



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

King Henry VIII Junior School

May 2023

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
4. Inspection Evidence		13

School's Details

School	King Henry VIII Junior School			
DfE number	331/6016			
Registered charity number	528961			
Address	King Henry VIII Junior School Warwick Road Coventry West Midlands CV3 6AQ			
Telephone number	024 7627 1160			
Email address	Info.khps@bkhs.org.uk			
Headmaster	Mr Josh Holtby			
Chair of governors	Prof Ian Dunn			
Proprietor	Coventry School Foundation			
Age range	6 to 11			
Number of pupils on roll	241			
	Pre-Prep	32	Juniors	209
Inspection dates	3 to 5 May 2023			

1. Background Information

About the school

- 1.1 King Henry VIII Junior School is an independent co-educational day school, located near the centre of Coventry. It became part of the Coventry School Foundation in 1975. The foundation's trustees oversee the running of the school and other schools in Coventry. The schools share a principal and some administrative function, such as human resources. The school shares the same site as King Henry VIII School, which was inspected separately at the same time, as were other schools in the Coventry School Foundation. The school comprises pre-prep, for pupils in Year 2, and juniors, for pupils in Years 3 to 6.
- 1.2 The current chair of governors was appointed in October 2021. The principal and headmaster started in September 2022.

What the school seeks to do

- 1.3 The school seeks to allow pupils to discover their potential by providing an education which is exciting and challenging. It aims to encourage pupils to pursue excellence in all they do, to respect the beliefs and opinions of others and to develop a concern for the world community and the environment.

About the pupils

- 1.4 Pupils come from a range of families with professional and business backgrounds, mostly living within 20 miles of the school. Standardised data provided by the school indicate that the ability of pupils is above average compared to those taking similar tests nationally. The school has identified 46 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive specialist support. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 35 pupils, of whom eight receive extra support. The curriculum is modified for those pupils who are identified as being the most able in the school's population.

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. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils are excellent communicators and speak and listen respectfully in all activities.
- Pupils throughout the school are excellent mathematicians; they calculate confidently and apply their knowledge effectively when solving problems in all subjects.
- Pupils' ability to think critically and use higher-order reasoning skills are excellent.
- Pupils display excellent attitudes to their learning.

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

- Pupils are highly confident and self-assured yet possess a conspicuous level of humility.
- Pupils have an excellent sense of morality, and this is displayed in the high quality of their friendships and their behaviour around the school.
- Pupils show genuine appreciation of and respect for the cultural diversity that is naturally embedded within the school community.
- From the earliest age, pupils actively support each other in a highly collaborative atmosphere, respecting and recognising individual differences and needs.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen pupils' development and application of their information and communication technology (ICT) skills in work across the curriculum.

The quality of the pupils' academic and other achievements

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

3.5 The school successfully meets its aim of providing a high quality of education which is exciting and challenging and promotes the pursuit of excellence in all fields. Evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data show that pupils' attainment across the full range of subjects is consistently above average in relation to national age-related expectations. Pupils of all abilities, including those with SEND and EAL, respond extremely well to the school's ethos of academic challenge and they approach tasks with enthusiasm and determination to succeed. This leads to them making rapid progress across all areas of the curriculum. Their success owes much to

the high expectations set by the effective leadership team, well-planned lessons and teachers' commitment to providing additional support for pupils through booster and extension classes.

- 3.6 Pupils speak confidently, conveying their ideas with great clarity. They have highly developed vocabularies for their age, as a result of a language-rich learning environment where they are encouraged to use subject specific key words, cross-curricular links and synonyms as the norm. For example, the creative content in a Year 6 lesson, based on *Goodnight Mister Tom* went across subject areas, enabling all pupils, irrespective of ability, to appreciate imaginative concepts and produce high-quality work. Core values of respect and kindness permeate the school, which generates an atmosphere which helps pupils develop excellent listening skills and confidence in speaking out. This includes activities such as public speaking, making presentations to their peers, and answering questions in class. This was evidenced when Year 2 pupils discussing features of a fact file about King Charles III articulated interesting information, such as that he plays three instruments and likes reading *Harry Potter* to his grandchildren. Furthermore, their work included appropriate heading and sub-titles, and pupils wrote with accurate punctuation. This progresses to high-quality sophisticated writing as seen in formal letters written by Year 5 which features phrases such as, 'I write to you with a sense of urgency'. Pupils take much care about the presentation of their written work.
- 3.7 Pupils develop high levels of knowledge, skills and understanding as they progress through the school. This is a result of well-paced lessons delivered by capable and committed staff who exhibit a thorough knowledge of each pupil. A very large majority of pupils who responded to the pre-inspection questionnaire agreed that their knowledge and skills improve in most lessons. Pupils of all ages apply their learning and understanding highly effectively. For example, in science, Year 5 pupils demonstrated excellent knowledge and understanding of how living things have evolved over time, declaring that the beak of the finch has changed considerably as it has adapted to a different diet. Pupils in the choir used technical terms, such as 'rhythm', to discuss the music *All things bright and beautiful*, before performing it most competently in two-part harmony. Pupils are highly successful for their age in the acquisition of linguistic skills. Pupils in Year 2 accurately and confidently counted in French and were able to explain how in the French and Spanish language, adjectives usually come after the noun. Pupils are accomplished artists across a range of media, as seen in lessons, work scrutiny and displays around the school, including large fabric bookmarks created by pupils in Year 4 as part of their cross curricular topic on India.
- 3.8 Pupils demonstrate excellent use of number, calculating with accuracy when faced with challenge. Pupils in Year 2 demonstrated their understanding of multiplication by drawing and interpreting arrays and bar models. In Year 6, pupils responded effectively to teachers' comments about initial misunderstandings to produce highly proficient work on position and direction. Pupils can explain their workings with confidence, as demonstrated by younger pupils during a lesson on fractions. Strong foundations in numerical facts from Year 2 onwards ensure that further up the school pupils use number competently as a natural tool in a variety of subjects. For example, pupils in an English lesson were able to accurately calculate dates when working with a timeline. Year 3 pupils in design and technology (DT) successfully made moving monsters using boxes, identifying irregular hexagons and trapeziums. Pupils in a Year 5 science lesson constructed accurate graphs when investigating thermal conductors and insulators.
- 3.9 Pupils have good ICT skills which are taught through discrete lessons. Pupils successfully learn to code from Year 2 and are fluent touch typists by the time they reach Year 6. Pupils of all ages often choose to use technology to present their thoughts and ideas when working on their weekly project homework, such as using ICT skills to create a space holiday advert. In school, Year 5 pupils showed their expertise in a lesson on constructing images and all were able to create, copy and resize shapes to draw an owl, sheep or lion. Pupils interviewed said that the use of ICT in other subjects is limited. Pupils identify the fact that they will need ICT skills more and more in their senior school and in their post school lives. When opportunities are taken to use technology in other subject areas, for example programming motors in DT or in photography club, pupils are stimulated in their learning, improving

their subject specific skills. However, pupils' use and application of ICT to enhance their learning was not evident in many subject areas and remains underdeveloped.

- 3.10 Across the school, pupils show increasing proficiency in their study skills, so that by the time they leave, they are highly analytical and able learners. In discussions, many pupils expressed to the inspectors that mistakes are simply learning opportunities, pointing out the classroom display depicting 'Marvellous maths mistakes'. Pupils in Year 5 showed excellent understanding of Charles Darwin's theory of evolution, accurately hypothesising in a think-pair-share activity as to why it took 60 million years for elephants to evolve their long tusks and trunks. Pupils in a Year 6 athletics lesson successfully compared and contrasted shot-put techniques, and, facilitated by excellent questioning from peers, provided useful suggestions for improvement with positive results. Pupils' analytical skills are also excellent, as demonstrated by the oldest pupils' analysis of a film clip from *Cruella* resulting in the creation of highly effective phrases to create tension in their monologues, such as 'Why? Her skin was as soft as feathers' and, 'Over. In a heart stopping moment'. In their responses to the questionnaire, most parents agreed that the school equips their child with the team-working, collaborative and research skills they need in later life.
- 3.11 The success of pupils in a wide range of activities is extensive. Excellence beyond the curriculum is encouraged and celebrated and is an important part of the school's ethos which focuses on providing a holistic education. Pupils gain places at their chosen senior schools, with some attaining academic, sports or creative arts scholarships. In the questionnaire, the vast majority of older pupils agreed that they felt well prepared for senior school. Pupils spoke with pride about their many and varied achievements, and the breadth of opportunities on offer through the school's extra-curricular programme. Most parents who responded to the questionnaire agreed that the school provides a suitable range of extra-curricular activities. Pupils are equally proud to celebrate their own and each other's successes, whether that be having a piece of art receiving a successful bid in the school exhibition, achieving success in the Maths Olympiad, performing in the school orchestra or being a member of the swimming team to reach a national final. The achievement of pupils in academic competitions, sport, music and the performing and creative arts is notable considering the school's focus on participation and inclusivity, rather than offering solely to the most able and talented.
- 3.12 Pupils display excellent attitudes to learning, whether they are working individually, in pairs or in groups. Throughout the school, pupils are curious, diligent and ambitious, taking considerable leadership in their learning. They approach their lessons with great verve and a desire to work hard. Pupils have a very positive attitude towards taking on challenging tasks, as seen in lessons and extra-curricular pursuits such as the mathematics extension club. There is a clear culture of mutual respect in all classrooms and pupils ask pertinent questions and show a real desire to take their learning forward, as seen in Year 5 DT lesson about the function of cams in a moving toy. Pupils report that they are able to develop initiative and independence through many opportunities to do so, such as project work, and through being part of the community; a safe and nurturing environment where learning opportunities allow for character, confidence and creativity to take root and flourish.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across all ages have the confidence to share ideas and exhibit high levels of self-esteem in a humble and respectful manner. They are self-reflective and self-disciplined with an excellent understanding of how to improve their own learning. Pupils explain how they use taught strategies to sense-check and self-edit their work, which they do adeptly. They describe approaches such as the 'purple polishing pen' to improve the quality of their work. They respond well to positive criticism from teachers or peers and see making a mistake as an opportunity to learn. Pupils display strong resilience and perseverance and articulated a clear understanding of the importance of this, as a skill which will be vital in their futures. Pupils are highly motivated and well prepared for the next stage of

their lives, helped by the high standard of pastoral care that they receive from the teaching assistants, teachers, and leaders. This was illustrated in assembly when pupils, confident in their supportive community, put their hands up to answer questions and volunteered information freely, regarding what makes a good friend and specific gestures that they had appreciated from others. In the questionnaire, the vast majority of parents said that the school helps their child to be confident and independent.

- 3.15 Pupils show a keen awareness and strong appreciation of non-material aspects of life such as learning, friendship, and family. For example, when asked what they value most in life, older pupils suggested positivity, treating others how you would like to be treated and being safe and happy. They articulated an excellent and genuine appreciation of how kindness makes for a better family-based community. Through personal, social and health education (PSHE), pupils are afforded the opportunity for reflection and discussion. In a Year 6 PSHE lesson, pupils self-reflected naturally and maturely considering others less fortunate than themselves. This was done in a moment of calm using controlled breathing, the timings of which were dictated by the sound of a chime. Pupils exhibit strong spiritual values and show a keen interest in the faith and beliefs of others. The oldest pupils explained how there was great joy watching Muslim pupils celebrate Eid in the dining room at the conclusion of Ramadan. Pupils develop a good appreciation of a broad range of religions including Christianity, Judaism, Buddhism and Islam, but of equal importance is developing an appreciation for all creation.
- 3.16 Pupils show advanced moral development and distinguish clearly between right and wrong behaviours. Throughout the school, pupils behave with courtesy and consideration for others. Pupils were observed holding doors open for each other without being asked, offering others daily greetings, and showing genuine interest in each other's feelings. Pupils spoke highly about the quality of staff-pupil relationships, and a palpable culture of respect and tolerance pervades all aspects of school life. Pupils accept responsibility for their own actions, understanding that rules benefit everyone. Year 6 pupils explained that the school values and expects excellent behaviour, as celebrated in assemblies, newsletters and character certificates such as for being resilient or open-minded. The success of these expectations is characterised by there being very few behavioural incidents amongst pupils; any that occur are dealt with swiftly and skilfully, often with a restorative justice approach before any escalation of behaviour management is needed. Pupils spoke confidently about fundamental British values serving as a foundation for their moral understanding and intentions, stating that they are happy and indeed encouraged to challenge any contrary views.
- 3.17 Pupils flourish in a multi-cultural, diverse community in a relaxed and accepting way in response to the ethos of providing a caring atmosphere where all are of equal worth. Pupils from different cultures blend in as one, engaging naturally and without hesitation with those of backgrounds and cultures other than their own. A prominent 'diversitree' display, exemplifies how highly this is valued and pupils spoke proudly of what makes them unique as written on hands displayed as leaves. An overwhelming majority of parents who responded to the questionnaire agreed that the school promotes values of democracy, respect and tolerance of other people. Pupils confirmed in discussion that they aim to be the best version of themselves, recognising that others may have different views from themselves, but saying that everyone is equally valued. This is in accordance with the school's aim to ensure pupils respect the beliefs and opinions of others.
- 3.18 Pupils are confident decision-makers, and they understand how making mistakes is as valuable as getting things right. Pupils of all ages are given a significant degree of choice in selecting extension work and in the presentation of their project-based learning and this encourages a range of creative outcomes. This was evidenced in Year 6 topic work about Earth and space, as some chose to create a mobile of space facts to hang in the classroom, whilst others opted to produce a timeline of key information regarding moon landings. Pupils of all ages make sensible decisions regarding what to do at break time and were witnessed calmly sharing resources and helping each other. Pupils across the school embrace a positive philosophy and through discussion spoke about how putting effort into their work and friendships helps them to improve and maintain a harmonious community. As a result,

they consider the impact of decisions made and how these contribute to their own development, such as what senior school they will attend. Those who choose to apply for membership of the school council recognise its importance as a debating and decision-influencing body to bring about positive change within the school. Pupils feel empowered in voicing their opinions, advising others, and making sensible decisions that will positively impact on their relationships and wellbeing now and in their future lives.

- 3.19 Pupils' team skills and independence develop strongly, improved by residential educational trips, such as Peter Gordon Lawrence (PGL), which Year 3 and 4 were on during the inspection. Pupils work together confidently and enthusiastically to solve problems, in a spirit of mutual support, encouraged by teachers who give clear guidelines and regular reminders on how to work together most effectively. For example, pupils worked collaboratively and with full engagement in a PSHE lesson to identify the influence that power has in relationships, articulating thoughtful suggestions to navigate relationships where there is a power imbalance. Pupils' co-operative and supportive responses towards peers and younger children are instinctive and they take pride in helping each other develop as learners and young people across all areas of school life. This was seen in a Year 6 cricket lesson where pupils gave and received feedback in a routine manner, reflecting a clear culture of helping those around you to thrive. Pupils enjoy the opportunity to work together to advance whole school matters, such as every member of each house deciding who will represent them in the talent show, 'Stars in your eyes', or the school council, with representatives from each year group working with much synergy to improve playtime equipment.
- 3.20 Pupils radiate cheerfulness and care for each other, in large part because of the priority attached by the senior leaders to the fostering of their emotional wellbeing. Pupils know how to stay safe, in both the real and virtual world. They say that they appreciate the regular focus on online safety in ICT lessons and speak confidently of the need to maintain anonymity in certain scenarios and protect passwords. Leaders and staff talk with pupils about strategies they can use to look after their own mental and physical health and wellbeing. As a result, pupils understand the importance of being physically healthy and value the opportunities they have in school and beyond to participate in team and individual sports and activities. Pupils' understanding of the importance of a healthy diet is reinforced by nutritious lunches and was seen by older pupils eloquently talking about balanced meals. An overwhelming majority of parents and pupils in the questionnaire agreed that the school encourages a healthy lifestyle.
- 3.21 From the earliest age, pupils show a keen awareness of the needs of others. Pupils' contributions to the wellbeing of all, both inside and outside the classroom are obvious, positive and highly effective. For instance, younger pupils, on realising that some others were without a partner during breaktime, invited them to join their group. Older pupils stopped an ICT activity, without hesitation, to help peers struggling to complete a task. The oldest pupils described with much pride their roles as leaders, such as prefects or eco-representatives, as well as their fulfilment when acting as anti-bullying ambassadors. Pupils contribute productively to charitable causes supporting a range of different projects locally, nationally and internationally. Through discussions, it was clear that pupils enjoy and understand the importance of helping the wider community, such as when they sing in a local hospital or raise money for charities such as *Children in Need*. A pupil-led initiative raised money to be able to twin every bathroom in the school with a latrine from around the world, such as Zambia and Afghanistan. The school fully meets its aim for pupils to develop concern for the world community.

4. Inspection Evidence

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

Inspectors

Mrs Ruth Loveman	Reporting inspector
Mr William Sawyer	Compliance team inspector (Head, IAPS school)
Mr Grant Whitaker	Team inspector (Former director of studies, IAPS school)