



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**St Dominic's Grammar School**

**May 2019**



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## School's Details

<b>School</b>	St Dominic's Grammar School			
<b>DfE number</b>	860/6005			
<b>Address</b>	St Dominic's Grammar School Bargate Street Brewood Staffordshire ST19 9BA			
<b>Telephone number</b>	01902 850248			
<b>Email address</b>	<a href="mailto:enquiries@stdominicsgrammarschool.co.uk">enquiries@stdominicsgrammarschool.co.uk</a>			
<b>Head</b>	Mr Peter McNabb			
<b>Proprietor</b>	Mr Gary Hartland			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	162			
	<b>Boys</b>	19	<b>Girls</b>	143
	<b>EYFS</b>	10	<b>Preparatory School</b>	51
	<b>Seniors</b>	79	<b>Sixth Form</b>	22
<b>Inspection dates</b>	30 April to 2 May 2019			

## **1. Background Information**

### **About the school**

- 1.1 St Dominic's Grammar school is an independent day school for boys and girls aged 4 to 18 in the village of Brewood. Founded in 1920 by the Dominican Order, it is now inter-denominational and still occupies the same premises. Since September 2017, the school has been owned by the current proprietor, who is supported by an advisory board.
- 1.2 The school is divided into three departments; the preparatory school (including Reception) for pupils aged four to eleven years, the senior school for pupils aged eleven to sixteen and the sixth form for pupils aged sixteen to eighteen years. Since the last inspection, the school has changed its name and introduced boys from age 11.

### **What the school seeks to do**

- 1.3 The school aims to support all pupils to achieve their academic potential through inspiring growth in mind, body and spirit in an atmosphere of Christian fellowship. The objective is that when pupils leave the school, they will have developed the independence of thought and empathy for others to be successful in the next stages of their lives.

### **About the pupils**

- 1.4 Pupils come from a wide range of professional and business backgrounds, mostly from Wolverhampton, Staffordshire and surrounding counties. Nationally standardised tests provided by the school indicate that the ability of the pupils in the junior is above average and in the senior school is broadly average. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and dyspraxia, all of whom receive additional specialist help. Two pupils have an educational health and care plan or statement of special educational needs. English is an additional language (EAL) for one pupil, who is provided with support. Data used by the school has identified 14 pupils as being most able in its population, and the curriculum is modified for them and for twenty-three other pupils because of their special talents in music, drama, sport and art.

## 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. The inspection of schools that have early years settings not requiring registration similarly records 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, 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.

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 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.** 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. 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](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

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

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

- 2.2 In the lower 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.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 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**

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

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical 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.

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

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

2.15 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.

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

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

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

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

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.20 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.

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 good.
- Pupils' attitudes to learning are very positive and they plan and organise their work effectively.
  - Pupils attain a good level of success in extra-curricular activities.
  - All groups of pupils including those with SEND or EAL achieve well and make good progress relative to their starting points.
  - Pupils' basic skills for learning are good; however, at times, pupils are not always sufficiently challenged to develop higher order thinking skills and more able pupils are not always fully challenged.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils grow in confidence and self-esteem due to a highly supportive pastoral programme and positive relationships with staff.
  - Pupils' behaviour is exemplary, demonstrated through empathy and respect towards others.
  - Pupils actively seek opportunities to take on responsibilities and contribute much to the wider well-being of the school and wider community.
  - Pupils understand how to be physically and mentally healthy, in line with the school's motto of 'mind, body and spirit' because they participate in a wide range of extra-curricular activities including sport.

## Recommendation

- 3.3 The school is advised to make the following improvements:
- Extend the opportunities for more able pupils to experience additional challenge in lessons.
  - Allow pupils to take more responsibility for their learning to further deepen their higher-order thinking and independence of thought.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils' attitudes to learning are very positive and they plan and organise their work effectively, as exemplified by the very good standard of work produced in books and the good progress observed in lessons. Their study skills are very well developed, they organise their work methodically and they take a pride in the presentation of their work. Pupils demonstrate a willingness to participate in lessons due to the encouragement and support provided by teachers and teaching assistants. Pupils are keen to work collaboratively when opportunities arise; for example, Reception pupils showed excellent team spirit and initiative when trying to build a swing from a range of equipment provided; preparatory pupils enjoyed using French phrases with each other when describing the weather or holiday destinations. Small class sizes, together with excellent rapport from staff and their peers, create a learning environment in which all pupils, including those with SEND or EAL, feel safe and confident with attempting any new challenges; for example, Reception children successfully sounded out unfamiliar words using previously learned reading techniques; during personal, social and health education (PSHE) lessons, younger preparatory pupils readily took up the challenge to learn their home address in case they ever needed to recite it during an emergency.
- 3.6 Pupils attain a very good level of success both locally and nationally in extra-curricular activities such as music, drama, sport, the Duke of Edinburgh Award scheme and competitions; In 2016, pupils were

finalists in a National Young Enterprise Award for developing a best-selling interactive children's book across the UK, USA and China, and in 2019 Year 11 pupils won the National Citizenship Service Award. Local successes have included a Year 7/8 girls' team winning the local schools science, technology, engineering and mathematics competition in December 2018 by successfully designing and building a launcher which could launch a tennis ball 'further than Federer'. Individual successes have included a 100% pass rate for pupils in LAMDA examinations, with many gaining merits and distinctions at grade 8 level. In addition, pupils successfully gain places to perform with national youth ballet and theatre groups as a result of the support and commitment provided by teachers through the well-established drama club.

- 3.7 Throughout the school pupils achieve well in relation to their own abilities. Pupils with SEND and EAL make good progress, because their needs are identified at an early stage and they receive highly effective individual and classroom support from their teachers and learning support assistants (LSAs). Pupils with EAL make good progress from when they join the school as staff encourage them to speak in English daily, both with teachers and their peers, to help them access the curriculum. Children in Reception make expected progress in relation to their starting points across most of the seven areas of the early learning goals. By the end of Reception, the majority of children perform at expected levels in line with their age and abilities; this is due to the provision of a varied curriculum and the effective monitoring of parents' learning diary entries to build on any interests and accomplishments outside school. Older pupils' progress, as judged from standards in lessons, the scrutiny of their work and the results of standardised tests and public examinations, is good overall. For the senior school and sixth form, the following analysis uses the national data for the years 2015 to 2017; these are the most recent 3 years for which comparative statistics are currently available. Pupils' performance at GCSE has been above average in relation to the national average for maintained schools. Results in GCE A-level examinations have been in line with the national average for maintained schools. Data provided by the school for 2018 indicates that this level of performance has been maintained at both GCSE and A level. Almost all sixth formers gain their first choice university with all achieving either their first or second choice. Almost all the parents and all pupils who responded to the pre-inspection questionnaire said that the school enables pupils to make progress, findings which are reflected in the inspection evidence.
- 3.8 Pupils' basics skills for learning are good. They enjoy being at school and feel that they develop good skills, knowledge and understanding. Pupils understand how to improve further due to their positive engagement with the whole school marking and assessment system; pupils actively respond to teacher's comments and developmental action points, as well as complete learning journey sheets as part of formal end of topic reviews with their teachers. Pupils make good progress relative to their starting points because all staff have high aspirations for them to always try their best and succeed to the best of their ability and the regular praise provided in lessons. Pupils' academic achievements are underpinned by the consistent focus of the advisory governing board and school leaders on ensuring further improvements in standards and expectations, through the regular monitoring of teaching and learning across the school and ensuring the views of pupils are listened too.
- 3.9 Pupils' communication and written skills are excellent, as evidenced through the high standards of work in lessons, written work, presentation skills and success achieved in public speaking competitions. Reception children demonstrated an excellent cursive handwriting style when copying both familiar and unfamiliar words read out during a phonics lesson. Preparatory pupils gained a good understanding of how to identify the key features of journalistic writing and of non-fiction text. Senior pupils confidently identified quotations within poems where the authors had correctly used metaphors, imagery and alliteration. All pupils listen attentively and carry out instructions from the teacher when asked: preparatory pupils showed excellent ability to memorise key words about railways; senior pupils demonstrated excellent empathy when discussing a film about a teenager who had re-lived her experiences of bullying.

- 3.10 Pupils develop very good numeracy skills because teachers provide a range of opportunities for pupils to apply them across the curriculum; pupils also practice them in local inter-schools' mathematics competitions which have recently been opened up to all. In Reception, children correctly identified 2-D and 3-D forms from naturally occurring objects during their nature trail; more able senior pupils confidently reviewed the anomalies in their geography fieldwork data and articulately explained the effect of new housing developments on traffic flow trends.
- 3.11 All pupils demonstrate very good levels of competency with the use and application of information and communication technology (ICT) across the curriculum: pupils with SEND spoke highly of the impact of using laptops to support their note taking in lessons; preparatory pupils demonstrated excellent search queries, using only safe internet sites to extract key facts to support their research on the pop art movement; sixth form pupils developed interactive English literature revision quizzes, using specialist software, to help their peers consolidate their understanding around historical context and novels.
- 3.12 Pupils progressed well in lessons when the teacher provided an appropriate balance of varied activities to deepen pupils' learning, and when they allowed pupils to develop higher lines of enquiry either collaboratively or independently on their own. Sixth formers speak highly of how the extended project qualification (EPQ) provides them with excellent experience for developing their own interests and research skills, for instance in a project on the sustainability of tourism on the Galapagos Islands; they recognised that this will prepare them well for studying at university. In the best lessons, teachers ensured pupils effectively recapped on their prior knowledge and applied it to gain a higher level of understanding to the subject being taught; for example, senior pupils confidently articulated the types of Indian classical music instruments which appeared on the Beatles' studio album '*St Pepper's Lonely Heart Club Band*' after reviewing Indian classical music videos from the internet.
- 3.13 On occasion, in a small number of lessons, the pace of learning slowed as there was an over-reliance on notetaking from the projector or text books, or the completion of identical tasks by pupils of differing ability, reducing the opportunities for pupils to show initiative and work more independently, or for more able pupils to be fully challenged and make progress appropriate to their level of ability. Whilst, in some lessons, opportunities for higher-order thinking were provided, not all pupils were able to successfully complete them due to the volume of learning objectives to complete, resulting in some learning needs not being fully met.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate excellent self-knowledge and self-esteem, and they possess very high levels of confidence for their age. They have a strong awareness of their own strengths and weaknesses and naturally take responsibility for reviewing their own progress, negotiating and setting their own targets, underpinned by excellent staff relationships and strong pastoral support. In Reception, children know how well they are doing from the regular feedback and praise they receive from staff; younger pupils can confidently indicate if they have progressed well in a lesson by using their 'thumbs up' method to the teacher when asked. Older pupils demonstrate a clear understanding of their own strengths and areas for development through regular target review meetings with their peer mentors. Pupils understand the importance of strength of spirit and perseverance and will often turn to their peer mentors and teachers for support when required. Their self-esteem grows as they move through the school, as they benefit from the family atmosphere created from the mixed year tutor groups and small class sizes. Pupils' self-knowledge and maturity grow exceedingly well because of the numerous opportunities they have to develop excellent team building and leadership skills: exemplified by notable success in all levels of the Duke of Edinburgh Awards, and the fact they have been national finalists in the Young Enterprise scheme and winners of the National Citizenship Award in 2019. Pupils' confidence is further enhanced due to the opportunities to perform annually in whole school musicals

such as *'Hairspray'* and *'Thoroughly Modern Millie'* at a local theatre. The school's PSHE programme contributes to the pupil's strong self-awareness throughout the school and provides effective strategies in building strong resilience to prepare them for the challenges that life may bring.

- 3.16 Pupils' behaviour, both within and around the school, is exemplary; they exhibit high degrees of friendliness and politeness to all they meet. Younger children naturally say good morning to the teacher when their name is called in registration. All pupils respect the rules of the classroom from their first days in the school, as they are given opportunities by teachers to set their own ground rules for learning. From an early age, pupils show high degrees of empathy for each other and understand that aspiring to the preparatory school's motto of having *'kind hands, kind words and kind heart'* and knowing when to say sorry is the best way to be. All staff treat pupils with respect, and this is reciprocated with good manners and rapport, creating a positive climate for learning and enjoyment in lessons. All pupils demonstrate respect and tolerance to their peers; preparatory pupils listened attentively to the views of their peers when presenting their ideas on how their chosen animal or plant may have adapted to survive from predators; in debating club, senior pupils spoke highly of the need for older pupils to act as role models by showing acts of kindness, greeting people by name and holding doors open. Throughout the school, pupils demonstrate a natural empathy to look out for each other, and a readiness to challenge any misbehaviour, showing no tolerance for bullying.
- 3.17 Pupils develop a strong moral framework and distinctively know how to distinguish right from wrong. As pupils move up the school, they demonstrate an increasing ability to reflect maturely on the morality of modern society; senior pupils fully understood the impact that waste, especially plastic, was having on the planet and the need to reduce their carbon footprints. Older pupils showed they appreciated how language misuse can wrongly affect our judgements of innocent people, through a poem about a little boy in a war-torn country. All of the parents who responded to the pre-inspection questionnaire said that the school actively promotes good behaviour and all pupils who responded said that they understand that the school expects them to behave well and understand what happens if there is poor behaviour.
- 3.18 Pupils understand that the decisions they make can be important determinants of their own success and well-being; the healthy eating committee successfully campaigned to have healthy salads and fruit on the menu as well as to take salt off the dining room tables. Senior pupils gain relevant work experience placements due to guidance and support from staff about possible future career pathways; senior and sixth-form pupils are confident making informed decisions about their qualifications options choices, through a comprehensive careers education programme.
- 3.19 Pupils actively seek opportunities to take on responsibilities, and they contribute positively to the well-being of the school and the wider community through the broad range of opportunities with which they are provided. Younger pupils are chosen to help their teacher for the day with classroom duties and tidying up; older preparatory pupils naturally give up their lunchtimes to play with Reception children and appreciate the opportunity to be selected as prefects. Senior pupils regularly enjoy the roles as peer mentors to help younger pupils, supporting them with their homework or in other activities as a result of a new student mentor training programme designed by a sixth form pupil. Pupils experience excellent team working and develop collaborative skills through other numerous positions of responsibility at the school, which include representation on the school council and other societies such as the anti-bullying committee, learning council, healthy eating and charity committees. Pupils make an outstanding contribution to the wider community through successfully participating in work experience opportunities in Year 10, working in a Malaysian orphanage in the sixth form or singing in a choir at a local residential care home for the elderly.
- 3.20 Pupils have a very well-developed appreciation of those less fortunate than themselves through successful fundraising initiatives and are active in supporting them. They develop a natural awareness of others and appreciation of the non-material aspects of life through their spiritual reflection in chapel, assemblies, through their participation in art, music and performing arts, and through learning outside the classroom. Reception children showed enjoyment and wonder during their 'welly

Wednesday' walk when tried to identify all the natural sounds they could hear; senior pupils demonstrated an excellent appreciation of the structure and history of the solar system by creating a 3-D model of the planets; sixth formers gained a deep understanding of the plight of sea turtles during volunteering on a conservation trip to Costa Rica to help save them.

- 3.21 Pupils' spiritual awareness is excellent; pupils gain an understanding of a range of religious and cultural practices, through an atmosphere of Christian fellowship, as well as through weekly participation at chapel and the celebration of other festivals such as Diwali and the Chinese New Year. Pupils respect and value diversity within society; they also show respect for, and an appreciation of, other cultures through a range of overseas exchanges with European countries and when hosting a school group from Indonesia. Pupils demonstrate a high degree of sensitivity and tolerance to those from different backgrounds: for example, younger preparatory pupils explained articulately what it must be like for a blind person to have to cross a road, and sixth form pupils became aware of the plight of the Jewish people during World War 2 during their annual school trip to Auschwitz, understanding what could happen if racism ever became the norm.
- 3.22 Pupils understand how to be physically and mentally healthy in line with the school's motto of '*mind, body and spirit*', due to a comprehensive programme of extra-curricular activities including sport, all of which is supported by caring and committed staff. Pupils know how to stay safe, including being aware of what is acceptable behaviour online; they fully respect the school's strict mobile phone policy of handing their phones in to develop good habits and protect the welfare of pupils in the school.
- 3.23 Pupils understand the importance of having a positive attitude, developing resilience and staying healthy in order to successfully cope with stress. They speak highly of whole school events such as the well-being day, and the healthy eating week initiative, which have broadened their understanding on how to lead balanced lifestyles and still meet the everyday challenges that studying hard brings. Pupils fully understand the importance of being in the right frame of mind for learning and of learning relaxation techniques which can help achieve it; preparatory pupils gain an understanding of how to relax through participation in yoga sessions; senior pupils spoke highly of their use of mindfulness technique to take a break from their studies by being able to colour in drawings during registration time. All pupils value the opportunity to use the chapel during its newly extended opening times as well as the Sister Mary area for quiet reflection and contemplation.
- 3.24 With the introduction of a new mindfulness programme, the leadership and management have ensured that pupils develop the skills, empathy and resilience to be successful in their future lives. Pupils leave the school as confident young people with a mature attitudes and good manners, preparing them well for whatever challenge that lies ahead.

## 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 the advisory board, 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

Mr Geoffrey Marston	Reporting inspector
Mr Craig Dean	Compliance team inspector (Deputy head, ISA school)
Mrs Alison Baines	Team inspector (Principal, ISA school)
Dr Zoe Weetman	Team inspector (Headmistress, IAPS school)