



ISI Independent
Schools
Inspectorate

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

St John's College School

January 2020



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School's Details

School	St John's College School		
DfE number	873/6004		
Registered charity number	1137428		
Address	St John's College School 73 Grange Road Cambridge Cambridgeshire CB3 9AB		
Telephone number	01223 353532		
Email address	shoffice@sjcs.co.uk		
Headmaster	Mr Neil Chippington		
Chair of governors	Professor Ann Louise Kinmonth		
Age range	4 to 13		
Number of pupils on roll	466		
	Day pupils	440	Boarders 26
	EYFS	40	Juniors 317
	Seniors	109	
Inspection dates	14 to 16 January 2020		

1. Background Information

About the school

- 1.1 St John's College School is an independent co-educational school for pupils aged between 4 and 13 years. It is predominantly a day school, with a small co-educational boarding section, mainly occupied by choristers, in a house almost next door to the main school building. Owned by St John's College, Cambridge, the school was founded in the mid-seventeenth century to provide an education for the college's choristers, who are male pupils only, moving to its present location in the centre of Cambridge in 1955. The school is a registered charity and half of the governors are fellows of the college.

What the school seeks to do

- 1.2 The school seeks to instil a lifelong love of learning through a rich and broad curriculum, encouraging pupils to become independent, creative and critical learners and to become their best selves in the fullest sense. Further aims are that the pupils should have a generosity of spirit and embody the values of love, honesty, kindness, respect, service and trust.

About the pupils

- 1.3 Pupils come from a range of professional and business backgrounds, mostly living in the Cambridge area. Data provided by the school indicate that the ability of the pupils is above average compared with those taking the same tests nationally. The school has identified 57 pupils as having special needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 54 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 115 pupils, five of whose needs are supported by specialist teachers. Data used by the school have identified 53 pupils as being the more able in the school's population. The curriculum is modified for them and for 28 pupils because of their special talents in art, drama, music and sport.

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.

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

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

Key findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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 There is a Chapel choir in which the choristers are male pupils. The choral provision and opportunities offered to male pupils are not similarly offered to female pupils. The school has recognised this issue and made plans to address it. However, it has not made adequate progress to address this inequality.
- 2.5 The standards relating to the quality of education in paragraphs 2 and 3(a–i) are met but that relating to paragraph 3(j) [discrimination against pupils contrary to Part 6 of the Equality Act 2010] is not met.**

Action point 1

- the school must ensure that equal choral provision and opportunities are made available to all pupils [paragraph 3(j)]

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 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

- 2.14 A range of information is variously 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.
- 2.15 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

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

- 2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, with one exception, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.19 The school does not offer equal choral provision and opportunities to all pupils. The school has not made adequate progress in implementing its current plans to address this inequality.

2.20 The standard relating to leadership and management of the school in NMS 13 is met but that in paragraph 34 is not met.

Action point 1

- the proprietors must ensure that the choral provision and opportunities offered to male pupils are similarly offered to female pupils [paragraph 34 (1)(a), (b) and (c)]

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. 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>
Kindergarten	Reception
T1	Year 1
T2	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils are enthusiastic learners, making, on the whole, strong academic and non-academic progress.
 - Pupils of all abilities achieve success in their entrance examinations to senior schools.
 - Pupils acquire excellent study skills.
 - Pupils express themselves maturely and very articulately.
 - In music, many pupils achieve high standards, with some attaining exceptional levels of accomplishment.
 - In a very few areas, the more able pupils do not benefit from sufficiently challenging work.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop high levels of self-confidence and appropriate self-esteem.
 - From an early age, pupils develop a strong sense of responsibility, both for themselves and for the community around them.
 - Pupils learn to think for themselves and make well-considered decisions and choices.
 - Pupils' confidence derives not least from their feeling safe at school and understanding the importance of online safety.

Recommendation

- 3.3 In the context of the excellent outcomes, the school is advised to make the following improvement:
- Ensure that the more able pupils are suitably stretched in all their academic disciplines.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve high levels of knowledge, skills and understanding across an academic curriculum enriched, in accordance with the school's stated aims, by the inclusion of Latin and the opportunity not only to learn French but also to make an initial exploration of Spanish, German and classical Greek. In their questionnaire responses, the overwhelming majority of parents and pupils approve of the range of subjects. Achievement is particularly high in the arts and humanities. For instance, in Latin and French, pupils mostly know the required vocabulary, understand how to deploy it, and do so adeptly. In music and drama, pupils display excellent skills and understanding, performing with assurance and energy.
- 3.6 On the whole, pupils make strong, and in some cases rapid, progress, and this is confirmed by the opinion of a very large majority of parents and almost all the pupils who responded to the questionnaire. In the EYFS, almost all children meet or exceed national expectations, with their learning across the curriculum enhanced by an increased amount of outdoor work and play, thus meeting a recommendation of the previous inspection report. All members of Year 8 pass the entrance examinations to the senior schools of their choice, many to schools with demanding entrance requirements and many achieve academic and other awards. As they move up the school, pupils with SEND develop increasingly secure study skills, enabling them to keep up with their peers. They do well in their senior school entrance examinations, including winning scholarships and exhibitions, contributory factors being their subject teachers' understanding of their needs and effective one-to-one and small-group specialist help. Most of the parents who responded to the questionnaire affirmed

that their child's particular needs are met effectively. The more able pupils are identified by the school and are enabled to achieve at an appropriately high level by being challenged by enrichment and extension tasks in most subjects. In a very few areas, however, the more able pupils do not benefit from sufficiently challenging work.

- 3.7 Pupils' powers of communication are excellent. Articulate and confident, they draw on an extensive vocabulary for their age. Their confidence in speaking is fostered by the many opportunities to address an audience, whether in class, in assemblies and on the public stage, not least in the annual Latin play which the pupils themselves write. In modern languages lessons, pupils are unafraid to speak in French. Pupils contribute to lessons with energy and enthusiasm, eagerly engaging in debate and enthusiastically sharing their viewpoints with their teachers and peers. They happily express their views while acknowledging the importance of listening to the opinions of others. Active listening was noted in a Year 6 music lesson in which pupils concentrated on others' singing in order to build a part-song together. Through their reading, pupils not only come to an appreciation of literature but they also broaden their working vocabulary. Pupils declare that 'reading is a habit at this school' and that the library is 'an inspiring place'. Having learnt from Reception onwards to write in a cursive script, pupils throughout the school demonstrate a high standard of literacy, and richness of creative expression across the year groups can be seen in the sustained excellent quality of the poems in the booklet of pupils' work which is published annually.
- 3.8 Pupils are confident mathematicians, comfortably applying aspects of the subject in other disciplines, notably science and technology. Their mathematical knowledge and understanding are enhanced by subject-related clubs and clinics offered by staff. They also make proficient and extensive use of information and communication technology (ICT) and pupils were observed making effective use of tablets for research and writing across the curriculum. For instance, Year 4 pupils used programming confidently and competently in order to advance their science project.
- 3.9 Pupils develop secure and often sophisticated study skills. They start lessons in a measured and focused manner, with consequent effective learning, as a result of the initial mindfulness exercise which calms them after lively, high-spirited breaks. From the youngest age, pupils take decisions and make choices in order to chart their way forward in their studies and in other areas of their school life. Towards the end of a lesson, individual Reception children confidently presented their work to the rest of the class, before deciding on their own next steps and agreeing them with the teacher and their peers. Pupils adopt an ever-increasing amount of autonomous control over what and how they study: through play-based learning, problem-solving, self-assessment and responding to an emphasis on creativity, most achieve a high level of independence of mind, relative to their age, in their approaches to their studies. The *Challenge by choice* initiative led, for example, to a group opting to go to a mathematics enrichment session rather than an assembly. In a Year 3 technology lesson, pupils learnt to think for themselves about the relationship between form and function and Year 4 pupils displayed inquisitiveness and curiosity in a pupil-led lesson on bacteria. Higher-order thinking and mature debate took place in a Year 8 religious studies lesson, which covered among its topics anthropomorphism and Hume on the Design Argument.
- 3.10 Pupils enjoy their lessons, in which interesting topics are creatively presented, and in which encouragement is readily given. Pupils' consequent engagement and motivation enable the lessons to be productive and genuinely collaborative exercises. Excellent pupil collaboration, in pairs and groups, with individuals easily switching partners, was observed in all age groups. Initiatives taken by leadership such as mindfulness and *Challenge by choice* have borne fruit in terms of the development of pupils' study skills, effective learning and enjoyment: pupils meet the school's aim that they should be independent, creative and critical, and the school may reasonably presume that the seeds of a lifelong love of learning are being sown, in line with another of its stated intentions.
- 3.11 Pupils who are choristers in the internationally renowned college choir achieve unusually high standards of singing and musicianship, as well as mastering the disciplines of choir work and widening their horizons through performances in this country and abroad. Singing of exceptional quality was

heard at evensong in the college chapel on the first day of the inspection. In a school where music is a distinct strength, the large majority of pupils in Year 4 and above learn a musical instrument and many of them achieve high grades in their instrumental examinations, most with merit or distinction. Pupils grow in confidence and gain personal fulfilment from performing in the busy programme of concerts and recitals that take place during the school year. They develop their talents in and derive great pleasure from the creative and performing arts. Those who have taken part in the busy annual programme of plays speak excitedly not only of the pleasure afforded by the experience, but also about what they have learnt in terms of working as members of a company, and their growth in self-confidence. Pupils are confident with paint, and their bold, exuberant artwork is widely displayed around the school. They learn teamwork and hone their skills in a good range of sports: during the inspection, hockey and netball players were observed developing hand and eye co-ordination and specific techniques. Individuals and teams have represented the school at district and county level in athletics, cricket, cross country, hockey, netball, rugby, sailing and swimming. Pupils have the chance to discover a particular aptitude and fulfilment in other sports such as fives and rowing.

- 3.12 Pupils' attitudes to all that they undertake are spirited and positive. They respond enthusiastically to high expectations, briskly paced lessons, judicious questioning, imaginative challenges and warm encouragement. Almost all of the pupils who responded to the questionnaire agreed that they are encouraged to think for themselves and that their teachers help them to learn and make progress.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of self-confidence and appropriate self-esteem. The development of these attributes owes much to the excellent quality of pastoral care and the warm rapport which pupils enjoy with their teachers. Proud of their school, they speak with particular fondness of the friendships made and the sense of community. A *St John's Has Got Talent* competition, now an annual event, is described by pupils as an 'opportunity for pupils to showcase their talents and particularly the pupils who they didn't know had a talent,' and 'very inclusive, bringing the community together'. Because they feel that they are standing on firm ground, pupils are willing to take risks, in class and in public performance. They also display resilience in their preparedness to have another go, indeed as many goes as necessary, when at first they do not succeed, whether in attempting mathematical tessellations or trying to play a sequence of notes correctly.
- 3.15 In this lively, vibrant school, pupils are nonetheless able to reflect thoughtfully on their academic performance and personal development, and the importance of taking responsibility for their own improvement and development. In the EYFS, Reception children often make their own choices about which activities or areas of study will benefit them most. Older pupils create their own revision timetables. Pupils undertake with their tutor a termly review of their commitments in order to achieve a well-balanced lifestyle, finding their own solutions where possible. As they move up the school, pupils develop an increasingly mature appreciation of the non-material aspects of life. Pupils enjoy grappling with the world of ideas in their philosophy sessions and a Year 6 group was observed getting to grips with the question 'What is beauty?' Pupils interviewed said that they understand that a principal purpose of personal, social, health and economic education (PSHEE) is to enable them to make informed choices, now and in the future. Pupils value memorable and uplifting experiences, which include concerts, musicals, educational trips and visiting speakers. Membership of the college choir affords the choristers constant inspiration and satisfaction, as they perpetuate a unique choral tradition not only in the college's gothic chapel but also in other awe-inspiring venues in this country and abroad.
- 3.16 Pupils develop a clear sense of right and wrong. They see the system of rewards and sanctions as fair, and, on the whole, pupils adhere not only to the prescribed rules but also to high standards of courtesy and behaviour in general. This is supported by the questionnaire responses: all of the pupils

acknowledge that they are expected to behave well and almost all of the parents consider that the school actively promotes good behaviour. Good habits are inculcated from the start, and children in the EYFS were seen to conduct themselves attentively to their teachers and considerately to their peers. Lunch is a civilised social occasion and in the company of visitors the pupils prove to be excellent ambassadors for the school.

- 3.17 The overwhelming majority of parents who responded to the questionnaire agreed that the school helps their children to develop strong teamwork and social skills. This view was borne out by the evidence of the inspection. Pupils are socially mature, displaying generosity of spirit and kindness, which are two of the school's published aims. Pupils in Years 7 and 8 take seriously their positions of responsibility, understanding that service goes hand in hand with leadership. Their social awareness finds expression in taking the lead in many aspects of school life, running the pupil forum, proposing changes in facilities in both parts of the school, and also in measures to promote sustainability. Through the *Emotions For Learning (E4L)* initiative, pupils often manage to solve friendship issues themselves.
- 3.18 Pupils further learn about leadership and service through contributing positively to the lives of others within the school, the local community and wider society. Older pupils guide and support younger ones in their roles as buddies. Year 8 pupils act as buddies to Year 5 pupils in a newly-structured arrangement of families, each of which has been invited to adopt its own name and motto, one of which is 'Always look on the bright side of life'. Year 4 pupils play a valuable role as buddies to younger pupils, particularly in their early days at the school. Older pupils also learn how to act responsibly to the benefit of others through helping with sports coaching and in membership of working parties for the improvement of school life, such as devising their own anti-bullying policy. Year 4 pupils appreciate the importance of making a positive difference in the lives of those less fortunate than themselves through their engagement in compassionate action ventures such as *Dancing with Dementia* at a local care home and those who lead the community and charity links committee. Pupils acquire entrepreneurial skills in the much-enjoyed challenge of the *Grow a £* project, the profits of which are donated to a chosen charity.
- 3.19 Conscious of the uniqueness and importance of the college choir, governance and leadership provide high-quality boarding facilities, from which non-choristers may also benefit. Choristers achieve a manageable lifestyle thanks to the excellent boarding arrangements, which enable them to balance their commitments to the choir and to school life, with opportunities to take time off for rest and relaxation as required. Boarders develop self-reliance and independence, and learn to organise themselves. Those who are due to board at their senior school benefit from this introduction to living away from home. All of the boarders say that they like the sense of family in their happy, close-knit community.
- 3.20 With about a quarter of the pupils having EAL, there is considerable cultural diversity in the school. Pupils get on with one another entirely harmoniously, regardless of ethnic or cultural background, this respect for diversity further fulfilling one of the school's stated aims. As well as in modern languages and religious studies lessons, pupils acquire an appreciation of other cultures through, for instance, the continuing project to help a school in Ghana, choir tours and visits to places of worship. Furthermore, pupils' wider education programme on Thursday afternoons is enriched by visitors from different cultures and religions. In their questionnaire responses, the overwhelming majority of pupils felt that the school encourages them to respect and tolerate other people, and this they certainly do.
- 3.21 Pupils understand the importance of healthy eating. They appreciate the significance of *Meat-free Mondays*. The daily menus present the school community with a choice of nutritious and appetising dishes, with salads and fresh fruit always available at lunchtimes. Pupils' physical health is promoted by formal and informal opportunities to take exercise. In addition to the programme of physical education lessons and games afternoons, pupils play energetically in break times, where al fresco table-tennis is a particularly popular activity. Pupils talk openly about the importance of good mental health, which is strongly promoted by leadership, though initiatives such as the '*My Mind* curriculum'

Pupils value their mindfulness exercises and the practice of Tai Chi as strategies for easing anxiety, especially with the onset of entrance examinations. Minutes of governance's meetings on safeguarding and related matters not only meet the recommendation of the previous report that they should be fuller and more detailed, but they also reflect the breadth and depth of governance's interest in pastoral care and pupils' overall well-being. The pupils themselves know how to stay safe and say that their teachers are key members of their individual *Safety circles*. Their understanding is well-developed since in ICT and PSHEE lessons they are taught at age-appropriate levels about online safety and the dangers of social media.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended evensong in the college chapel and assemblies. Inspectors visited the boarding house 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

Mr Paul Spillane	Reporting inspector
Mr Jonathan Egan	Compliance team inspector (Deputy head, IAPS school)
Ms Sophie Green	Compliance Team inspector (Headmistress, IAPS school)
Dr Pamela Edmonds	Team inspector (Head, IAPS school)