



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Gayhurst School**

**June 2023**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
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
<b>3. Educational Quality Inspection</b>		<b>8</b>
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
<b>4. Inspection Evidence</b>		<b>13</b>

## School's Details

<b>School</b>	Gayhurst School			
<b>DfE number</b>	825/6005			
<b>Registered charity number</b>	298869			
<b>Address</b>	Gayhurst School Bull Lane Gerrards Cross Buckinghamshire SL9 8RJ			
<b>Telephone number</b>	01753 882690			
<b>Email address</b>	enquiries@gayhurstschool.co.uk			
<b>Headteacher</b>	Mr Gareth Davies			
<b>Chair of governors</b>	Mr Rob Skinner			
<b>Proprietor</b>	Gayhurst School Trust			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	358			
	<b>EYFS</b>	66	<b>Juniors</b>	90
			<b>Seniors</b>	202
<b>Inspection dates</b>	27 to 29 June 2023			

## 1. Background Information

### About the school

- 1.1 Gayhurst School is an independent co-educational day school. It is a charitable trust whose trustees provide governance. It was founded in 1908 as a boys' school and moved to its current extensive grounds on the outskirts of Gerrards Cross in 1930. It became co-educational in its centenary year of 2008. The school is arranged as the Junior School for pupils from nursery to Year 2 and the Senior School for pupils from Year 3 to Year 6.
- 1.2 Since the previous inspection the school has created a new room for the teaching of science, technology, engineering and mathematics (STEM), an archaeological dig site, science garden, outdoor learning room and an expressive arts studio. The chair of governors was appointed in April 2023.

### What the school seeks to do

- 1.3 The school aims to enable pupils to explore and develop their academic, physical and creative interests within a broad curriculum supported by a varied co-curricular programme. It seeks to provide a caring environment to deepen pupils personal and social development to create confident and independent children who understand that effort, perseverance and resilience will contribute to their development in preparation for a successful transition to secondary school.

### About the pupils

- 1.4 Pupils come from mainly professional family backgrounds living within a ten-mile radius of the school. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 50 pupils as having special educational needs and/or disabilities such as dyslexia, attention deficit and hyperactivity disorder and autism, of whom 49 receive additional specialist support. Two pupils have an educational, health and care (EHC) plan. The school has six pupils who are identified as having English as an additional language (EAL), of whom four receive additional support.

## 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 (EYFS) 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; 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.

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](#).

## 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'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 have exemplary attitudes to learning.
- Pupils are fluent and articulate communicators.
- Pupils have highly developed problem-solving skills in mathematics.
- Pupils have excellent knowledge, skills and understanding across the range of curriculum subjects and readily make connections in their learning.

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

- Pupils are highly collaborative and socially aware.
- Pupils have significant self-awareness and resilience and are reflective in their learning.
- Pupils are confident and effective decision-makers.
- Pupils have an excellent understanding of how to live a healthy life.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Extend and deepen pupils' understanding, awareness and leadership in responding to environmental challenges.

#### 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' overall attainment is excellent. They make strong progress during their time at the school. Data provided by the school confirm that almost all pupils achieve well above expectations compared to others taking the same tests nationally. During their time in the Early Years Foundation Stage (EYFS) almost all pupils show a good level of development in all their early learning goals. These high levels of achievement are a result of the expert and skilful teaching provided by staff. Pupils of all ages with SEND make strong progress in relation to their abilities, as a result of the focused and individualised support they receive. Pupils of all abilities make good and often rapid progress in lessons, as seen in Year 1 pupils' rapid assimilation of numbers up to a thousand. At the end of Year 6 the majority of pupils gain places at academically selective state schools. Many pupils also gain places at academically selective independent senior schools, of whom, a good proportion have been awarded scholarships

for sport, academic achievement, music, art and drama. The school successfully meets its aim to enable pupils to fully develop their academic, physical and creative interests.

- 3.6 Pupils have excellent attitudes to learning which is a significant factor in their overall success at school. They are strongly supported by the highly positive relationships maintained with teachers. Pupils are highly focused in lessons, responding rapidly to instructions and maintaining a high work rate throughout. Pupils of all ages engage with enthusiasm, showing interest through thoughtful and well-considered questions to clarify their thinking. For example, pupils in a Year 2 English session delighted in inventing superhero themed action words and commented excitedly on other pupils' ideas showing natural curiosity. They are highly effective when working in collaboration, for example when Year 6 pupils, working in pairs, wrote highly evocative narrative poems inspired by *The Highwayman*. Pupils willingly undertake independent work, for example, successfully completing projects in Year 6 in mathematics and religious studies. They are highly productive in lessons completing a large volume of work across the year as seen when pupils shared their English and mathematics work with inspectors. They show initiative in their learning. Pupils in Year 3 drama chose and developed their own characters when enacting role-plays with imagination, humour and purpose and using a wide range of facial expressions.
- 3.7 Pupils' communication skills are outstanding. They are articulate and confident when speaking both in public and in conversation. They listen with care, as seen by pupils' rapid responses to teachers' instructions in lessons. They are adept at deriving meaning from texts, as when Year 6 pupils undertook detailed and thoughtful analyses of a poem about a class teacher. Pupils have well-developed reading skills, many far in advance of expectations for their age. They enjoy reading a wide range of challenging books, as explained to inspectors during discussions. In this they are well supported by the strong culture of reading and the well-resourced library at the heart of the school. Pupils write with care and finesse across a wide range of genres, and to extremely high standards. They develop strong technical skills of spelling and punctuation from an early age due to the strong foundations laid in the EYFS. For example, Reception children successfully identified and sounded out polysyllabic words such as lobster, paintbrush and lightning and then accurately identified them in their written form.
- 3.8 Pupils have excellent skills in mathematics, supported by secure understanding and a school-wide culture of challenge, risk-taking and problem-solving. They have rapid recall of multiplication tables, enabling strong mental arithmetic skills. They complete calculations with fluency achieving a high rate of accuracy. Year 6 pupils, in discussion with inspectors, demonstrated both interest in and secure understanding of *Pythagoras's* life and theories. They take pleasure from solving challenging mathematical problems and are not disheartened by making errors, supported by the school's culture of learning from mistakes. Pupils demonstrate an excellent ability to define and explain the meaning of key mathematical terms such as function and algebra. Pupils readily apply their mathematical understanding to other subjects and activities in school. For example, Year 6 pupils found their arithmetical skills invaluable when calculating the profits generated by their enterprise activities.
- 3.9 Pupils have significantly well-developed skills for learning supported by strong knowledge and understanding across all curricular areas. They have excellent scientific knowledge securely grounded in learning from practical investigations. For example, Year 6 pupils have an excellent understanding of the effect exercise has on heart rate. Pupils make adept use of their historical skills to develop their understanding of past events. For example, pupils in Year 6 gave clear and accurate accounts of the early stages of World War II. Pupils of all ages have strong geographical skills as seen when pupils in Year 3 confidently compared the geographical similarities and differences between England and Brazil. Pupils throughout the school engage confidently with learning Spanish, having vocabulary and oral skills well in advance of age expectations at each stage. Nursery children accurately recited the colours in Spanish. Pupils have finely honed artistic skills as seen in the wide range of high-quality art created across a range of media on display around the school. For example, Year 1 and Year 2 pupils' vibrant and original individual pictures inspired by *Kusama, Calder and Hunderwasser*, demonstrate

exceptional use of colour, shape and form for their age. They have excellent performance skills both in music and drama, and as seen in the rehearsals for the final year production of *Star Warts* involving all pupils from Year 6. Pupils have outstanding physical co-ordination skills, as seen when Year 2 pupils demonstrated advanced batting skills for their age in cricket. Pupils are supported in their sporting success by the wide-range of sports and activities offered by leaders and staff.

- 3.10 Pupils have well-developed study skills. Pupils in Year 3 readily offered hypotheses on whether a single jug would have sufficient capacity to hold the liquid contained in three separate jugs, supporting their ideas with logical reasoning. Year 6 pupils demonstrated excellent analytical skills in their English work when correctly determining the context and setting of a poem based on the language used. Pupils readily use a range of sources to support their learning. Year 5 pupils in English found interesting and relevant information online about Cornwall and Tintagel Castle to inform their writing on King Arthur. Pupils' work is well organised, often presented neatly and with well-drawn diagrams and information, as seen in Year 6 pupils' science work on the heart. Pupils' overall high achievement is strongly supported by their willingness to reflect on their learning and to regard mistakes as an opportunity to develop. In discussions, pupils spoke with great pride in their own achievements, recognising the progress they had made over the preceding academic year. In questionnaire responses almost all parents agreed that the school equips their child with the team-working, collaborative and research skills they need in later life. This is confirmed by inspection evidence.
- 3.11 Pupils achieve considerable success outside the formal curriculum. Large number of pupils undertake speech and drama lessons, achieving outstanding results in examinations, most at the highest grade. A third of pupils have individual music lessons, also achieving high standards in grade examinations. Many take part in the numerous opportunities to perform at school, performing to a high standard for their age. Pupils are accomplished in team sports achieving regular success in fixtures against similar schools, for example in netball, rugby, cricket, basketball and hockey. Sports' teams have achieved success in both regional and national tournaments in hockey, rugby, skiing, basketball, athletics, table tennis, golf and netball. Individual pupils have represented county teams in tennis and cricket, with some selected for a national prep school's football squad to play at international level. Pupils have had individual sporting success in county golf tournaments. Science and mathematics quiz teams have successfully competed in regional and national competitions as finalists and individual pupils have achieved success in national awards schemes for science, technology, engineering and mathematics, computing and in essay writing for religious studies.
- 3.12 Pupils have strong skills in information communication technology (ICT) and readily make use of it to support their learning across the curriculum. They make confident and effective use of tablet computers for writing. Pupils in Year 5 demonstrated excellent typing skills for their age when composing responses to an English task. Pupils understand how to access a range of applications. For example, Year 3 pupils demonstrated excellent knowledge for their age of a coding application, rapidly creating simple animations. Pupils make confident use of applications to create presentations, for example when Year 6 pupils researched and created presentations about famous mathematicians. Pupils' strong understanding of how to use ICT to support their learning has been enhanced by governors' significant investment in facilities, equipment and applications since the previous inspection.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' social development is excellent. They readily work with one another, recognising that this can lead to better outcomes through the sharing of the best ideas. For example, nursery children worked well in collaboration to make imaginary aeroplane tickets and then spontaneously swapped roles to take turns making more tickets. They offer unprompted support to each other. Pupils in Year 2 in Spanish willingly and rapidly gathered up glue sticks to give to peers from another class. Pupils readily

celebrate the achievements of their peers, recognising each other's particular skills. Year 2 pupils praised the use of language in a piece of writing by one of their peers about the wise and foolish man. Older pupils act as excellent role models to younger pupils, for example, when acting as peer mentors during breaktimes and showing significant care for their younger peers.

- 3.15 Pupils are highly self-aware for their age. They are self-confident, taking pride in their work and readily seeking ways to improve. They show awareness of their own strengths and weaknesses, reflecting realistically on their learning in order to make further progress. They are strongly supported in this by the school's culture of self-assessment. In discussions, pupils in Year 3 recognised the need to focus with determination on improving their joined-up handwriting to achieve their pen licenses. Pupils demonstrate resilience, for example, when Year 2 pupils successfully worked through challenging mathematics problems to add two-digit numbers. The school successfully meets its aim to develop confident and independent children who show perseverance and resilience.
- 3.16 Pupils are effective and confident decision-makers. They readily make choices in lessons. Year 3 pupils in science rapidly agreed amongst themselves the roles they should take when working collaboratively to create pictures of flowers. Reception children made good choices of images to inspire their writing, for example by choosing a lobster to feature in their beach stories. Pupils in Year 1 made excellent choices of challenge tasks to extend their learning in mathematics. Pupils make effective decisions to guide their own learning, for example, when choosing which religion to study for their projects in Year 6. Pupils are able to make sensible judgements about risk, as seen in their use of play equipment at breaktimes. They make excellent choices of activities, based on their own interests. Older pupils, in discussions with inspectors, explained that they had chosen to attend cookery club because they enjoyed making and then eating what they made. Year 6 pupils gave thoughtful explanations for how they had made their choice of secondary school with the support of parents and teachers.
- 3.17 Pupils have a strong understanding of how to stay safe and keep healthy. They understand how to maintain a balanced lifestyle and the importance within that of exercise and eating a suitable diet. At lunchtimes pupils make excellent choices of food, with many, unprompted by staff, supplementing their meals with vegetables and salad. Year 5 pupils in discussions highlighted the importance of having a colourful plate of food at lunchtime. They recognise the importance of maintaining good physical health, by taking an active part in the school's extensive sports and activity programme. For example, pupils in Year 6, whilst discussing their work, showed a clear understanding of the importance of maintaining a healthy heart. They readily recognise that some pupils have food allergies and the importance of avoiding accidental exposure to certain ingredients. Pupils understand the need for balance in their lives and the importance of maintaining good mental health. For example, Year 5 pupils have a clear understanding that sleep, exercise and sharing concerns are important elements of maintaining good mental health. Pupils of all ages have a strong understanding of the initial simple steps they can take to support themselves, including seeking help and advice, when necessary. In the questionnaire, almost all parents agreed that the school encourages children to adopt a healthy lifestyle.
- 3.18 Pupils maintain high standards of behaviour. They are courteous with excellent manners when in school, showing high levels of consideration towards the visitors and adults they encounter. For example, pupils readily gave inspectors, when lost, directions during the inspection. They understand the need for rules and have a strong sense of justice. They take responsibility for their own behaviour, and usually recognise when this is having an impact on others and will make amends accordingly. Pupils readily engage with ethical concerns and enjoy discussing complex moral issues, as when Year 6 pupils discussed whether graffiti is art or vandalism. They understand the importance of friendship and how to maintain positive relationships with one another. For example, Year 3 pupils in drama explained that a bad friend is somebody who is rude, dismissive, and doesn't listen.
- 3.19 Pupils, strongly supported by staff and leaders, are highly inclusive and accepting of one another. They recognise that everyone is different and this can mean that on occasions they have different needs. In discussions with inspectors, pupils in Year 6 were adamant that it was important to accept everyone

as they are, regardless of how different they are to you. They also recognise that differences, such as neuro-diversity, can be hidden and manifested through distinct behaviours. They have a secure understanding of the importance of democracy and tolerance within society and will readily celebrate cultures and traditions different to their own. They are interested in understanding different perspectives and faiths. Pupils show respect for those with beliefs different to their own, including those who have no faith at all. Year 5 pupils in religious studies recognised that having a faith is a very personal decision.

- 3.20 Pupils make a significant contribution to their school community. They show concern for the needs of others by readily engaging with activities organised by the school, such as litter picking in their local area. They engage actively with charitable fundraising, for example by collecting and delivering donations of food for those in need locally. They enthusiastically support fundraising for national charities supporting children in need, and army veterans. They have raised funds for local charities such as a hospice, animal rescue and a local care home. They have supported international charities working in Brazil and also those providing humanitarian aid in countries affected by conflict. They develop secure economic awareness, for example, when Year 6 pupils made and sold simple products as part of their enterprise activity. They take a keen and active role in changing the school for the better through participation in the school council. Through this, they have recently been successful in gaining popular changes to the school lunch menu and the development of an adventure playground. Older pupils, such as the Year 6 peer mentors at breaktimes, offer significant caring support to younger pupils. Pupils, whilst showing interest in sustainability issues, do not yet have a fully developed understanding of the actions they could be taking. In discussions with inspectors, pupils expressed interest in deepening their understanding of how to respond to environmental issues and in leading the school's response.
- 3.21 Pupils' spiritual understanding is well-developed. They acknowledge the importance of the environment in their lives and the emotional impact that nature can have. For example, Year 3 pupils in English vividly described the emotional impact of walking through a forest. They have a strong aesthetic appreciation, evident in their vibrant art work displayed throughout the school. Year 5 pupils' self-portraits in the style of *Van Gogh* made vibrant use of colour and skilful use of line. In discussions they explained that beauty can be found in a sunset, a particular tree in the school grounds and in friendships. Pupils show respect for those with faith, as when Year 3 pupils in religious studies discussed the challenges experienced by Buddha on his path to enlightenment. They recognise the importance of the non-material, for example in their enjoyment of reading for pleasure and listening to music. In discussions, Year 6 pupils understood the importance of silence and quiet contemplation, for example in prayer or meditation, to enable them to reflect thoughtfully on the day's events.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the facilities for the youngest pupils, together with 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

Mr Matthew Lovett	Reporting inspector
Mrs Geraldine Yandell	Compliance team inspector (Deputy head, ISA school)
Miss Kaye Lovejoy	Team inspector (Retired head, ISA school)
Mrs Olivera Raraty	Team inspector (Head, GSA school)