



**ISI** Independent  
Schools  
Inspectorate

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

**St Joseph's College**

**March 2019**



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## School's Details

<b>College</b>	St Joseph's College			
<b>DfE number</b>	935/6044			
<b>Registered charity number</b>	1051688			
<b>Address</b>	St Joseph's College Belstead Road Ipswich Suffolk IP2 9DR			
<b>Telephone number</b>	01473 690281			
<b>Email address</b>	admin@stjos.co.uk			
<b>Principal</b>	Mrs Danielle Clarke			
<b>Chair of governors</b>	Mr Perry Glading			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	611			
	<b>Boys</b>	390	<b>Girls</b>	221
	<b>Day pupils</b>	510	<b>Boarders</b>	101
	<b>EYFS</b>	36	<b>Juniors</b>	97
	<b>Seniors</b>	301	<b>Sixth Form</b>	177
<b>Inspection dates</b>	19 to 21 March 2019			

## 1. Background Information

### About the school

- 1.1 St Joseph's College is an independent, non-selective, day and boarding school for boys and girls aged 3 to 18 years. Founded in 1937 as a boys' Catholic school, it was incorporated in 1995 following a merger with a local girls' Catholic school. The College now educates pupils of all and no faiths in a Christian tradition. It is a company limited by guarantee, a registered charity and is administered by a board of governors.
- 1.2 The school comprises nursery and reception, prep, senior and sixth form departments. There are two boarding houses, one providing accommodation for boys and one mixed, on a full-time, weekly and flexi-boarding basis.
- 1.3 Since the previous inspection, there are new sporting and changing room facilities, technology centre, sixth form centre and area for assemblies.

### What the school seeks to do

- 1.4 The school's vision is 'being our best' with the mission of providing 'a caring, high-achieving community guided by Christian values'. The school aims to meet the needs of each pupil's mind, body, heart and spirit, so that each one aspires to achieve their academic and personal best through an all-round education which prepares them fully for their future.

### About the pupils

- 1.5 Most pupils come from white British families living within a 25-mile radius of the school. A large majority of boarders are from overseas. The school's own assessment indicates that the ability of the pupils is above average. The school has identified 105 pupils as having special educational needs and/or disabilities (SEND), of whom 82 receive additional support, mostly for dyslexia. Four pupils have an education, health and care (EHC) plan. There are 72 pupils for whom English is an additional language (EAL), and 32 of these receive support in this regard. The school adjusts the curriculum for the more able and talented pupils.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations 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 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 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. Any prefect system operating in the school is suitably managed.
- 2.8 The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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 and access to a programme of activities. Boarding staff are appropriately trained and deployed. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 2.11 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 2–4, 6–12, 15, 16 and 20 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of 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.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

#### **PART 6 – Provision of information**

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.
- 2.17 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include 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 of all ages and abilities make excellent academic progress because of their very positive attitudes to learning.
- Pupils are excellent communicators, purposefully applying their excellent speaking, listening, reading and writing skills in all aspects of their life.
- Pupils gain excellent study skills, using them well to enhance their progress.
- Pupils display very strong non-academic achievement in sports, art, music and drama.

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

- Pupils show very rich spiritual awareness, respectfully appreciating the non-material aspects of life with a keen curiosity.
- Pupils demonstrate highly developed collaborative skills and support one another very well.
- Pupils are confident and resilient with excellent decision-making skills.
- Pupils display strong moral values and a mature awareness of right and wrong which goes beyond their years.

## Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Enabling pupils in the senior school to increase their attainment by improving the consistency and quality of the formal written feedback they receive.
- Enabling pupils in the prep school to increase their academic progress by developing the longer term tracking which informs teaching.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities, including those with special educational needs and or disabilities (SEND) and English as an additional language (EAL), make excellent progress in relation to their starting points and achieve very well academically and non-academically. This is because the school fulfils its ambitious aim to 'meet the needs of each pupil's mind, body, heart and spirit' very effectively, so that pupils receive a genuinely holistic education which enables them to become successful learners in all they undertake. Pupils who board also achieve very well as a result of the dedicated support they receive from the boarding staff teams, which now include academic staff following the school leaders' wise decision to strengthen boarding provision in this regard. A very large majority of pupils and almost all parents who responded to the pre-inspection questionnaires agreed that the school helps pupils to learn and make good progress, and this was reflected in the tracking of pupils' progress which has recently been successfully introduced by the leadership team. These procedures are beginning to address any trends in underperformance across the school, allowing the school's leaders and staff to examine what is working well or less well in the school's educational provision and to plan for further improvements.
- 3.6 The majority of children completing the Early Years Foundation Stage (EYFS) achieve above national expectations, and when pupils reach the end of prep school they continue to achieve very well. In the senior school, pupils' GCSE results are above the national average for maintained schools. A-level performance is in line with the national average for maintained schools. Pupils' success in gaining their preferred and often highly aspirational placements in their next stage of education, training or employment is excellent. In questionnaires, pupils and parents commented positively on the school's career advice and their view was matched by the inspection finding that the school proactively supports every pupil very effectively in this way. Pupils with SEND and EAL achieve beyond expectations, and in line with all other pupils, because of the well-targeted intervention they receive from the learning support department and specialist staff, as well as from the teaching they experience in regular classes which takes their needs into account very well.
- 3.7 Prep school pupils demonstrate very good skills, knowledge and understanding across all areas of learning, whether predicting results in science or expressing themselves creatively in story-writing. This is due to teachers' excellent subject knowledge, expertise and effective assessment. Even the youngest children concentrate very well on activities independently because they are encouraged to explore and find things out for themselves, for example in a Year 1 mathematics class when they used songs from their study of Africa to help them count. In the prep school, pupils' achievement is enhanced by marking which inspires and encourages strong effort and a hunger for best results. In the senior school, pupils' attainment is occasionally restricted because marking is inconsistently completed and therefore pupils do not benefit from clear, recorded comments about how well they are doing or what they need to do next to further improve their work. However, pupils' very good achievement over time is well supported by the skilled oral feedback provided by staff, and older pupils praised the highly effective questioning which helps them to instantly correct themselves and make progress.
- 3.8 All pupils' basic skills for study are very well developed in all areas of learning. Older pupils are especially effective in applying higher order skills of analysis, hypothesis and synthesis. In history and geography examination classes, pupils displayed their very good ability when discussing and deducing from source materials and presenting cogent analysis of cause and

effect. In a sixth form media studies class, pupils used their own thorough research to clearly articulate their understanding and analysis of the bias in advertisements and their impact on target groups. An overwhelming majority of parents in questionnaires said that the school enables their children to develop skills for their future and this was found to be so. The school has addressed the recommendation from the previous inspection to improve the quality of some teaching in the senior school and this has a very positive impact on pupils' academic achievement.

- 3.9 Pupils demonstrate excellent communication skills as a result of leadership's strong emphasis on this aspect of their development, which includes public speaking and drama. Pupils are articulate and considered listeners. They are confident and purposeful in the way that they express their thoughts, showing a great deal of sensitivity in listening, as observed in a GCSE science lesson where pupils explained complex ideas and processes whilst helping each other, and so enhanced their own understanding as well as their peers. Starting in EYFS, children express themselves confidently, politely and clearly, and older pupils communicate creatively and convincingly, including in their written work, using sophisticated reasoning and language to build persuasive, balanced and analytical arguments. They frame questions that show good thought processes as well as testing their own knowledge and understanding. Pupils in Year 7 drama participated confidently in incisive discussion about interpreting roles, and in a Year 9 English lesson, pupils engaged enthusiastically in complex discourse on photoshopping images. Underpinning the effective way pupils communicate is an innate kindness and consideration of the views of their peers. In an A-level English lesson, pupils listened with both care and sensitivity, and then reflected accurately on characters' actions. In a GCSE food technology lesson, pupils took note of one another's verbal contributions in a lively and engaging atmosphere, demonstrating strong mutual respect.
- 3.10 Numeracy skills in the Prep school are a strength. Pupils applied their well-established skills in problem solving and conceptual learning during their science and engineering lessons where data and measurement skills were used to good effect. Pupils display very good skills in mathematical reasoning such as when infants worked out why 9 cannot be shared equally between 2. Senior pupils apply their excellent numeracy skills, mathematical knowledge and understanding effectively across a wide range of subjects and practical situations. For example, in a science lesson, pupils rearranged equations and ratios, used a versatile approach to drawing conclusions from numerical data, and confidently applied their skills to graphs. Pupils' develop strong numeracy skills because teachers use highly effective questioning and model how to tackle problems very clearly, so that pupils have every opportunity to understand and gain confidence.
- 3.11 Pupils demonstrate a high level of competence in the use of information and communication technology (ICT). They display adeptness in presentation, research and data analysis, and when using subject specific software. Pupils with EAL and SEND use ICT equipment efficiently and very confidently, especially in supporting their language development and understanding subject specific terminology. Older pupils enjoy checking their academic progress online, which help them focus on areas to improve.
- 3.12 Pupils have excellent study skills. They read critically, adapt their views in the light of new information and counter-argue if necessary. In a Year 9 science lesson, pupils successfully tackled questions that required extracting information from text. Pupils succeed very well in examinations because they prepare thoroughly, benefitting from speed reading lessons in the sixth form and learning revision techniques in Year 11. Across the school, pupils quickly advance their knowledge and understanding because they feel confident in asking questions

and trying out ideas, supported by the very supportive relationships they share with teachers. Pupils' research skills are very good and are enhanced by their access to the improved library resources.

- 3.13 Pupils' achievements in sporting, musical, artistic and cultural arenas are excellent. This is facilitated by an extensive range of extra-curricular and extension activities, specialist coaching and expert guidance, especially for those pupils identified as talented. Boarders recognise the significant benefits of being able to enjoy the longer days and additional opportunities, which enables them to pursue their interests whether academic or sporting to an even greater extent. Several pupils have secured places with rugby academies and national football teams, and individual gymnasts have achieved national placings. Sports teams, including squash, have achieved higher than expected success nationwide. Pupils are particularly successful in the local performing arts festival, public-speaking and music examinations. Pupils develop effective skills in publishing as evident in their award-winning inhouse production of the online magazine, *VOX*. The school's leaders, including governors, together with a willing and skilled staff team, have ensured that all pupils can achieve across a broad spectrum of enriching activities.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils' self-knowledge, self-confidence and self-discipline are excellent. Pupils across the age range demonstrate a high degree of self-understanding, enabled by trusting and warm relationships with supportive and dedicated teaching and pastoral staff, led by effective leadership teams. All pupils present as outstandingly confident and mature. They assess and take considered risks in their learning, and are resilient and willing to persevere, even in areas beyond their immediate interests. They adhere to the school's motto 'being your best' when participating in activities, and this quest for excellence is seen when older pupils engage in the Model United Nations or hustings for prefect roles, where they confidently demonstrate their public speaking ability. Junior pupils face challenges very well, drawing encouragement from assemblies on 'stickability' and 'how to persevere'. EYFS children respond very positively to the wide-range of activities in the setting, displaying confidence and independence, for example when choosing how to sculpt their ice-cubes. SEND pupils display strong confidence because the specialist support they receive takes their individual needs into account very well. A large majority of boarders who responded to the questionnaire said that boarding helps them become more confident and independent, and this was clearly evident in discussions with them.
- 3.16 Pupils' decision making is excellent. Older pupils understand that the decisions they make are important determinants of their current and future success and well-being. Such awareness is facilitated by the opportunities provided for pupils to make significant decisions and learn from their experiences in a range of contexts, such as their extensive involvement in The Duke of Edinburgh Award scheme, Young Enterprise, Model United Nations, charitable activities, attendance at revision days, or selecting which sport they pursue.
- 3.17 Pupils' excellent spiritual awareness and highly developed sense of the non-material aspects of life are enhanced in assemblies and religious and non-religious celebrations, such as Chinese New Year or harvest. Pupils become successful practitioners of meditation and mindfulness, posited in the context of the school's Christian ethos. Pupils' sensitive and deep thoughtfulness is facilitated by various opportunities and initiatives including the mindfulness

walk, assembly themes and 'thought for the day', of which pupils spoke very highly. A Year 4 class assembly on 'how to think of others' illustrated their depth of perception. Pupils show a very good understanding of other religions, for example, in a junior lesson through exploring how Hindus teach their children about God. In a sixth form English lesson, pupils displayed very high order understanding of abstract concepts when discussing reverie and dreams.

- 3.18 Pupils display strong moral values and a clear awareness of what is right and wrong. In Year 1, pupils corrected their own behaviour when reminded, and in GCSE English discussed the criminalisation of homeless people with a high degree of sympathy. Reception children take turns and are polite to each other when choosing activities, whether using the portable laptops or creating a model zoo. Senior pupils commented on their pride in the school and its caring nature, and their very good behaviour reflected their allegiance to the school's positive ethos and high expectations regarding their conduct. Junior school pupils pointed out when litter had been accidentally dropped and immediately picked it up. In drama, pupils demonstrated a sophisticated understanding of British Values and the role of the courts.
- 3.19 Pupils are socially aware and they work effectively with each other to solve problems and achieve common goals. Year 3 pupils spoke enthusiastically about their roles as Green Ambassadors on the Eco Committee which is open to volunteers from Years 1 to 6. Year 7 pupils were appreciative of sixth form pupils using The Duke of Edinburgh Award service to support their study skill development. Pupils are highly supportive of each other's achievements, as noted by junior pupils about 'child of the week' celebrations in Friday assemblies, and in the senior school, enthusiastic applause for the U14 squash team. In the questionnaires, a very large majority of pupils and almost all parents agreed that the school helps pupils develop teamwork and social skills and this was seen to be a strength of the school in its everyday practice.
- 3.20 Boarding pupils note that the creation of separate leisure and study areas gave them more structure to their evenings and allowed them to complete their homework tasks more effectively. They recognise the importance of following the rules that govern boarding life and the benefits of the boarding experience. The house system, boarding structure and effective pastoral care assist older pupils in their support of younger pupils to excellent effect. A GCSE pupil who is in the school play enjoyed taking responsibility for looking after the younger ones, remembering that sixth form pupils helped her when she was younger. The highly talented are aware of their potential and share their strengths readily with others. The *A Capella* group *Vocalise* that sang in assembly stated they shared their expertise and practised together. Pupils understand the difficulties and the needs faced by others with SEND, and of people with mental health issues. Pupils display a mature relationship with staff when discussing their contributions to school life in form assembly. EAL pupils said that classmates had been a key contributor to their excellent progress at school.
- 3.21 Pupils make excellent contributions to the lives of others within the school, including in the boarding houses. They take their responsibilities seriously and older pupils model sensible behaviour, showing high levels of emotional maturity. Pupils very helpfully and effectively mentor others, providing academic support or extra-curricular opportunities such as a pupil-led music ensemble. Charity prefects work with staff and other pupils to co-ordinate events, including international projects, demonstrating real commitment and care towards others. Pupils new to the school spoke enthusiastically of how the rugby festival brings the whole school together and gave a feeling of belonging. Many pupils show their awareness of others' difficulties through their involvement with a local state special school, volunteering under the

auspices of The Duke of Edinburgh Award, which also gave them huge personal satisfaction. A form presentation showed pupils' high level of thoughtfulness about environmental issues such as ecology.

- 3.22 Pupils very effectively influence the life of the school community because their concerns are aired and addressed through their active involvement in the school councils, which helps them develop an awareness of British Values and democratic process. Pupils show excellent leadership qualities, take pleasure when those they have helped improve, and take action on their own initiative in day-to-day situations, such as correcting any poor behaviour, as well as recognising and reporting more serious issues.
- 3.23 Pupils develop a strong appreciation of their own and other cultures, demonstrating a high level of sensitivity and tolerance for those from different backgrounds and traditions. International boarding pupils feel welcomed and they greatly value the student mentors. A very large majority of parents and most pupils who responded to the questionnaires agreed that the school actively promotes values of democracy, respect and tolerance of others, and this was corroborated in interviews and observations around the school. Pupils mix readily with peers from different backgrounds, nationalities and beliefs, eagerly and respectfully learning about one another.
- 3.24 Pupils' approach to staying safe and keeping healthy is excellent. They understand how to lead a balanced lifestyle, regularly participating in physical activity and well-being sessions. They are extremely resilient but will readily seek professional advice or support if needed, knowing that caring, well-qualified staff are always available. A parent of an EYFS child stated, "the staff of the school always go the extra mile to promote a safe, happy environment for my child". Pupils develop a strong appreciation of the importance of maintaining mental fitness, earnestly engaging in activities such as mindfulness and exercise to retain a balanced lifestyle. Pupils keep to a healthy diet and are supported in doing so by the personal training and advice available in school, and in liaison with the catering team. Almost all pupils who responded to the questionnaire stated they knew how to stay safe online and this is promoted through effective and focused initiatives. A large majority of pupils and the vast majority of parents agreed that the school ensures that their child learns in a safe environment. These views are well founded, and pupils are safe and healthy because there is an excellent support network provided by senior, form, house, counselling and medical staff, and a very effective life skills programme.

## 4. Inspection Evidence

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

### Inspectors

Mrs Louise Robinson	Reporting inspector
Mr James Kazi	Compliance Team inspector (Under master, HMC school)
Mrs Jane Tudor	Team inspector for boarding (Head, SOH school)
Mrs Kerry Cooke	Team inspector (Deputy head, IAPS school)
Mrs Kate Bainbridge	Team inspector (Head of sixth form, HMC school)
Mr Nicholas Plater	Team inspector (Deputy head, HMC school)
Mr John White	Team inspector (Director of sixth form, HMC school)