



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Ives School

January 2023

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School's Details

School	St Ives		
DfE number	936/6231		
Registered charity number	312080		
Address	St Ives School Three Gates Lane Haslemere Surrey GU27 2ES		
Telephone number	01428 643734		
Email address	office@stiveshaslemere.com		
Headteacher	Mrs Kay Goldsworthy		
Chair of Governors	Mr Graham Harvey-Browne		
Proprietor	United Learning		
Age range	2 to 11		
Number of pupils on roll	127		
	EYFS	54	Juniors 73
Inspection dates	31 January to 2 February 2023		

1. Background Information

About the school

- 1.1 St Ives School is an independent co-educational school. It was founded in 1911 and moved to its present site in 1965. The school is owned by United Learning, a charitable company. It is overseen by a local board of governors who report back to the board of trustees. The school comprises two sections: Early Years Foundation Stage for children aged two to five, and juniors for pupils aged five to eleven. Since the previous inspection, the school has become fully co-educational throughout the school.

What the school seeks to do

- 1.2 The school aims to provide a secure and happy environment based upon strong family orientated principles, through which everyone's individual abilities and potential are fully appreciated and nurtured. It seeks to promote the qualities of integrity, kindness, charity and good manners, supporting each pupil's spiritual and social development so that they leave equipped with the attributes of care and concern for others, tolerance and trust.

About the pupils

- 1.3 Pupils come from families with a range of professional and business backgrounds, mostly from Haslemere and the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified four pupils as having special educational needs and/or disabilities which include dyslexia and dyspraxia, two of whom receive additional specialist help. No pupil in the school has an education, health and care plan. There are no pupils who have English as an additional language. Four pupils have been identified as being the most able in the school's population, and the curriculum is modified for them due to their special talents in art, drama, music and sport.

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. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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 well-being 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.

- From a wide range of starting points, pupils reach above average standards of attainment, particularly in English and mathematics.
- Pupils and EYFS children have excellent attitudes to learning and enjoy the breadth of the curriculum.
- Pupils are highly independent and confident communicators and are keen to articulate their views and opinions to enhance their learning.

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

- Pupils show notably strong self-understanding and awareness which lead to them being confident, resilient individuals with high self-esteem.
- Pupils display a highly developed moral awareness and an excellent understanding of differences between right and wrong.
- Pupils have an excellent understanding and appreciation of the importance of what constitutes a healthy lifestyle.

Recommendations

3.3 The school is advised to make the following improvement.

- Ensure that the development of pupils' higher-order thinking skills is consistent across all areas of learning.

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 achieve at levels which are good and often excellent in relation to their abilities. Pupils make strong short- and long-term progress, recorded and monitored by the school's effective use of tracking attainment and progress. Overall attainment in English shows no significant effect from the lockdown periods of the pandemic. Although data show that attainment in mathematics experienced a dip over the same period, evidence from lesson observations, scrutiny of work and more recent data indicate that there has been a highly positive rebound due to the focus the school's governance and leadership have put into this area of the curriculum. Pupils with SEND make similar progress from their starting points due to the targeted support they receive which is tailored to their needs. Children in the EYFS

make good progress, with the very large majority reaching good levels of development. Almost all parents who responded to the inspection questionnaire agreed that teaching, including any online provision, enables their children to make progress and that their children's individual needs are met effectively. Pupils attribute their progress to the support of their teachers who know each pupil well.

- 3.6 Pupils show excellent attitudes to learning, encouraged by committed staff reinforcing a productive work ethos and positive can-do approach. Pupils are fully engaged and show a strong desire to and successfully apply the Building Learning Power (BLP) model of developing resilience, reflectiveness, resourcefulness, and relationships in all they do. Younger pupils arriving at school display excellent collaborative skills, sharing games and activities, and welcoming those arriving later to join in. In a Year 4 art lesson, pupils were enthusiastically engaged demonstrating excellent artistic skills whilst creating their own pop art in the style of Andy Warhol. Pupils are keen to learn with a thirst for knowledge and make the most of the opportunities available to them to work both independently and collaboratively; for example, in a Year 1 topic lesson pupils respected the views of others and shared their ideas effectively to create scientific sketches of penguins. Pupils in Year 6 showed a tenacious determination to develop their own understanding beyond the classroom by selecting reading books that extended their understanding of the world. Scrutiny of their work reveals a real pride in their presentation and productive engagement with self- and teacher-led next steps for improvement. The school has been successful in its aim of providing a secure and happy environment in which children are encouraged to work and play with enthusiasm and commitment.
- 3.7 The knowledge, skills and understanding of pupils develop extremely well as they progress through the school. Pupils of all ages and abilities increase their knowledge across a broad and well-balanced curriculum because of teaching that projects high expectations. This is supported by the pupil response to the questionnaire where almost all pupils agreed that their skills and knowledge improve in most lessons. For example, pupils in Year 1 adeptly used their excellent knowledge of phonics to accurately spell challenging words. Scrutiny of Year 4 science books shows they have a detailed knowledge of electrical circuits and can accurately explain how and why different components work. Pupils display an excellent understanding of how to apply their previous knowledge to achieve a higher level of success. For example, older pupils in a geography lesson used their excellent previous knowledge of tectonic plates to consider why they may be linked to earthquakes.
- 3.8 Pupils' communication skills are excellent. They are articulate and express themselves clearly using a highly developed range of vocabulary and appropriate subject-specific language. They are confident when talking both to each other and to adults. The youngest children displayed high levels of articulacy as they confidently debated the best way to carry a bucket of water up some steps. Pupils in Year 4 ably discussed the mathematics involved in factors of numbers including divisors and distributive law. Pupils display excellent listening skills enabling them to engage successfully both in lessons and extra-curricular clubs, rarely interrupting each other and responding accurately to the points made by others. For example, Year 3 pupils confidently shared their reasoning using appropriate mathematical language effectively identifying links between various times tables. Pupils have notably strong reading skills. Year 6 pupils read with fluency and great expression when sharing their favourite story passage with others at assembly. Pupils of all ages write expressively and fluently as was seen in a Year 2 English lesson where pupils used their strong understanding of rhyme, rhythm and repetition to create their own well-written poems. Scrutiny of Year 6 English books demonstrated pupils' excellent writing skills, using a breadth of vocabulary and literary techniques effectively to enhance their discursive writing. These high-level outcomes are a result of the high-quality interactions between pupils and teachers which encourage all pupils to be courageous in their learning.
- 3.9 Pupils' numeracy skills develop steadily as they progress through the school, supported by a curriculum that is well-planned and assessed. Pupils have highly developed mathematical skills; for example, Year 1 pupils demonstrated that they were able skilfully to transfer their understanding of number bonds to 10 to numbers of 20. In a Year 3 mathematics lesson, pupils demonstrated excellent mathematical understanding of commutativity when creating algorithms to solve word problems. Year

6 books demonstrated pupils have an excellent understanding and knowledge of ratios to apply their skills ably and accurately to solve complex ratio problems. Pupils demonstrate high level numeracy skills across many contexts. For example, Year 4 geography books demonstrated pupils used their mathematical knowledge and skills effectively to calculate how much hidden water is contained in food. Older pupils demonstrated notably high-level mathematical skills when calculating complex percentages while creating a virtual racing car for the Maths in Motion challenge.

- 3.10 Pupils have excellent information and communication and technology (ICT) skills and are starting to make strong use of ICT to enhance their learning. In the lessons observed, pupils demonstrated their highly developed ICT skills and the ability to work independently. For example, pupils in Year 2 drew on their highly developed understanding of pattern in mathematics and music to create their own well-constructed and dynamic compositions. In a Year 5 ICT lesson, pupils demonstrated sophisticated ICT skills whilst creating high-quality vector images. Pupils confidently described how they use technology in other areas of the curriculum, for example, in their writing for editing purposes, in geography for researching and English to enhance their vocabulary. During discussions, pupils felt highly competent in using commercial programmes and shortcuts and felt they were confident coders. Age-appropriate software applications and appropriate use of ICT within the classroom combine to produce high-level outcomes for pupils.
- 3.11 Pupils throughout the school have highly developed study skills relative to their ages. They enjoy being challenged to analyse, hypothesise and synthesise and ably draw on a wide range of sources to reach conclusions. The youngest children on discovering that water soaks into sand showed excellent hypothesising skills in predicting that there would be a limit to how much water can be absorbed. Older pupils display strong higher-order thinking skills; in a Year 5 art lesson, for example, pupils used their research and synthesizing skills adeptly to explain how the appreciation of the natural world influenced artists. Scrutiny of science books in Year 4 show pupils displayed excellent research and analysing skills in order to understand which fizzy drink contains the most carbon dioxide. The overwhelming majority of parents who responded to the questionnaires agreed that the school equips their children with the team working, collaborative and research skills they need in later life. These strong study skills are due to the school's focus on developing their independence in learning. However, on occasion pupils have insufficient opportunities to employ the full range of independent study skills across all subject areas thus restricting their ability to consistently develop their higher-order thinking skills.
- 3.12 Pupils enjoy success in a wide range of academic, sporting and cultural activities. They are successful at gaining places to a wide range of competitive senior schools, with many receiving academic and other scholarship awards. Pupils achieve highly and with considerable success outside of the formal curriculum, thanks to the support they receive from staff and the excellent range of opportunities open to them. Individual pupils and sports teams such as swimming and netball regularly participate and gain plaudits in local, regional and national competitions in both sports and the arts. Many pupils play a musical instrument and sing in one of the school's four choirs. During discussions pupils spoke enthusiastically about the school production, and many opt to take LAMDA examinations in speech and drama, with a majority gaining distinction grades. The school's leadership has ensured that pupils have many opportunities both to expand and excel in their personal interests, fulfilling the school's aim of creating a friendly and supportive atmosphere in which everyone's individual abilities and potential are fully appreciated and nurtured.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 From the earliest age pupils display high levels of self-confidence and self-esteem across the school, from the youngest pupils who are praised for trying and encouraged to see failure as a steppingstone, to pupils playing highly complex and challenging violin solos in school assemblies. They are self-aware,

confident and frequently affirm each other's qualities, reinforcing acceptance and building one another's self-esteem. For example, in a Year 3 and 4 art activity, pupils were positively encouraging each other to develop their use of tone in their charcoal pictures. In a Year 5 personal, social and health education (PSHE) lesson, pupils reflected on how it was important to be resilient in reaching their personal goals. Pupils reflect highly effectively on their learning and to understand better how to improve. For example, in a Year 2 independent learning lesson pupils were seen working on specific individual tasks enabling them to make strong progress. Pupils reflect, highly effectively, on their mistakes responding to marking positively, which they explained allows them to understand how to improve. In response to the questionnaire, a very large majority of parents agreed that the school helps their children to be confident and independent.

- 3.15 Pupils are confident and highly effective decision-makers, understanding the importance of this skill. They respond enthusiastically to being given opportunities to decide how they will tackle a task. For instance, at the start of the day, children in the EYFS are eager to make their own choices of activities, whether to work in small groups, on their own or with adults. Pupils demonstrate an excellent understanding that the decisions they make are determinants of their own success. During discussions, pupils said that learning to make good decisions at a young age is a firm foundation for later life. These decisions ranged from their attitudes when learning and leading a healthy lifestyle to the decision for younger years to wear outdoor coats and wellies. Scrutiny of older pupils' work demonstrated their ability to make decisions is highly developed, choosing individual research projects to present in a medium of their choice. This analytical exercise involves the pupils in making discerning choices about their initial topics and, subsequently, what to include and how best to present their work as was evidenced by a highly informative podcast. Pupils' confidence and ability to make good decisions is underpinned by the school's ethos of encouragement and challenge within a supportive environment, and by the high-quality relationships between pupils and adults.
- 3.16 Pupils have an excellent awareness of the non-material aspects of life. Nurtured from their earliest years, pupils develop a keen awareness of their outdoor environment where the wonders of the natural world can be explored. Year 5 pupils explained how the Forest School programme gave them a greater appreciation of the natural world and how being in nature can be a calming experience. Pupils are supported in their spiritual development by a strong curriculum, regular assemblies and a pastoral care system that encourage openness of thought and debate. Work scrutiny shows pupils develop both a strong understanding of other faiths along with the ability to consider philosophical questions. For example, Year 4 books demonstrated pupils have a very strong understanding of world religions, while older pupils' books demonstrated a significant depth of understanding as they considered philosophical questions such as why people suffer. During interviews, pupils said it was important for them to understand others' religions and insightfully discussed the importance of making their own decisions about what they believe. Year 6 pupils spoke enthusiastically and knowledgeably about Taoism and extending their knowledge and understanding of other religions and cultures beyond the world religions.
- 3.17 All pupils around the school are kind, courteous and extremely well behaved, as seen during observations of lessons, lunchtimes and at breaktimes. All pupils in responding to the questionnaire agreed that the school actively promotes and expects good behaviour. Senior leaders and staff place a great emphasis on kindness, this is demonstrated in the relationships observed between pupils of different ages. For example, pupils throughout the school play happily and purposefully together at break time. Pupils frequently express approbation for each other and during discussions spoke with great pride about the opportunity to share messages in the 'gratitude' box and receive 'feathers of kindness'. Scrutiny of Year 2 books demonstrates they are confident in expressing their understanding that individual actions can make a difference whether this be towards others or within the wider world. Pupils demonstrate a strong understanding and acceptance of the school code of conduct and the need to work within it. On the few occasions where they make the wrong decision, pupils understand and appreciate the approach of encouraging reflection with a member of staff and say

they learn from the event. As a result, pupils feel secure and learn from their mistakes in an empowering and safe learning environment.

- 3.18 Pupils have excellent social awareness, show empathy and are willing to offer help and support to others. They are highly adept at collaboration and are confident to share ideas. This is evident from the earliest years where the children converse and reap the benefits of teamwork, such as spring cleaning the garden or counting in the sand pit working effectively together with minimal adult interactions. In a Year 3 history lesson, pupils collaborated highly effectively to identify how historical artefacts may have been used. Pupils in the older year groups regularly demonstrate mature collaboration, understanding how to listen to contributions as well as making their own offerings. During discussions older pupils described how they collaborate well and work closely together on projects such as creating Easter biscuits and designing bespoke packaging for them. In the response to the questionnaire, a very large majority of parents agreed that the school helps their children to develop strong teamwork and social skills.
- 3.19 Pupils of all ages make a tangible effort to contribute positively to the lives of others. For example, pupils are voted by their peers to represent them on the school council where they advise school leaders of their opinions and, as a result, the school has introduced outdoor play equipment. Pupils demonstrate a strong awareness of the needs of others in the local community and the wider world. During discussions, pupils spoke confidently and excitedly about being involved in charitable initiatives which they have been able to initiate and organise. For example, older pupils have independently sold flower seeds for Ukraine sending parcels of food and clothing, while others have organised a run to raise funds for a local hospice. Pupils spoke enthusiastically about singing for the residents at the local care home as well as in the local church for the harvest festival and carol service. These ventures further consolidate their understanding of how their individual efforts make a difference to the lives of those less fortunate than themselves.
- 3.20 Throughout the school, pupils have a notably strong understanding of issues relating to tolerance, respect and acceptance of others. Pupils have a mature and empathetic understanding of the need to respect and value diversity both within the school and society. Pupils display a strong appreciation of other cultures through the many opportunities offered by the school, such as languages day. Most parents who responded to the pre-inspection questionnaire agreed that the school actively promotes values of democracy, respect and tolerance. Pupils understand the role they play in ensuring everyone is treated equally regardless of their background, race or culture. In interviews, pupils commented upon how inclusive the school is and how quickly new pupils become a part of the community. Pupils are aware of the importance of promoting the celebration of diverse lives. For example, while considering the theme of Black Lives Matter, older pupils wrote a letter to the head stating how they believed the school could do better. One of the results is that there are now more books in the library from diverse authors.
- 3.21 Pupils show an excellent understanding of the need for a healthy lifestyle and how to keep safe online as a result of the e-safety training they receive in PSHE and computing lessons. Pupils have a strong understanding of the benefits of a healthy diet and make sensible choices. For example, scrutiny of Year 2 pupils' work demonstrates they understand about eating balanced meals and how such a meal should look. Pupils enjoy regular exercise, speaking enthusiastically about inter-school sports competitions. Discussions with pupils show they are very aware of the importance of mental health and appreciate the attention to their emotional wellbeing by the Wellbeing Champion and staff as a whole. In response to the questionnaire, the overwhelming majority of parents agree their children learn in a safe environment. This is because the school's attentive governance and leadership have ensured that pupils' safety has the highest priority.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. 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 Timothy Cannell	Reporting inspector
Mrs Elizabeth Bell	Compliance team inspector (Bursar, IAPS school)
Mrs Amanda Kirby	Team inspector (Former head, ISA school)