



**ISI**

Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**St Augustine's Priory**

**November 2021**

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## School's Details

<b>School</b>	St Augustine's Priory			
<b>DfE number</b>	307/6005			
<b>Registered charity number</b>	1097781			
<b>Address</b>	St Augustine's Priory Hillcrest Road Ealing London W5 2JL			
<b>Telephone number</b>	02089 972022			
<b>Email address</b>	office@sapriory.com			
<b>Headteacher</b>	Mrs Sarah Raffray			
<b>Chair of governors</b>	Mr Patrick D'Arcy			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	475			
	<b>EYFS</b>	23	<b>Juniors</b>	121
	<b>Seniors</b>	288	<b>Sixth Form</b>	43
<b>Inspection dates</b>	2 to 5 November 2021			

## 1. Background Information

### About the school

- 1.1 St Augustine's Priory is an independent Roman Catholic day school. It was originally a foundation of the Augustinian Canonesses Regular of the Lateran in Paris in 1634, moving to London in 1911 and to its current site four years later. The school is administered by a board of governors. The school comprises four sections: Pre-Preps and Preps, including the Early Years Foundation Stage (EYFS), for pupils aged 3 to 7 years; Junior, for pupils aged 7 to 11 years; Senior, for pupils aged 11 to 16 years; and Priory 6, for pupils aged 16 to 18 years.
- 1.2 Since the previous inspection, the school has reviewed and restructured its governance and management. A curriculum review has led to changes in the time allocated to subjects, to promote pupils' access to a broad curriculum and a revised co-curricular programme.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils. From June onwards the school opened for pupils in designated years according to government guidance.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The school aims to prepare pupils for life-long effectiveness and success. It seeks to develop pupils' intellectual risk-taking, emotional strength, reflection, self-knowledge, persuasiveness and team building, and cultural curiosity for an enriched enjoyment of life. The school endeavours to encourage strength of character, enabled in a community and founded in faith. It aims to ensure that pupils leave equipped with the full range of skills required for life-long success.

### About the pupils

- 1.10 Pupils come from a range of professional and business backgrounds, reflecting the wide ethnic and socio-economic backgrounds of the area around the school. The school's own assessment indicates that the ability of pupils is above average. The school has identified 70 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, social and emotional, and mental health, 66 of whom receive additional specialist help. One pupil in the school has a statement of special educational needs. There are 35 pupils who have English as an additional language (EAL), 19 of whom receive additional support. Data used by the school have identified 120 pupils as being the most able in the school's population, and the curriculum is modified for them.

## 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 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](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, 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 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.10 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.
- 2.11 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**

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 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**

2.14 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.

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

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

2.16 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.

**2.17 The standard relating to the provision of information [paragraph 32] is 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.

**2.19 The standard relating to the handling of complaints [paragraph 33] is 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.

**2.21 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Prep I	Reception
Prep II	Year 1
Prep III	Year 2
L I	Year 3
U I	Year 4
L II	Year 5
U II	Year 6
Form III	Year 7
L IV	Year 8
U IV	Year 9
L V	Year 10
U V	Year 11
L VI	Year 12
U VI	Year 13

#### Key findings

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

- Pupils demonstrate outstanding attitudes towards their learning and their knowledge, understanding and skills are highly developed.
- Pupils throughout the school are extremely articulate; they debate with confidence and work collaboratively inside the classroom and beyond.
- Pupils are extremely reflective, developing higher-order skills including the ability to analyse, hypothesise and synthesise.
- Pupils achieve a high level of success in a wide range of sporting, academic and creative activities.



- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate an exceptionally good understanding of respect and tolerance for other cultures and those of different faiths and beliefs.
  - Pupils develop strong leadership skills and make an excellent contribution to the school and local community.
  - The pupils' excellent moral and social development are reflected in a community which is built on kindness and mutual respect.
  - Pupils have excellent levels of self-esteem and self-confidence which enable them to take the school's core values into the wider world.

### **Recommendation**

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- To develop further the pupils' contributions to the school's promotion of diversity and inclusion.

### **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' attitudes to learning are excellent and across the school they readily take responsibility for directing their learning. Junior school pupils take responsibility for independently reviewing their written work without being prompted. Independent research projects carried out by senior pupils reflect their interests in diverse topics such as the role of animals in promoting well-being and female genital mutilation. Pupils' positive attitudes towards their work are influenced by the high expectations of their teachers who have a deep understanding of their pupils' individual needs. Pupils are equally confident working collaboratively, such as when presenting reflections on the characters in *Macbeth*, discussing preliminary work in drama or working together in co-curricular activities. In parents' questionnaire responses, almost all parents believe that the school equips their child with the team working and collaborative skills they will need in later life.
- 3.6 Strong and effective systems for tracking and target setting contribute to pupils' excellent achievements. Results in GCSE and IGCSE from 2018 to 2019 were above the national average and centre-assessed grades in 2020 and teacher-assessed grades in 2021 show pupils have continued to improve. Results at A level from 2018 to 2019 were in line with the national average and grades in 2020 and 2021 show significant improvement. At A level, pupils with SEND and EAL regularly outperform their year groups, achieving higher value-added scores on average. The small teaching groups and individualised plans delivered by specialist teachers enable these pupils to make rapid progress from their starting points. Younger pupils also make excellent progress as evidenced by their assessments in the EYFS, where the majority of children achieve the expected level of development, and internal assessments in the junior school. Pupils' achievements in the junior school have been higher as a result of the introduction of new assessments for English and mathematics. More able pupils make rapid progress in class where they receive suitably challenging extension work. The curriculum review carried out by leadership and management has led to an increased focus on academic outcomes for all pupils across the school. Pupils' high aspirations are reflected in the places they gain at universities in the UK and overseas.
- 3.7 Pupils make a high rate of progress in developing their knowledge, skills and understanding across the broad curriculum provided. In questionnaire responses, a very large majority of pupils agreed that their skills and knowledge improve in most lessons. Pupils in the junior school demonstrate a sense of inquisitiveness as a result of the constant dialogue between pupils and teachers who actively encourage them in this. In a sixth-form lesson pupils demonstrated a high level of confidence in

applying their prior knowledge when exploring the changing role and status of women between 1918 and 1945. In written work, senior school pupils' understanding of the effects of the climate developed well over a series of lessons as they reflected on the impact of each section of the topic. In lessons observed, pupils were keen to learn and engage and readily applied concepts learnt in previous lessons.

- 3.8 Pupils' communication skills are outstanding both in lessons where they use high-level, subject-specific language accurately, and in wider school interactions. In mathematics, junior pupils discussed a range of highly appropriate methods for problem solving and listened intently to each other before contributing their own ideas. Pupils in Year 4 explained how handwriting lessons enable them to improve the quality of their written work and how much they enjoy reading to an adult regularly in form time. More able pupils in the EYFS read full sentences and talk knowledgeably about what they read. In extended writing tasks in science, pupils demonstrated a strong emphasis on effective communication with the reader, which was aided by the clarity of feedback from the teacher. Pupils of all ages demonstrate an excellent appreciation of the need to communicate with confidence and clarity, while further developing their speaking skills through leading assemblies, contributing to chapel services, and making presentations to fellow pupils and staff as part of the scholarship programme. Pupils lead discussions in the school's inclusion committee where they present topics in a balanced and thoughtful manner. A national initiative enables junior pupils to engage with headteachers across the country and they respond extremely confidently to unplanned questions on topics such as evolution and race. In modern foreign languages there is a strong focus on developing pupils' communication skills and as a result senior school pupils are extremely successful in external French language proficiency assessments, where they are assessed on their ability to speak, read, write and listen in the language.
- 3.9 Pupils achieve highly in GCSE and A-level mathematics and in the junior school, pupils perform consistently above the national average in arithmetic. They are extremely competent in their use of numeracy across the curriculum. Children in the EYFS count the number of pieces of fruit in their snack boxes, count ordinal numbers to correctly identify the date, and develop their numeracy skills further through counting activities in the well-resourced outdoor classroom. Junior school pupils are highly confident in using correct mathematical terminology and apply their knowledge effectively aided by the helpful key facts posters in their classrooms. They greatly enjoy the challenge of developing strategies to solving numerical problems which are expressed in words. In a classics lesson senior pupils estimated the size of crowds attending a gladiatorial arena and linked this to the numbers attending stadiums in modern times. Sixth-form pupils spoke about their confidence in applying numeracy to subjects such as business studies and sociology and pupils carried out complex statistical measures to test hypothesis in their independent investigations in geography.
- 3.10 Pupils are highly proficient users of information and communication technology (ICT) and junior school pupils in particular, made rapid progress in developing their skills during the period of online learning. Year 5 pupils, for example, were observed using laptops confidently to construct sentences containing fronted adverbials. Governors have ensured that pupils have access to appropriate resources and staff are trained to deliver an ICT curriculum with high learning outcomes. In GCSE drama, pupils confidently and expertly filmed and edited excerpts of their performance in order to critique their work. Pupils with SEND and EAL benefit from using specialist software which provides targeted individual support to enable them to have equal access to the curriculum. Pupil representatives on the school digital strategy committee contribute effectively to the development in the use of ICT across the school, such as promoting the use of shared drives to reduce the use of paper, and pupils have also led the move to greater use of ICT for assessment.
- 3.11 Throughout the school, pupils achieve success in a wide range of co-curricular activities. In sports, pupils have competed at county and national level in hockey, netball, cross country running and water polo. Pupils are highly successful in external music and speech and drama examinations. Each year a number of pupils successfully complete the silver award of The Duke of Edinburgh's Award scheme.

Other notable achievements include winning the T S Eliot prize for poetry analysis, a highly commended award in a religious studies essay competition and sixth-form pupils reaching the national finals in a business competition run by the Institute of Chartered Accountants in England and Wales. In 2020, pupils in Year 12 won the TES Independent School Award for Student Initiative of the Year, with a well-considered project to tackle period poverty.

- 3.12 Pupils develop strong study skills as a result of innovative developments in the curriculum. Children in the EYFS adapt their thinking, take risks and explore new ideas as they select their own activities and resources. Junior school pupils develop the ability to manage their time in lessons effectively as a result of techniques used by their teachers including a countdown of the time remaining to complete a task. The quality of senior pupils' arguments was outstanding as they discussed the subject of bias and racism in the NHS using a variety of resources in a co-curricular discussion club. They quickly synthesised complicated information on an emotive subject. Sixth-form pupils were highly engaged and very effective in drawing up a hypothesis of what they expect to see in the changing role and rights of women over a period of time. They demonstrate dexterity and excellent higher-thinking skills in reading, evaluating and synthesising information individually and then collaboratively as a group to deepen and enrich their understanding. Pupils develop strongly their skills in time management, note taking, extended writing and revision planning as a result of the study skills programme offered to older pupils. These skills are further developed through completion of independent research or wider reading projects on diverse topics such as making Formula 1 more environmentally friendly or the Maldives and climate change.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils reflect strongly the ethos and values of the school, which successfully meets its aim that they should leave the school equipped with the full range of skills required for life-long success. Pupils from the EYFS through to the sixth form have an excellent understanding of, and respect for, the cultural diversity within the school and wider society. The pupil-led inclusion committee is extremely important in the life of the school, with staff and pupils referring to the changes it has instigated, such as the delivery of unconscious bias workshops to pupils and staff. Rainbow pins for staff were the inspiration of the committee and pupils spoke about how this enables them to know which members of staff they can approach in order to discuss issues such as gender more freely and openly. The school has identified the importance of pupils' contribution to the promotion of diversity and inclusion as an ongoing area for improvement in the school. Pupils value greatly the wide range of cultures represented within the school and celebrations of special days are led extremely effectively by senior pupils. For example, during the inspection Diwali was celebrated in different ways, from activities in the EYFS to senior school pupils leading a special assembly.
- 3.15 Throughout the school, pupils have an excellent understanding of how to improve and develop their own learning. Written work in science shows strong evidence of how conversational marking between pupils and teachers leads to demonstrable improvement in achievement in subsequent tasks. In junior school lessons, pupils are given time to reflect, and the positive learning environment created by their teachers allows them to understand that it is acceptable to make mistakes. There is a culture across the whole school of looking for lessons to learn, which helps pupils understand that making mistakes provides an opportunity to improve. Pupils have a very well-developed sense of their self-confidence and self-esteem, largely as a result of the encouragement they are given by their teachers who know them extremely well. Junior school pupils are developing their self-understanding with respect to friendships through participation in a national programme. When a sixth-form pupil-led local food charity event met a problem, pupils showed their resilience by not giving up but linking with an external organisation to ensure the project was successful.

- 3.16 Pupils fully understand the consequences of their actions, and this influences their well-developed decision-making skills. Pupils who act as farm managers were observed making carefully considered decisions about the care of an injured animal. In the nursery and reception classes children make decisions confidently about the activities they participate in and the toys they choose to play with. A-level photography pupils make considered decisions about how to improve their creative work by comparing images created using different photographic manipulations. Pupils in the junior and senior sections make thoughtful decisions in deciding whom to elect to the school council, the eco committee and to other roles of responsibility, by considering the skills required to carry out these roles successfully. School council pupils discuss the impact their decisions will have on the school such as the addition of trousers as an option to the school uniform. Pupils also make thoughtful choices regarding scripture readings, hymns and prayers for the benefit of those attending mass.
- 3.17 Pupils develop a deep spiritual understanding which permeates school life and is reflected in the daily cycle of prayers. Many of these prayers are written by the pupils themselves and reflect their deep individual spirituality. They are extremely kind and considerate to one another and respectful of those with a different faith. Each year group has an annual retreat and pupils spoke about their appreciation of having this time to reflect and be thankful. Pupils greatly appreciate the recently constructed prayer garden, designed by themselves in the school grounds, and use this as a quiet space for personal reflection during break and lunchtime. In form time, Year 6 pupils discussed “What is the difference between happiness and pleasure?” demonstrating their significant ability to consider abstract ideas and express their own opinions. Pupils are willing to engage in difficult conversations by employing the school’s toolkit devised for this purpose, which gives them confidence to discuss topics sensitively. Sixth-form pupils demonstrated an excellent appreciation of non-material aspects of life in a discussion about the school’s support for the wider community when they make and deliver food for local families.
- 3.18 Pupils have a very secure understanding of the difference between right and wrong, and this is reflected in the excellent behaviour seen throughout the school. Pupils in the junior school understand that the school rules exist to keep them safe, and they demonstrate in their interactions the school ethos to care for each other. On the rare occasions when they see poor behaviour or unkindness, pupils said that they do not hesitate to speak to staff, who they see as open and approachable. Pupils have a good understanding that on those occasions, punishment is not seen as the first option, but the behaviour is addressed through empathy and understanding giving pupils the opportunity to learn for the future. Pupils respect class rules which they agree with subject teachers following the procedures set out in pupil planners. Pupils have decidedly positive attitudes in their understanding of morality. In the senior school, they enjoy engaging in lively debates about ethical issues, as seen in the science debating club, where pupils treat those with different opinions with considerable respect.
- 3.19 In lessons, pupils enjoy working collaboratively, and do so highly effectively to solve problems and discuss their ideas. In drama, for example, pupils showed a high degree of tolerance and acceptance that everyone’s views were equally valid. They understood that to improve the outcome both groups were prepared to forgo their idea. Highly successful collaboration in the construction of different sized paper spinners and sharing key parts of the experiment in a physics lesson enabled the pupils to achieve the aim of the experiment and its learning objectives. The eco committee has planned a day when everyone will walk to school to highlight the importance of all pupils working together for the benefit of the planet. Those playing in sports teams have a deep appreciation that for the success of the team, they must commit to attending training sessions regularly.
- 3.20 Pupils participate enthusiastically in the wide range of activities available to them, developing strong leadership skills and a significant sense of responsibility toward others. Pupils are proud of their school and throughout the school they are keen to apply for positions of responsibility with some junior pupils describing responsibility as a bonus to the school community. As community monitors, Year 6 pupils take responsibility for ensuring that no one is left out during break times and older pupils act as mentors to those in younger year groups through the ‘big sister’ scheme. In addition to the annual

charities' week, pupils organise many other fund-raising events throughout the year, including providing toiletries for a homeless charity and raising funds for a partner school in Zambia. Pupils from Year 7 apply to take part in the four-level training programme to become farm managers, where they carry out their responsibilities extremely conscientiously and welcome a large number of local school children during the year.

- 3.21 Pupils of all ages understand how to stay safe and the importance of a healthy diet and lifestyle. Through the well-resourced personal, social and health education programme, pupils are taught how to keep themselves safe, both physically and online. They confidently discuss the highly effective strategies they have been taught, including taking breaks from online working and password security. Since returning to school and in response to pupils' suggestions, a mentoring scheme has been put in place with older pupils trained in mental health and well-being, which gives younger pupils additional opportunities for support. The annual retreats make a positive contribution to pupils' mental health as these are often held after examinations and include an opportunity for guided mindfulness. Pupils of all ages spoke about the enjoyment they gain from taking part in the sports programme, including participation in weekend activities. Healthy eating features in the pastoral programme and pupils show a good understanding of the contribution diet makes to a healthy life. Pupils' excellent personal development is reflected in their readiness to seek advice from the pastoral team who are always available to offer support and of whom the pupils spoke very highly.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Fiona McGill	Reporting inspector
Dr James Raymond	Compliance team inspector (Headmaster, ISA school)
Mrs Sara Povey	Team inspector (Former assistant head, ISC school)
Mr Christopher Staley	Team inspector (Headmaster, HMC school)