



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Lichfield Cathedral School

January 2022

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School's Details

School	Lichfield Cathedral School			
DfE number	860/6012			
Registered charity number	1137481			
Address	Lichfield Cathedral School The Palace The Close Lichfield Staffordshire WS13 7LH			
Telephone number	01543 306170			
Email address	reception@lichfieldcathedralschool.com			
Headteacher	Mrs Susan Hannam			
Chair of governors	Mrs Nina Dawes OBE			
Age range	2 to 18			
Number of pupils on roll	521			
	EYFS	46	Juniors	156
	Seniors	264	Sixth Form	55
Inspection dates	18 to 21 January 2022			

1. Background Information

About the school

- 1.1 Lichfield Cathedral School is an independent co-educational day school which was originally founded in 1942 as a preparatory school for male pupils, including choristers. Female pupils have been admitted since 1974 and female choristers were installed in 2012. The school occupies two sites. Pupils from the Early Years Foundation Stage (EYFS) to the end of Year 4 are educated at the Longdon site, three miles from the city centre. The remainder are taught in buildings located in and around the cathedral close. The school is a charitable trust governed by a board of trustees, of whom up to five are appointed by the cathedral chapter. The current chair of governors took up her post in 2021.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. From April to August 2020 the school remained open only for children of key workers, the Early Years Foundation Stage (EYFS) setting and pupils from Year 1 to Year 6. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 During the lockdown period of January to March 2021, all pupils other than children of key workers, the EYFS setting and vulnerable pupils received remote learning provision at home.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades were awarded in 2021.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to nurture each pupil's individual talents, to instil in them the values of learning, leadership, faith and service and to encourage them to perform in all areas to the best of their ability.

About the pupils

- 1.9 Pupils come from a wide geographical area encompassing Lichfield, surrounding towns and villages and north Birmingham. Nationally standardised data provided by the school indicate the pupils are of broadly average ability. The school has identified 72 pupils as having special educational needs and/or disabilities, which include dyslexia, dyspraxia, attention deficit disorder and autism spectrum disorder, all of whom receive additional specialist support. Four pupils in the school have an education, health and care plan. English is an additional language for one pupil who receives additional help for English. The school provides challenge for the most able through varied teaching and learning approaches and enrichment 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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, 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 At GCSE in the years 2020 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2020 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 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

2.14 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.

2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

2.18 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 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.

2.21 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils make excellent progress in relation to their starting points and abilities.
- Pupils have highly positive attitudes to learning and are determined to make the most of the opportunities available to them at the school.
- Pupils excel in curricular and extra-curricular activities in areas where their particular talents lie.
- Throughout the school pupils are successful collaborative learners, both inside and outside the classroom.

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

- Pupils are naturally inclusive and demonstrate a strong acceptance of all, regardless of differences.
- Pupils have highly developed social consciences, turning their awareness of social issues to positive action.
- Pupils become increasingly reflective and develop a deep spiritual and aesthetic awareness throughout their time at the school.
- Pupils have a particularly strong sense of community and are notable in their support of each other.

Recommendation

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

- Strengthen the quality of pupils' practical engagement with the local community and beyond, by developing the opportunities available to them.

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 display excellent attitudes to learning, demonstrating an intrinsic motivation and determination to do well. In a Year 9 drama lesson, for example, all pupils made decidedly strong progress as they engaged in primitive actions and exaggerated moves, using *Artaud's* theatre techniques. The most able pupils took risks in their experiential approach and hence made very rapid progress. This confirms

the leaders' effective response to the previous inspection recommendation to extend the provision of challenging work for all pupils and especially for those who are more able. From the earliest years pupils demonstrate high levels of independence. For example, in the EYFS, children recognised that an electronic toy was not working and sought out an adult to replace the battery. In discussions, pupils throughout the school were keen to point out that thinking things out for themselves during online learning, has made a significant difference to their study skills. Pupils are keen and active learners who engage readily in collaborative work. For example, Year 3 pupils were observed working together extremely successfully as they discussed practical methods of partitioning numbers. In a sixth-form music technology lesson, pupils displayed outstanding collaborative skills as they took ownership of, and refined, their music production. In responses to the pre-inspection questionnaire, an overwhelming majority of parents agreed that the school equips their child with the team working, collaborative and research skills they need in later life.

- 3.6 Pupils, including those with SEND, make rapid progress over time, as evidenced by comprehensive assessment data. Their progress in lessons is facilitated by focused and individualised teaching and a culture where pupils are determined to perform to the best of their ability. Pupils join the school with a wide range of abilities and their examination results demonstrate attainment above those of schools with a similar baseline. At A level and BTEC, in the years 2020 to 2021, over two-thirds of pupils achieved grades A* to B in centre-assessed and teacher-assessed grades. As a result, the majority of pupils are successful in gaining places at a university of their choice, or in receiving an offer of an apprenticeship or industry placement. During the years 2020 to 2021 at least three-quarters of pupils achieved grades 6 to 9 at GCSE in centre-assessed and teacher-assessed grades. In discussion, pupils were keen to point to the quality of teaching and the individualised support and encouragement they receive from both teachers and pastoral staff as key contributory factors to their academic progress. In the EYFS, a very large majority of pupils are achieving or exceeding the expected norms for their age. Data provided by the school indicate that a large majority of pupils in Years 1 to 6 are working at above expected levels of progress in mathematics, reading and writing. In responses to the questionnaire, a very large majority of parents agreed that teaching, including any online provision, enables their child to make progress.
- 3.7 Throughout the school, pupils achieve excellent standards in a wide range of co-curricular activities and pursuits. They regularly gain considerable success in regional and national competitions. Successes in music abound and it is clear from the range of achievement that the school encourages the pupils to develop their individual areas of expertise. Sporting successes include being county champions in tennis. Individuals have been invited to join the football academy of a professional football club and represent their county in cricket and hockey. Pupils excel in the UK Maths Challenge, Science Olympiads and poetry and language competitions. Other notable successes include the live radio broadcast of the school's choristers singing in an Ascension Day service. Pupils gain strong success in external speech, drama, music and singing examinations. Large numbers embark on the Duke of Edinburgh's Award with many completing bronze, and increasing numbers completing silver and gold. Pupils achieve highly in these areas partly because they have extremely strong independent and collaborative skills, but also because they are encouraged by the school to pursue their interests to the highest level.
- 3.8 Pupils' acquisition and development of numeracy skills is excellent. This is due to the provision of well-pitched learning activities and the focus on number skills throughout the junior school to support pupils' learning. In discussions, pupils of all ages asserted their confidence that they are extremely good at using their mathematical expertise in other areas of the curriculum. This was confirmed by inspection evidence. For example, Year 9 pupils used their markedly strong mathematical skills to create optical illusions in art. In a Year 3 history lesson pupils demonstrated excellent estimating skills as they predicted the measurements of a Second World War Anderson shelter. In the scrutiny of work, Year 13 pupils displayed particularly high skills when using advanced statistical techniques to analyse the distribution of caddisfly larvae in streams.

- 3.9 Pupils are competent users of information and communication technology (ICT) and apply their skills well to support their learning. Children in the EYFS develop confidence as they use programmable toys, and by Year 4, pupils are very adept at using digital devices to write code to create animation loops. As they progress through the school, pupils use presentation software and conduct web-based research with ease. When pupils have access to technology in lessons, they quickly become extremely competent in the skills required. For example, pupils in the sixth form are highly skilful in the use of complex software for product designs and also for music composition. During periods of remote learning pupils used online video learning platforms extremely effectively to access lessons and resources, and to collaborate with their peers. Pupils with SEND make excellent use of specific software to enhance their learning experience. This enables them to make progress in line with their peers.
- 3.10 Pupils make markedly strong progress in developing knowledge, skills and understanding, as a result of the care the teachers take in addressing their individual needs and of their own determination. In a Year 1 mathematics lesson, pupils used appropriate strategies and were able to explain their methodology when solving problems. During an after-school club, pupils in Years 5 to 7 displayed excellent creativity when making an origami jumping frog. In a GCSE chemistry practical lesson, pupils demonstrated well-honed investigative skills, successfully identifying different types of reaction. Excellent linguistic skills were evident in a Year 13 language lesson when pupils communicated effortlessly in French when discussing the legal voting age in France. Relationships in the classroom are excellent and in the sixth form this often creates a sense that the pupils and teacher are exploring a subject together.
- 3.11 During their time at the school pupils develop excellent communication skills. Pupils are articulate, expressing themselves clearly and with purpose, being given numerous opportunities for discussion and debate in the classroom and beyond. For example, children in the EYFS talk with confidence as they engage in imaginary play and in a Year 7 English lesson, pupils proved to be accomplished communicators when speaking lines using emotions of anger and outrage. Pupils' writing skills are very well developed as seen through, for example, highly imaginative creative writing in the junior school, well-written essays in A-level geography, and extensively researched projects for the Extended Project Qualification. Children in the EYFS make rapid progress in their knowledge of phonics and early writing skills. Throughout the junior school, pupils read with fluency and excellent expression in independent and guided reading activities. In discussions, pupils, including those with SEND, said that they are confident communicators because there is an atmosphere of mutual respect. Pupils listen to the views of others, discuss ideas with confidence and ask challenging questions to refine their thinking, as seen in a GCSE religious studies lesson where pupils discussed the morality behind violent protest and issues behind modern day racism. In all these areas, a strong contributory factor is the commitment of the staff as a whole to give pupils every opportunity to read widely, engage in discussions, listen to one another, write creatively and to speak in public.
- 3.12 Pupils demonstrate well-developed thinking skills and relish the opportunity to form their own hypotheses. From the youngest years, they use these skills with confidence because they are encouraged to extend their understanding through open questions and appropriate tasks. In the scrutiny of pupils' work, Year 2 pupils demonstrated excellent analytical skills in their research on minibeasts and their woodland habitat. Pupils in a GCSE biology lesson showed a strong ability to hypothesise about the outcome of various methods when designing a system to maintain the temperature of water in a beaker. Pupils display an excellent understanding of how to research effectively when using a wide range of sources for their extended project work. Pupils, including the more able, relish the opportunities for challenge which are available on a regular basis during lessons and in extra-curricular activities; the school is highly successful in meeting its aim to instil in pupils the value of learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate an outstanding sense of community and, in discussions with inspectors, they spoke warmly of a culture of mutual support and encouragement. This was particularly evident amongst the choristers. Pupils work together completely naturally in lessons and activities, and the supportive environment enables pupils with SEND to gain social skills and form successful relationships with their peers. Younger pupils' strong social awareness was evident when they talked enthusiastically about the rainbow bench, where friends without a play buddy may be supported. Older pupils spoke assuredly of how they achieve more if they work together. They have an excellent appreciation of the needs of others and express with conviction the benefit of sharing their knowledge. Pupils are extremely good at working collaboratively to benefit others within the school community, with older pupils supporting younger pupils in learning and activities. In discussions, anti-bullying ambassadors spoke enthusiastically about their contribution to developing positive friendships amongst their peers. The pupils' social awareness is enhanced by the school's ethical leadership programme and by the real sense of community which is evident throughout the school. Pupils are instrumental in choosing the charities that they want to support and are very enthusiastic in their fundraising endeavours for local, national and worldwide charities. Pupils seek out opportunities to help others in the local community by supporting the local foodbank, volunteering at the vaccination centre at the cathedral, and by organising the distribution of toys to children less fortunate than themselves. However, relatively few pupils involve themselves actively with opportunities for service beyond the school and the cathedral.
- 3.15 Pupils have a very well-developed sense of responsibility, rights and compassion and they display excellent reasoning skills when discussing issues of morality. In a senior school debate about euthanasia, for example, pupils of all ages showed insightful awareness of the issues involved and presented their arguments in a thought-provoking manner. Pupils in the junior school have a very secure sense of right and wrong developed through classroom rules created, in part, by the pupils themselves. In questionnaire responses, a small minority of pupils did not agree that pupils are kind and respect each other. During the inspection it was observed that pupils are kind to each other, show respect to visitors and are extremely well-mannered. A respect for others of different genders, sexual orientation, race and abilities is ingrained in the pupils. For example, pupils in Year 3 showed great empathy when discussing equality issues in response to a book about a boy who wanted to be a girl. Pupils appreciate the fact that staff are open and sensitive in supporting their discussions and questions, helping them to develop a deeper understanding of these complex issues. They speak knowledgeably about the Black Lives Matter movement and the strong emotions it engendered throughout the school. Sixth-form pupils, on realising that one of the school houses was named after a slave owner, campaigned successfully to change its name, a decision that was supported and encouraged by the leadership and governors. In discussions, pupils were comfortable speaking about their disabilities and unanimous in their appreciation of each other's individual talents. Their commitment to inclusivity, is a result of belonging to a harmonious school and the dedication of the leadership to ensure that everyone is treated equally and fairly.
- 3.16 Pupils develop an excellent understanding and appreciation of the spiritual and non-material aspects of life. This is due to the many opportunities taken by the school to encourage them to take time to reflect on the world about them. Pupils of all ages described how they feel uplifted by the beauty of the cathedral and the sense of wonder they feel when listening to the choristers sing. They show a sense of awe and wonder in the simplest things, such as spotting the peregrine falcon that lives on the cathedral tower. Pupils show a considerable concern for the environment. For example, Year 3 pupils have created their own environmental campaign group to promote the recycling and reuse of plastics. Younger pupils spoke with maturity about their appreciation of the times that they spend thinking and appreciating stillness in the *Harry Potter* room of reflection. In high-quality essays seen by inspectors

in the scrutiny of work, older pupils demonstrated an excellent understanding of eschatology, the existence of God and the importance of faith.

- 3.17 Pupils have an excellent understanding of how to stay safe and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. Their well-being is strongly promoted because the school recognises the possible impact of mental illness and stress. Senior school pupils spoke of how they welcome the opportunity to learn relaxation techniques in the mindfulness after-school club. Children in the EYFS gain a good understanding of the importance of drinking water and healthy eating through classroom activities. Pupils of all ages are keen to participate in sporting activities, as they are highly conscious that an active lifestyle is good for their well-being. The school takes care to ensure that pupils understand how to stay safe online and when gaps in their knowledge are identified, steps are taken promptly to address them. In questionnaire responses, an overwhelming majority of pupils agreed that the school is a safe place to be and that teaching has enabled them to have an understanding of online safety.
- 3.18 From the moment they join the school, pupils make rapid progress in developing their self-confidence, resilience, self-discipline and other personal skills. Within the school, pupils show a distinctive degree of self-confidence; they are comfortable in themselves as they are trying to be the best that they can be, rather than comparing themselves to others. In a Year 5 English lesson, pupils demonstrated notable resilience as they enthusiastically answered questions and put vocabulary into sophisticated sentences, without being deterred if their initial answers were incorrect. Sixth-form pupils showed excellent self-esteem and self-confidence as they expressed their own personal opinions of political systems and justified their arguments with facts and figures. In questionnaire responses, a very large majority of parents said that the school helps their child to be confident and independent. Pupils with SEND are very positive about the help they receive because they understand that help offered supports their self-confidence and self-esteem. Choristers demonstrate outstanding self-discipline and resilience as they balance their singing commitments with their academic programme and, in many cases, other extra-curricular activities. In discussions, choristers were clear that both pastoral and academic staff are instrumental in offering them support.
- 3.19 Pupils have a very clear understanding of how the decisions they make now will influence their own future success. In the EYFS, children make suitable choices of activities which support their development and often link to their individual interests. In the senior school, pupils select subjects to study and activities to pursue which they know that they will enjoy, and hence where they will succeed. This is because the school recognises that each pupil has individual talents which they nurture successfully, thus amply fulfilling a further aim of the school. In discussions, older pupils recognised the importance of their decisions when selecting pathways to their future careers and asserted that they feel well prepared by the school for the challenges that lie ahead of them.

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 chapel. Inspectors visited the facilities for the youngest pupils, together with the 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 Sue Clarke	Reporting inspector
Mr Chris Manville	Accompanying inspector
Mrs Olivera Raraty	Compliance team inspector (Head, GSA school)
Mr Garry Binks	Team inspector (Former head of department, HMC school)
Mr Neil Hampton	Team inspector (Deputy executive headmaster, HMC school)
Mrs Faith Potter	Team inspector (Head, IAPS school)