



ISI Independent
Schools
Inspectorate

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

St John's Beaumont School

November 2021

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School's Details

| | | | | |
|----------------------------------|--|-----|----------------------|----|
| School | St John's Beaumont School | | | |
| DfE number | 936/6422 | | | |
| Registered charity number | 230165 | | | |
| Address | St John's Beaumont School Priest Hill Old Windsor Windsor Berkshire SL4 2JN | | | |
| Telephone number | 01784 494012 | | | |
| Email address | hmoffice@sjb.email | | | |
| Headmaster | Mr Giles Delaney | | | |
| Chair of Governors | Mr Tim Cook | | | |
| Age range | 3 to 13 | | | |
| Number of pupils on roll | 231 | | | |
| | Day pupils | 184 | Boarders | 47 |
| | Pre-Prep | 57 | Middle School | 76 |
| | Upper School | 98 | | |
| Inspection dates | 23 to 26 November 2021 | | | |

1. Background Information

About the school

- 1.1 St John's Beaumont is an independent Roman Catholic boarding and day preparatory school for male pupils located near Windsor. The school was founded in 1888 as the junior school for Beaumont College, until this relocated in 1967. The school comprises three departments: pre-prep (for Nursery to Year 2), middle school (for Years 3 to 5) and upper school (for Years 6 to 8). Pupils are able to board from Year 3. There is one boarding house situated on the main school site with two dormitories, one accommodating Years 3 to 7 and the other for Years 7 and 8. The school is owned by the Society of Jesus and proprietorial oversight is provided by a governing body which includes Jesuits, former pupils of the school and former parents.
- 1.2 During the period March to May 2020, the school remained open only for children of key workers and vulnerable children. During the period June 2020 to July 2020 there was a phased return by eligible year groups. No boarders remained on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Overseas boarders that did not return home received remote materials at the home of their parents or guardians.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to educate its pupils to become intelligent, compassionate, and active adults who will live their lives with integrity and a sense of service to others. St John's seeks to instil in its pupils a love of learning that is driven by a sense of enquiry and an open-mindedness to both opportunity and challenge. Pupils are encouraged, alongside their natural skills and interests, to take on new challenges that will broaden their horizons.

About the pupils

- 1.8 Pupils come from professional backgrounds, mostly from families living within an eight mile radius of the school. Approximately half of the boarding community comes from overseas. The school's own assessment indicates that the ability of the pupils is above average. Two pupils in the school have an education, health and care (EHC) plan. The school has identified 44 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. English is an additional language (EAL) for 19 pupils, 15 of whom receive additional support for their needs. The curriculum is modified for pupils identified as being more able because of their special talents in sport, music, art and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

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

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education from the Early Years Foundation Stage (EYFS) to Year 6 and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 Arrangements made to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. At the time of the inspection, the published safeguarding policy and its implementation were not fully in line with current requirements. Staff are not aware of how to report low-level concerns. No annual review is undertaken of safeguarding practice. Safeguarding records do not consistently include sufficient detail to show that any follow-up action taken is in line with local safeguarding procedures.
- 2.11 Records show that the school has not always obtained at least two references for members of staff or checked prohibition against teaching prior to commencement of their employment. Checks against

prohibition from management have not always been completed prior to governors taking up their role.

- 2.12** The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–10, 12, 15 and 16 are met, but those in paragraphs 7 [safeguarding], 8 [safeguarding of boarders] and NMS 11 [child protection] are not met.

Action point 1

The school must ensure that safeguarding procedures are in line with current requirements, and understood and consistently implemented by staff, leaders and governors [paragraphs 7(a) and (b) and 8(a) and (b); NMS 11; EYFS 3.4, 3.6 and 3.7].

Action point 2

The school must ensure that safeguarding records consistently include sufficient detail to show how any follow-up action taken is in line with local safeguarding procedures [paragraphs 7(a) and (b) and 8(a) and (b); EYFS 3.4, 3.6 and 3.7].

Action point 3

The school must ensure that at least two references are received for all staff before they begin work [paragraphs 7(a) and (b) and 8(a) and (b); EYFS 3.7 and 3.9].

Action point 4

The school must ensure that prohibition from teaching checks are obtained before staff commence work [paragraphs 7(a) and (b) and 8(a) and (b); EYFS 3.7 and 3.9].

Action point 5

The school must ensure that prohibition from management checks are completed before members of the governing body take up their role [paragraphs 7(a) and (b) and 8(a) and (b); EYFS 3.7 and 3.9].

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

- 2.13 The school makes appropriate checks to ensure the suitability of supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.14 The school has not always undertaken medical or qualification checks before staff have started work.
- 2.15** The standard relating to the suitability of those in contact with pupils at the school in paragraphs 19–21 are met, but those in paragraphs 18 [suitability of staff] and NMS 14 [suitability of staff] are not met.

Action point 6

The school must ensure that checks on the suitability of staff, in particular that medical and qualification checks are completed before any member of staff commences work [paragraph 18(2)(f), 18(3); NMS 14.1; EYFS 3.7 and 3.9].

PART 5 – Premises of and accommodation at schools

2.16 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.

2.17 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

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

2.19 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.20 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.

2.21 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.22 Appropriate leadership and management of boarding ensure that most of the required policies and records are maintained and effectively monitored. However, shortcomings were identified in the school's safeguarding policy and associated records.

2.23 The proprietor has not ensured 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 in the areas of safeguarding and safer recruitment.

2.24 The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.

Action point 7

The school must ensure effective oversight so that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are met consistently, and they actively promote the well-being of pupils [paragraph 34(1)(a), (b) and (c); NMS 13.1, 13.3–5 and 13.7].

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> |
|--|---------------------------------|
| Blandyke 1 | Year 1 |
| Berchmans 1 & 2 | Year 2 |
| Bellarmino 1 & 2 | Year 3 |
| Lower Elements 1 & 2 | Year 4 |
| Upper Elements 1 & 2 | Year 5 |
| Lower Figures 1 & 2 | Year 6 |
| Upper Figures A & B Great Figures B | Year 7 |
| Rudiments A & B Great Figures A | Year 8 |

Key findings

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

- Pupils display excellent attitudes to learning both in their lessons and extra-curricular activities, notably in sports, performing and other arts.
- Pupils are highly articulate and are confident communicators.
- Pupils are highly successful in their academic achievement.
- Pupils' knowledge and understanding across the curriculum is strong and is evident in the excellent independent projects they produce across the curriculum.

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

- Pupils demonstrate exceptional self-understanding. They are reflective, resilient and have excellent levels of confidence.
- Pupils contribute fully to school life, successfully taking on roles of responsibility and keen to lead by example.
- Pupils' spirituality is outstanding; they embrace the Jesuit ethos that permeates all aspects of school life.

- Pupils' social awareness is strong. They are considerate and polite, enabling them to build positive relationships with others.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:
- Enhance pupils' opportunities to apply and develop their full range of skills consistently through the use of more challenging and open-ended tasks.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The school is highly successful in meeting its aim to instil in pupils a love of learning. Consistent with the school's Jesuit values, pupils have an exceptional attitude towards learning. They are confident learners, showing boundless enthusiasm and determination to succeed. Children in EYFS approach their learning with gusto. Their excitement when talking about their learning is palpable. Children fully engage in a range of fun and absorbing activities, such as play-based woodland activities. Across the school, pupils work well independently as well as with others. They are willing to 'have a go' and take risks in their learning, understanding that mistakes are an important part of the learning process. Pupils embrace the range of exciting learning opportunities offered to them, participating enthusiastically in new experiences such as cooking pheasants on outdoor fires or creating new role-play apps in STEM club. Boarding pupils are extremely proud of the work culture in the house and push themselves to be better. Pupils flourish and grow in confidence thanks to an environment that encourages them to listen and respect each other's point of view.
- 3.6 Pupils of all ages relish the opportunity to talk to visitors in the school, communicating with high levels of confidence. They are eloquent speakers and natural presenters, benefiting hugely from the numerous opportunities they are presented with to voice their thoughts and ideas, including during lessons and assemblies. For example, following video analysis of a rugby match, a Year 8 Pupil was able to explain, using a demonstration, how smaller steps in the lead-up to the tackle allow the body to get into a better position to execute the skill. Pupils are careful listeners, as was seen in a Year 4 swimming lesson where a swimmer listened and responded effectively to positive criticism from peers to improve breathing technique. Children in the EYFS demonstrate good knowledge for their age of the sounds that letters represent and write with growing levels of confidence. A love for writing is fostered in the pupils, with those in the pre-prep explaining how writing stories is their favourite activity. Boarders show a desire and passion for reading and use their independent time wisely to further develop their reading and writing skills.
- 3.7 Pupils, including boarders, achieve high levels of success both academically and in a range of extra-curricular activities. This is especially notable in music and sport, where pupils often win scholarships and achieve highly in numerous national and local competitions. For example, their achievements in LAMDA are outstanding, a result of the school's provision and teaching that helps the pupils prepare well for these events. Pre-prep pupils are successful in having poems selected for publication. Some secure places in the school swimming squad where members perform to a high standard. Pupils' success in music is a key strength of the school, with some singing for the National Youth Choir and studying at the Junior Royal Academy. Pupils singing in the chapel choir perform choral music to a very high standard.
- 3.8 Pupils demonstrate considerable knowledge and understanding across the curriculum. Throughout the school, pupils are inquisitive and curious. They apply their knowledge confidently when undertaking independent enquiry. This was apparent from the EYFS upwards and demonstrates how the school has addressed the recommendation made in the previous inspection. For example,

Reception children enthusiastically explained their *Time to Tell* projects. They recalled interesting and relevant facts and engaged their audience, explaining clearly how Henry VIII beheaded two of his wives. Middle school pupils show that they understand the work they are given and articulate effectively what they need to do to progress. Because of small groups and good relationships with staff they are confident that they have the knowledge and understanding to make significant progress in their studies. Pupils in the upper school develop a passion for knowledge because of the stimulating and broad curriculum. For instance, a pupil in a Year 7 science lesson eloquently explained to the class how the mixing of hydrochloric acid and magnesium would react and lead to a 'squeaky pop'. Work viewed in books during the inspection did not always enable pupils to use their full range of skills when printed worksheets were used. However, pupils' capability was wholly apparent in the various projects and practical work seen by inspectors. Children develop excellent skills in art, have excellent knowledge of a range of artists and techniques and can use a wide range of media. Pupils show exceptional musical skills and are confident performers. They are proud of their musical ability. There is an incredibly strong tradition of music in school and pupils value the prestige of taking part in musical events.

- 3.9 Pupils' overall achievement is excellent and fully in line with the school's aims to provide a holistic education that teaches them to be critical, compassionate and reflective. Tracking data provided by the school shows that pupils make substantial progress over time, and those with EAL progress rapidly because of the highly effective targeted support. Pupils identified as having SEND receive appropriate support and make considerable progress. Most EYFS children achieve, and some surpass, age-related expectations. Overall, pupils achieve at or above their age-expected levels. Many gain places at highly selective independent schools at age 13 or state grammar schools at the age of 11. A significant number of pupils are awarded scholarships to senior schools in music, sport and academic achievement. In their responses to the pre-inspection questionnaire, a minority of pupils felt that they did not receive helpful careers advice. Inspectors found that whilst there are no specific careers lessons, the *Magis* programme provides insight into possible careers, thus helping pupils prepare for their future. Boarding pupils spoke very positively about their learning. All of them felt that they were making good progress, helped by boarding staff who support them with their learning in boarding time.
- 3.10 From Nursery upwards, pupils are encouraged to think for themselves, analyse and question. EYFS children put these skills to excellent use whilst undertaking activities in the woodland area, for example when examining leaves and remarking on the veins. Pupils in the middle school are not afraid of making mistakes in their search for solutions and explanations. They are aided in developing this attitude by teachers who lead by example. Upper school pupils show a willingness to develop further their knowledge and understanding. They are naturally curious and instinctively question why and how things happen. Pupils offer and accept positive criticism well and respect each other's point of view. This enables them to assimilate ideas from other sources. Pupils successfully develop higher order skills such as reflection and evaluation of their performance. Boarding pupils take pride in completing extension exercises to further develop their study skills.
- 3.11 Pupils demonstrate significant engagement and enjoyment whilst using information and communication technology (ICT) for a variety of purposes. Their use of ICT is often inventive and demonstrates their excellent skills and understanding in all areas of the curriculum. During COVID-19 lockdowns, their effective use of ICT developed considerably, due to leaders and governors facilitating an excellent programme of study using a bespoke remote learning platform. This has been viewed as highly successful by parents who responded to the pre-inspection questionnaire. In interview, pupils confidently discussed the way in which ICT enhances their learning. This was evidenced in the numerous projects seen throughout the school during the inspection. Highly advanced use of ICT was evident, for instance in the creation of posters, video blogs and, in history, the effective use of a gaming platform to recreate an ancient battle. Upper school pupils adeptly used technology to research, communicate and design an electric car during an after-school club. Pupils confidently use the internet for individual research, resulting in highly advanced projects being produced by

scholarship pupils in Year 8. Pre-prep pupils apply their growing ICT skills when using software to draw their own pictures.

- 3.12 Pupils are extremely numerate though leadership and management have identified algebra as an area for development and the school has adjusted its planning to address this. Pupils' numeracy skills develop well due to the care that is taken to ensure that they fully understand concepts and can apply their skills in a variety of contexts. In the EYFS, children display a growing understanding of number due to the concrete-pictorial-abstract approach. Year 1 pupils confidently handle numbers, measurement, and shape. Pupils in the middle school are able to recognise relationships in maths, such as between multiplication and division because of carefully chosen and well-paced lessons, small groups and close attention from teachers. Upper school pupils have excellent knowledge and understanding of angles and scale, demonstrated in their ability to solve problems and tackle challenging questions. They deftly manipulate numbers and apply their knowledge of factors to determine the correct scale to solve distance problems.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display an excellent understanding of their strengths and how they can improve. A designated session at the end of the day enables them to think carefully about what they have achieved during the day and examine ways ahead. Pupils remarked that this is a good way to end the day. Pupils are highly reflective and show a great deal of self-knowledge. Older pupils show remarkable maturity, demonstrated by their willingness to try new clubs and skills, even if they find them difficult, to challenge themselves and seek self-improvement. Pupils respect the school's rewards system, including the coveted *Meritus* award, and aspire to acquiring these for a wide range of achievements. Pre-prep pupils proudly showed their *Tye Cards* that acknowledge good behaviour and work. Boarding pupils are very accomplished in assessing their own work or the work of their peers because boarding house staff provide encouragement and support to develop these skills. Many pupils show resilience when confronted by failure or not being able to do something and understand a need to try and try again. They understand the importance of being happy and positive and putting into practice life skills for when they are older.
- 3.15 Pupils consider that the school helps them contribute to others. They speak highly of the Pupil Parliament, pupil committees and other opportunities for them to have a role in the school. Pupils willingly accept responsibility, running many activities with minimal adult assistance. For example, upper school pupils have written a Christmas carol which will be performed in the pre-prep nativity. Pupils take on many roles of responsibility throughout the school, such as assembly monitors, team captains and head boy, and make a significant contribution to its daily life. Responsibilities start in the EYFS, where children are eager to be line monitors. Pupils contribute to the wider community through their involvement in various charities, both locally and internationally. They have a strong desire to support those less fortunate than themselves. Recently they have organised events to make rugs for a local homeless charity and a Year 8 litter pick in the local community was undertaken as part of the Day of Service that took place during the inspection. Boarding pupils are extremely kind and show a level of empathy beyond their years towards one another. They have high levels of emotional intelligence and can use this to support each other in more challenging times. Boarders use the dorm council and suggestion boxes as effective vehicles to share ideas and drive change, such as for meals and weekend activity ideas, successfully meeting the recommendation from the previous inspection.
- 3.16 Pupils develop outstanding spiritual awareness. This is embedded through the Jesuit values that the proprietorial body promotes. Pupils are very appreciative of the spiritual basis of the Jesuit values espoused by the school, understanding how belief can influence the aims of their education and their own behaviour. Those in the middle school were emotionally moved during a charity presentation by the message to think of those children less fortunate than themselves and to understand the

responsibility of privilege. Older pupils were able to express ways in which the Holy Trinity can be explained in everyday terms, drawing an analogy with an egg, which may be served boiled, poached or scrambled; yet is still an egg. Pupils take an active part in collective worship, taking time to reflect on the key messages and how they can apply any learning to the relationships they sustain at school. Boarding pupils in the school have a strong awareness of the world in which they live and value characteristics such as kindness and empathy. Boarders are respectful of time spent in prayer and worship and appreciate how fortunate they are to be able to enjoy the calm and peaceful surroundings at the school.

- 3.17 Pupils are socially well-developed. They work extremely well together and support each other with their strengths and weaknesses. Pupils are overwhelmingly polite, and delight in engaging with visitors to share their knowledge of and enthusiasm for the school. They are considerate to fellow pupils and adults working in the school and keenly engage in conversations about the wider world and personal views. Overall, pupils show good levels of tolerance and respect towards each other. They are aware of each other's needs, demonstrating an ability to work effectively with each other in a range of house challenges and activities. For example, members of the choir worked hard to pull together the different parts of a musical piece and took joy in achieving perfection. Pupils spoke enthusiastically about representing their peers on different committees and how this contributes positively to the school community. Boarders are supportive and empathetic to each other's needs, which is fostered through periods of reflection and prayer. Pupils feel valued and nurtured because there is a culture of openness and engagement with teachers.
- 3.18 Pupils are highly respectful of other faiths and consider that those from other religions or none are welcomed in the school and chapel. They are aware that others have different skills and qualities, and of the need to be tolerant of those from other cultures. The school welcomes pupils from a wide variety of cultural backgrounds, ethnicity, and beliefs and for the most part relationships are harmonious. From pre-prep upwards, pupils demonstrate respect and tolerance to those from different backgrounds, with external speakers helping them appreciate different beliefs. Pupils of all ages demonstrate a secure understanding of different religions such as Judaism and Sikhism, partly due to lessons that cover these topics. Boarding pupils are well educated in the importance of treating all members of the diverse and international community equally.
- 3.19 Pupils consider that the school has helped them in developing their decision-making skills, encouraging them to think carefully about the effects of the choices they make. Pupils in discussion used chess as an analogy, pointing out that you have to think carefully in chess not just about the immediate move but the effect it will have on moves three or four times ahead. Pupils make informed decisions about their learning and about their personal life. They make good choices, both academically and in how they behave. Boarding pupils in the school make educated and informed decisions about their welfare and the welfare of others. They show high levels of empathy and kindness towards each other, listening carefully to each other before deciding or taking action.
- 3.20 Pupils have a strong awareness of how to stay safe and keep healthy. They have a good understanding about how to stay safe online. For example, they know not to share personal details or divulge passwords and they know how to report any concerns. In discussions pupils explained the importance of regular exercise and they are willing participants in the many clubs and societies on offer. Pupils spoke positively about games and sport, welcoming the fact that they all have the opportunity to represent the school in matches. They understand the importance of healthy eating and were quick to praise the school lunches. Boarders actively choose a balanced diet and the food on offer at mealtimes offers a wide variety of options. Pupils understand the need to assess risks and act accordingly. This was apparent as upper school pupils conducted science experiments. EYFS children understand the importance of following safety rules whilst exploring in the woodland environment. Boarding pupils enjoy the scenic surroundings and free time they are given to relax in and play with their friends, which enhances their mental well-being.

- 3.21 The overwhelming majority of pupils have a well-developed sense of right and wrong. From an early age, they learn about the teachings of Christ and that making the right decision sometimes involves putting the needs of others first. Pupils understand the Jesuit virtues and why they are desirable. They understand that some problems have complex solutions. Pupils generally behave very well. They have little tolerance of unkindness and where required correct each other's negative behaviour. Almost all pupils who responded to the pre-inspection questionnaire agreed that the school expects them to behave well, a view supported by inspection evidence.

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, with the chair of governors and two further governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and 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

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| Miss Jacqueline Scotney | Reporting inspector |
| Mr Keith Morrow | Compliance team inspector (Headmaster, IAPS school) |
| Mrs Eithne Webster | Team inspector (Former head of KS1, IAPS school) |
| Mr Paul Barlow | Team inspector for boarding (Senior deputy head, IAPS school) |