. Younger pupils demonstrated understanding above their years about the reasons someone may behave in anti-social ways and described how to seek help to resolve issues. They explained how important it is to show tolerance and understanding to others and how a positive approach can make a difference to others' lives. All parents who responded to the inspection questionnaire confirmed that the school actively promotes good behaviour. Pupils gain much guidance and support from the school's emphasis on values, which is successfully embedded across all age groups. They can express their feelings and make discerning use of the weekly counselling service to support them. They have an excellent moral understanding demonstrated in the way that they embody the values of the school. For example, Year 6 mentors proactively seek pupils who may need someone to talk to in the playground. All pupils are able to articulate how they should behave, and are clear about the expectations set for them.

- 3.18 Pupils are very socially aware and enjoy excellent relationships, both with each other and with adults. Nearly all pupils responded in the questionnaire that the school helps them to develop strong teamwork and social skills. They relish opportunities to spend time together and to collaborate in their work and play; for example, younger pupils showed great patience with each other as they practised cricket batting and fielding skills. Pupils are very comfortable in each other's company, and described the shared benefits of close collaboration; they are communicative and supportive of each other, respecting a range of views; they explained the benefits that collaborative learning brings. Pupils are keenly aware of their social responsibility towards each other; they collaborate willingly in group work during lessons and activities where a common goal is to be achieved, or work together happily to solve problems. This was seen in a humanities lesson with older pupils, when they were able to discuss the short- and long-term needs of a country after a disaster, as well as in younger pupils' discussion of predictions for sinking and floating. Pupils listen attentively to each other's ideas and readily share their thoughts and feelings, and ensure that everyone plays their part. Pupils also achieve success working collaboratively on larger projects such as drama productions, art tasks, school competitions; and performances to larger audiences such as at the Wimbledon Guild Carol Service. Staff ensure that every pupil is fully included and that their voice matters.
- 3.19 Pupils have a clear understanding that some people are more fortunate than others, and they show genuine care and empathy for those who face hardship in their lives. They are positive and able to contribute widely, due to the significant number of responsibilities which school devolves to them. They contribute positively and willingly undertake leadership responsibilities: school councils ensure in various projects that the voice of pupils is universally embedded. Pupils also fulfil roles as captains and vice-captains, organising interactive displays in classrooms, with maturity. Younger pupils explained how they have taken practical steps to help others, whether by selling lemonade to raise funds for charities they have chosen themselves, or by helping friends who have a heavy load to carry. Pupils were observed spontaneously staying together to support slower peers on a middle-distance run. They complete classroom routines such as the distribution of resources with great pride and enthusiasm. Pupils explained their sense of pride in contributing to the local community by participating in initiatives such as a litter pick. Staff provide excellent modelling of the values of inclusion and of the importance of care for others.
- 3.20 Pupils respect cultural diversity in an atmosphere of tolerance and harmony. Pupils from different backgrounds and differing abilities are demonstrably considerate and respectful towards one another and all confirmed, in questionnaires, that the school encourages them to respect and tolerate others. For example, older pupils showed knowledgeable empathy towards a Muslim peer fasting during Ramadan and listened intently to a Jewish pupil as she explained the meaning of Shabbat. Pupils have an excellent understanding of tolerance, which was a recent focus in school. This is embedded, throughout, as one of the core values, permeating all aspects of school life.
- 3.21 Pupils ably articulate what constitutes a healthy lifestyle, exercising a clear understanding in their choice of balanced and nutritious lunches. They described their enjoyment of physical exercise in games and physical education, and in a wide range of activities. Pupils fully understand the importance of staying safe and healthy. They are also articulated, clearly, the importance of mental health and how this can be maintained by engaging in physical activities and by sharing worries and concerns. Pupils are supported by staff to make appropriate choices to ensure they stay safe and healthy, both during lessons and at playtimes and after school. They explained, clearly, how to stay safe online and their appreciation of specific workshops and lessons devoted to this aspect.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Kerry Lord	Reporting inspector
Mr Desmond Dunne	Compliance team inspector (former subject director, QCA)
Mrs Ruth Darvill	Team inspector (head, IAPS school)