



ISI Independent
Schools
Inspectorate

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

Orwell Park School

September 2022

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School's Details

School	Orwell Park School			
DfE number	935/6005			
Registered charity number	310481			
Address	Orwell Park School Nacton Ipswich Suffolk IP10 0ER			
Telephone number	01473 659225			
Email address	opssecretary@orwellpark.co.uk			
Headmaster	Mr Adrian Brown			
Chair of governors	Mr James Davison			
Age range	2 to 13			
Number of pupils on roll	220			
	Day pupils	128	Boarders	92
	EYFS	34	Pre-prep	23
	Prep	163		
Inspection dates	21 to 23 September 2022			

1. Background Information

About the school

- 1.1 Orwell Park School is an independent co-educational day and boarding school. It was founded in Lowestoft in 1868 and moved to its present site in 1937. The school is overseen by a board of governors. The school comprises the Early Years Foundation Stage (EYFS), for children aged 2½ to 5 years; the pre-prep, for pupils aged 5 to 7 years; and the prep, for pupils aged 7 to 13 years. Boarders are accommodated in one boarding house situated in the main building.
- 1.2 Since the previous inspection, the school has continued to refurbish the boarding house and developed its outdoor learning facilities.

What the school seeks to do

- 1.3 The school aims to offer an all-round education in which happy children can grow in self-esteem, develop abilities and persevere when confronted with obstacles. It seeks to excite, develop and challenge each child. The school endeavours to develop a life-long love of learning and an increasing sense of self-reliance as children prepare for senior school and allow them to understand and engage with the outside world and the needs of others.

About the pupils

- 1.4 Most pupils come from local families representing a range of professional and military backgrounds. The school's own assessment data indicate that the ability of pupils on entry to the school is broadly average compared to those taking the same tests nationally. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, all of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 16 pupils, of whom 12 receive additional support for their English. The curriculum is modified for pupils identified as the most able in the school's population and for other pupils because of their particular talents in drama, music, sport, design and technology and art.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (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, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, 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. Boarders have access to a suitable programme of activities.
- 2.4 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' achievement is excellent. They attain highly and many make strong rates of progress overall.
 - Pupils display a passion for learning and achievement.
 - Pupils exhibit advanced communication skills.
 - Pupils demonstrate substantial body of study skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent self-confidence and self-understanding.
 - Pupils exhibit a very strong sense of justice and accept moral responsibility for their own actions.
 - Pupils exhibit extremely high levels of respect for people from diverse cultures and backgrounds.
 - Pupils' social skills are outstanding.

Recommendation

- 3.3 The school is advised to make the following improvements.
- Ensure that pupils make more consistent progress as they move through the school.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Lesson observations, scrutiny of pupils' work and the school's own assessment data confirm that pupils' achievement is excellent overall. Pupils attain highly and are very successful in obtaining places and achieving an extensive number of academic and non-academic scholarships at a wide range of senior schools. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. Inspection evidence supports this view. Overall, pupils make high rates of progress across the full range of subjects. EYFS children make strong progress and achieve expected levels of development by the time they leave the Reception year. Pupils with SEND typically make rapid progress from their starting points. Equivalently high rates of progress are made by different groups, such as male and female pupils, the most able and those with EAL. However, progress made by individual pupils within particular cohorts is sometimes uneven. Leaders make some

effective use of progress data to identify and respond to individual pupils' learning needs. The school meets its aim to excite, develop and challenge each child.

- 3.6 Pupils' attitudes to learning are outstanding. For instance, EYFS children demonstrated very strong engagement and concentration on their activities, such as when the youngest pupils shared ideas about the purpose of different parts of castles during their topic work. In all lessons seen, pupils demonstrated high levels of enthusiasm, curiosity and a keen desire to develop and make progress through hard work. They are focused and engaged as the level of challenge increases, as seen in mathematics and other lessons. In the boarding house, pupils show leadership in their learning, taking ownership of their study time, managing their workloads and seeking support when needed. Pupils spoke passionately about their learning and achievement to the inspectors. Pupils' desire to learn is advanced because leaders and staff have successfully embedded a culture of valuing achievement and effort. A small minority of pupils responding to the questionnaire disagreed that lessons were interesting, but in lessons observed, teaching engaged pupil interest with well-chosen activities, and pupils received encouragement and constructive feedback from their peers and teachers. The school fully meets its aim to develop a life-long love of learning.
- 3.7 Pupils demonstrate advanced communication skills. For instance, the youngest EYFS children communicated very confidently and articulately for their age. They shared ideas about vehicles and kittens with much enjoyment, listening to each other well. Younger pupils display a secure grasp of parts of speech and understand how the use of adjectives and adverbs enhances their communication. Older pupils in a physical education (PE) lesson listened very carefully to instructions and guidance. English books seen from a range of year groups typically display writing that is very well developed and advanced for the pupils' age. They include highly effective writing techniques, such as the use of simile, alliteration and powerful vocabulary such as 'mesmerising'. Pupils who spoke to the inspectors shared their views extremely confidently and articulately. They stated that the school helped them develop a real love of reading.
- 3.8 Pupils demonstrate a substantial body of study skills. Work from a range of different year groups demonstrate a strong ability to assess the reliability of different sources of information. Middle school pupils used mind-maps highly effectively to explore, analyse and remember a poem by W. H. Auden. In a critical thinking lesson, the oldest pupils explored deeply the themes of bias and unconscious prejudice from different perspectives. Older pupils' critical thinking books include very thoughtful self-reflection on the pupils' own problem-solving strategies. Older pupils' history books demonstrated their consistent ability to analyse and interpret the evidence that they were given when drawing conclusions about historical events. The oldest pupils' independent research projects reflect highly advanced research skills for their age. For example, projects on self-chosen subject matter, such as Freud and the notion of subconsciousness and whether exoplanets could support human life, draw on a wide range of relevant texts and pertinent theoretical ideas. These projects display very well supported propositions and logical, informed arguments. They also feature substantial self-reflection on the success of the work produced. Pupils' study skills develop strongly because they are taught critical thinking effectively from an early age. The *Orwell Park Challenge* enables pupils to apply their critical thinking skills to different contexts. Most parents who responded to the questionnaire agreed that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.9 Pupils' knowledge, skills and understanding across the range of subjects are outstanding. For example, EYFS children's mark making and letter formation on display is advanced for their age. They also demonstrated excellent fine motor skills when attaching sequins to fishes for a Rosh Hashana display. Young pupils are able to link their understanding of Ancient Greece and Ancient Egypt together. In design and technology, pupils in the middle of the school used files, hammers and a pillar with excellent care and control to create the desired effect when bending and shaping metal. Scientific work on display, such as older pupils' exploration of pollination and fertilisation, as well as their explanations about energy store and energy transfer, demonstrates excellent subject knowledge.

Middle school pupils' work in modern foreign languages (MFL) shows strong levels of knowledge and understanding. Pupils are able to read, write and speak in French, stating clearly what they would and would not like to do or have. Most pupils who responded to the questionnaire agreed that teachers are supportive and know how to help them to learn. Pupils' skills, knowledge and understanding develop well because teaching typically offers a very high level of challenge and staff make highly effective use of open-ended questioning and communicate strong subject knowledge. However, some work seen from different year groups does not demonstrate the high levels of knowledge and understanding as those typically seen.

- 3.10 Pupils' mathematical skills, knowledge and understanding are excellent. Nursery children engaged with toy vehicles lined them up and compared their lengths, showing much mathematical curiosity. This then extended into a game with train tracks where the children experimented with the speed of trains over bridges with great delight. Other children counted ably to 12 when sorting numbered elephants out. Older pre-prep pupils' mathematics books display an excellent understanding of sequencing, addition and place value. In a mathematics lesson, pupils in the middle of the school demonstrated swift learning and understanding about the addition and subtraction of negative numbers. The oldest pupils, when exploring the differences between arithmetic and geometric sequences, understood and applied successfully a formula to calculate the n th term. Pupils apply their mathematical understanding to other subjects extremely well. For example, in geography, older pupils were readily able to identify the advantages and disadvantages of different types of transport, taking into account distance, load and speed, as well as convenience and cost.
- 3.11 Pupils demonstrate advanced information and communication technology (ICT) skills. For example, younger pupils made effective use of their newly-issued devices to set up thumbprint security access and send an e-mail to create a folder. The oldest pupils' independent research projects feature competent use of ICT to research and present ideas and conclusions, such as those about different charities which support a wide range of environmental issues. Pupils become fluent in the use of ICT because specialist teachers enable pupils to make excellent use of their devices in their work, especially in the older years. Leaders provide devices to all pupils to use from Year 3 upwards.
- 3.12 Pupils' academic and non-academic achievements are outstanding. They have achieved very high rates of success in the UK Mathematics Challenge and won prizes for creative writing and animation. Female cricketers have been the county champions, while male cricketers finished as the runners-up. Female pupils were also county winners in tennis under-thirteens and under-elevens. There has been individual success at regional level in football and national success in gymnastics. A large number of pupils for the school's size compete at county level across sports including cross country, tennis, cricket, gymnastics, netball and swimming. In music, pupils have participated in the Suffolk Festival, Pro Corda, and the National Children's Choir and Orchestra. There has also been individual success in professional theatre and art. These achievements are informed by leaders' and governors' provision of an extremely extensive range of extra-curricular activities, including weekend activities for boarders, and teaching by specialist staff.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-confidence and self-understanding. For example, the youngest EYFS children displayed outstanding confidence when playing with the peers and inviting the inspectors to join their games. In a life skills lesson, older pupils displayed a very strong understanding of when and how they might face challenge and change, such as moving home or school or suffering bereavement or homesickness. They conveyed much resilience in their approach to these possibilities. In discussions with the inspectors, boarders display substantive faith in their own abilities and reflected maturely on their own strengths and areas for development. Pupils' books demonstrate their ability to recognise their achievement and set targets for future development. Pupils who spoke to the inspectors

displayed substantial confidence in conveying their views. Very strong self-discipline is shown in many settings, including class, chapel and during lunchtime. Pupils' self-esteem and self-understanding comes about because leaders and staff relate very warmly to pupils and convey an appreciation of their effort and identity. They also develop because the school consistently promotes an approach to learning which encourages pupils to believe that they can succeed and reject the idea that they will do be able to do something. Most parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. The school fully meets its aim to enable pupils to grow in self-esteem, develop abilities and persevere when confronted with obstacles.

- 3.15 Pupils from the EYFS upwards treat each other very well and demonstrate an excellent level of mutual respect. They exhibit a very strong sense of justice and accept moral responsibility for their own actions. For example, boarders say that it is important to respect behavioural expectations for the benefit of all. Older pupils engage with ethical issues with deep consideration for others, as witnessed when pupils discussed the situation in Russia and Ukraine with great care for the sensibilities of pupils originating from that area. Older pupils who spoke to the inspectors during lunchtime referred to a history lesson about the atomic bomb and discussed with feeling the ethical issues that the use of this bomb raised. Younger pupils who spoke to the inspectors said that what was really important to them was 'to be kind and helpful'. Boarders explained the importance of behaving with integrity in order to earn respect from others. Pupils develop strong moral sensibilities because leaders and staff consistently promote the values of kindness, courage, respect and integrity from the time pupils enter the school. As a result, pupils spontaneously refer to such values constantly in their discussions.
- 3.16 Pupils exhibit extremely high levels of respect for people from different cultures and backgrounds. They embrace ethnic diversity. Entirely inclusive attitudes and behaviour were witnessed throughout the inspection. For example, younger male and female pupils supported each other in team games during a physical education (PE) lesson, while older pupils in a life skills lesson expressed that everybody, whatever their race or religion, was equal. Pupils who spoke to the inspectors conveyed very inclusive attitudes toward people with different sexual orientations and from backgrounds other than their own. The oldest pupils explained passionately and articulately why human rights were important and needed respecting, showing insight into the possible impact on people if their rights were not upheld. Leaders and staff promote and model such inclusive attitudes and ensure that the curriculum exposes pupils to knowledge and culture from across the world. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.17 Pupils' social skills are outstanding. They mix and talk with other pupils, staff and visitor openly, confidently and respectfully. EYFS children play alongside each other very well. Pupils are extremely supportive and affirmative of each other during discussions. For example, in all lessons seen, pupils respected the opinions of others and listened attentively throughout their well-run discussions. Pupils instinctively form a cohesive community. For example, during lunchtime, a large group of pupils created a spontaneous, creative and highly collaborative game in the outdoor area. Boarders demonstrate substantial empathy and sensitivity to others who are homesick or feeling low. Staff develop pupils' social skills by providing opportunities to work collaboratively in pairs or small groups in virtually all lessons. Almost all parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills.
- 3.18 Pupils demonstrate excellent decision-making abilities. For instance, EYFS children make confident decisions about their play and activity. Boarders are skilled in organising their own areas, devoting sufficient time to homework and preparing for scholarships. As the pupils move through the school, they develop a strong sense of being agents in the own futures. This attitude is fostered from the very earliest years, such as in tutor time witnessed, when pupils reflected well about what their target for the term ahead should be. Pupils who spoke to the inspectors conveyed much understanding of the way that decisions that they made could have consequences for themselves and others. This

understanding develops through the many opportunities that pupils have to be independent and think things through for themselves.

- 3.19 Pupils, including boarders, demonstrate a very strong appreciation of nature and desire to engage with it. During a harvest festival, pupils responded positively to an address about being understanding and helpful. They displayed an empathetic attitude to those less fortunate than themselves. Pupils who spoke to the inspectors expressed an enthusiastic appreciation of art, music and drama. They described some of their musical experiences as 'just mesmerising'. Pupils also explained how they found the issue of climate change very affecting. Younger pupils who spoke to the inspectors talked with genuine excitement about their recently formed band. Older pupils explained why they considered that humanity had become more compassionate and applied better ethics as history progressed.
- 3.20 Pupils readily take on a large range of roles to support others in the school community. For example, older pupils act as peer listeners to whom younger pupils can go to for support and advice. Pupils also represent others in the school councils, pupil academic focus group, catering committee, eco-committee and boarders' forum. Pupils' philanthropic attitudes are highly developed. They choose their own local, national and international charities to support, such as the Dogs' Trust, World Land Trust and a local residential home for older citizens. Older pupils have spontaneously donated food to homeless charities as well as supporting the local food bank. The school's leadership programme develops and hones pupils' sense of responsibility to others.
- 3.21 Pupils demonstrate an outstanding understanding of how to keep healthy and stay safe. Younger pupils demonstrate the understanding of making good decisions about sleep, diet and exercise in order to ensure their physical and mental well-being. In a life skills lesson, the oldest pupils demonstrated that they understood the dangers to their own health and mental wellbeing of feelings such as insecurity, difference, jealousy self-consciousness, frustration and anger and feeling trapped in your own body and ultimately not being good enough. Pupils who spoke to the inspectors talked very intelligently about the strategies they used to maintain their own mental health and reduce anxiety. They also explained the sensible strategies that they would use to keep themselves safe when online, whether in gaming, social media or searching the internet. The school's life skills programme equips pupils with very useful knowledge and understanding of how to stay safe, keep healthy and maintain mental well-being. Most pupils who responded to the questionnaire expressed confidence in speaking to an adult at school if they were worried about something. The school fully meets its aim to enable pupils to develop an increasing sense of self-reliance as they prepare for senior school and allow them to understand and engage with the outside world and the needs of others.

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, and attended form meetings, an assembly and chapel. Inspectors visited boarding houses and 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 Steven Popper	Reporting inspector
Mrs Naomi Fowke	Compliance team inspector (Former head, ISA school)
Mr Richard Evans	Team inspector (Former head, IAPS school)
Mrs Sally Moulton	Team inspector for boarding (Head, IAPS school)