



**ISI** Independent  
Schools  
Inspectorate

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

**Stonyhurst College**

**April 2023**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of school	7
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendations	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
<b>4. Inspection Evidence</b>	<b>14</b>

## School's Details

<b>School</b>	Stonyhurst College			
<b>DfE number</b>	888/6000			
<b>Registered charity number</b>	1127929			
<b>Address</b>	Stonyhurst College Clitheroe Lancashire BB7 9PZ			
<b>Telephone number</b>	01254 826345			
<b>Email address</b>	admissions@stonyhurst.ac.uk			
<b>Headmaster</b>	Mr John Browne			
<b>Chair of governors</b>	Mr Anthony Chitnis			
<b>Proprietor</b>	Stonyhurst			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	798			
	<b>Day pupils</b>	375	<b>Boarders</b>	423
	<b>EYFS</b>	28	<b>Preparatory</b>	257
	<b>Seniors</b>	275	<b>Sixth Form</b>	238
<b>Inspection dates</b>	18 to 20 April 2023			

## 1. Background Information

### About the school

- 1.1 Stonyhurst College is an independent co-educational Roman Catholic day and boarding school situated near Clitheroe in Lancashire. It includes St Mary's Hall preparatory school, and pupils attend the preparatory school until the age of 13, and join the college thereafter. The school was established in the Spanish Netherlands in 1593 by the Jesuit order and moved to Lancashire in 1794. It became an independent charitable trust governed by its trustees in 2009. Boarders live in one of nine boarding houses, one of which is for pupils in the preparatory school.

### What the school seeks to do

- 1.2 The school's aim is to provide a caring, supportive, and prayerful community in which pupils are challenged to give of their best in all they do. To grow into 'men and women for others' by living out the virtues of the Jesuit Profile. The school seeks to develop the full human potential of its pupils to live lives of faith and justice as citizens of the world.

### About the pupils

- 1.3 Data indicate that the ability of pupils is average compared to others taking the same test nationally. The school has identified 215 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, all of whom receive additional specialist support. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 226 pupils, 181 of whom are supported by specialised timetabled lessons. Data used by the school have identified 71 pupils as being more able and 118 who have a particular talent, including in sport, drama or music, for whom the curriculum is modified.

## 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 (EYFS) 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](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, 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 preparatory school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the college the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the primary years and relationships and sex education in the secondary years, 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

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

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

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

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

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

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

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

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**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>
FSP 1	Nursery
FSP 2	Reception
Pre-prep 1	Year 1
Pre-prep 2	Year 2
Lower prep	Year 3
Upper prep	Year 4
Lower elements	Year 5
Upper elements	Year 6
Figures	Year 7
Rudiments	Year 8
Lower grammar	Year 9
Grammar	Year 10
Syntax	Year 11
Poetry	Year 12
Rhetoric	Year 13

#### Key findings

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

- Pupils' communication skills are excellent; they express themselves with great clarity and confidence.
- Pupils' academic and other achievements are wide and varied, and highly accomplished.
- Pupils' attitudes to learning are extremely positive and they demonstrate a genuine desire to achieve.



- Pupils' study skills are variable across the ages and they do not apply them consistently across all subjects.

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

- Pupils possess outstanding levels of spiritual understanding, manifest in how they show great appreciation for faith and the non-material aspects of life.
- Pupils' self-understanding is excellent; they are highly reflective as individuals and display a level of maturity beyond their years.
- Pupils show high levels of moral understanding, evident in how they speak out when they see injustice.
- Pupils have a highly developed sense of social awareness; they are passionate about making a difference and fully committed to helping others through service and voluntary work.
- Pupils are not always confident that their views and opinions are heard and listened to.

## Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils of all ages to further develop and apply their study skills consistently, by ensuring best practice is shared across the school.
- Ensure that pupils feel confident that their views will be heard and listened to, by developing a more consistent approach to giving pupils feedback.

## 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 make good progress over time and attainment at GCSE, A level and IB is strong. Examination results from 2022 show that over two-fifths of A-level results were graded A or A\*, and almost half of GCSE entries achieved top grades 9 to 7. This level of attainment is above national results and mirrors the centre-assessed and teacher-assessed results in 2020 and 2021. Data show that almost all pupils attain grades at GCSE and A level in line with or above those expected for their ability, and in the IB diploma examination, above those of pupils taking IB examinations worldwide. Data show that pupils with SEND and those with EAL make progress in line with, and often exceed, their peers. In the preparatory school, data show that pupils in Years 1 to 8 make good progress compared to those taking the same tests nationally. Children in the EYFS make rapid progress, and data show that on completion of the EYFS profile in 2022, all children reached a Good Level of Development (GLD). In responses to the pre-inspection questionnaire, most parents agree that teaching enables their child to make progress. Almost all pupils in Year 13 go on to attain places at their chosen universities or further education courses, and pupils confirm that they are well supported through the application process, by a team of specialist tutors.

3.6 Pupils, including children in the EYFS, exhibit age appropriate levels of knowledge, skills and understanding across all subjects. Pupils apply their skills and knowledge in different contexts in often excellent ways. For example, in a numeracy lesson, children in the EYFS showed excellent understanding of the properties of shapes when accurately describing how a rectangle is different to a square. Pupils accurately apply subject specific terminology in context with confidence. Pupils of all ages, show high levels of physical prowess. Pupils use practical equipment in science with precision and children in the EYFS demonstrate excellent fine motor skills. Artwork is of a high quality and reflects pupils' strong artistic talent. In Year 5 art, pupils showed excellent creativity when using a range of media and different drawing techniques to demonstrate how portraiture could convey

different emotions. Pupils are accomplished musicians and exhibit a high level of talent for drama. Pupils possess excellent linguistic skills and show great aptitude for the acquisition of language. In a Year 11 French lesson, pupils effectively used the target language to successfully communicate with one another when playing a board game.

- 3.7 Pupils of all ages and abilities display excellent attitudes towards their learning. Pupils are well-organised and take great pride in their work. Pupils take initiative in their learning, and are highly focused in their individual studies. When given the chance to do so, pupils work collaboratively in highly effective ways. For example, in a Year 13 theatre studies lesson, pupils maturely worked together to excellent effect to decide how to stage their own version of the play *Our Country's Good*. In biology in Year 11, pupils engaged fully and debated points with great thought and reflection, when considering the topic of animal cloning. In a Year 5 Spanish lesson, pupils worked independently and with great focus to produce a piece of writing in the target language on the benefits of having pastimes. Teaching is most effective when it is creative, stretches and challenges pupils, and is then a significant contributory factor to pupils' positive attitudes to learning. However, on a small number of occasions, pupils' engagement was less positive when teaching did not stimulate. This supports the view of the small minority of pupils in questionnaire responses who expressed the opinion that lessons are not always interesting.
- 3.8 Pupils of all ages are excellent communicators. Pupils are highly articulate and speak with eloquence when addressing others. Children in the EYFS communicate clearly and with confidence when asked questions. Pupils in Year 1, in response to being asked why they liked reading, explained that the words in a book paint pictures in your mind. Pupils of all ages listen attentively and absorb new information with ease whilst doing so. Pupils' writing is clear and expressive and demonstrates excellent use of a wide range of vocabulary. Written work shows that pupils' ability to write more complex pieces of work has a direct impact on the accuracy of their spelling. Reading comes naturally to all pupils, including those with EAL. Across all ages, pupils read aloud in lessons and assemblies with confidence and poise. Pupils in a Year 9 drama lesson, when acting out a scene of a play, read their part with great fluency and in character, whilst simultaneously listening and responding to the director's instructions. Sixth-form pupils successfully write their own speeches and confidently deliver them, for example, when addressing delegates in a Model United Nations (MUN) competition.
- 3.9 Pupils' study skills in the preparatory school are good and in some aspects excellent, and develop as they move through college. Pupils studying IB courses in particular, possess strong study skills and take an inquiry-based approach to their learning, asking probing questions to develop their understanding. However, some pupils, including those with EAL, expressed a desire to have more opportunities in lessons to apply and develop their study skills. In Year 4 English, pupils successfully synthesised information to link clauses using suitable adverbials. In Year 6 science, pupils demonstrated a strong ability to hypothesise and test their theories as they carefully considered the determinants for success in a ping pong ball drop experiment. Work scrutiny showed that in Year 10 religious studies (RS), pupils produce clear, well-structured work and put across complex theological arguments with clarity. In a Year 13 Latin lesson, pupils successfully extrapolated information from a variety of sources to support their findings on fate and delay when analysing a complex text.
- 3.10 Pupils of all ages exhibit highly advanced ICT skills and they use technology naturally to support their learning. Pupils' blended use of ICT is an embedded and strong feature of the school. Senior pupils are highly proficient in using a wide range of electronic platforms in their learning. They expertly use software as a collaborative tool to plan and reflect upon their work together and they interpret online marking with ease. Pupils apply their ICT skills seamlessly in a range of contexts, for example, within the extended project qualification (EPQ) sixth-form pupils deftly use technology to aid research, and to accurately analyse and test experimental data. In Year 12 photography, pupils skilfully use a wide variety of digital photographic techniques to produce sophisticated portfolios. In a Year 8 learning support lesson, pupils with SEND used their laptops with great proficiency to complete work and monitor their own progress. In Year 4 English, pupils independently set up and used their laptops to

excellent effect when designing and writing a postcard. Pupils in the Years 1 and 2, successfully programme robots with directional and sequential instructions, and deftly scan QR codes to choose audio books.

- 3.11 Pupils' numeracy skills are well developed with senior pupils demonstrating a strong ability to apply their numeracy skills in context across a range of subjects. For example, in a physics lesson in Year 12, pupils accurately manipulated wavelength, phase angles and amplitude peak within equations to correctly solve A-Level wave calculations. In the preparatory school, pupils' numeracy skills are good, with children in the EYFS displaying excellent numeracy skills. In a Year 6 mathematics lesson, pupils recalled their tables with efficiency as they correctly calculated the inverse of a number. When pupils are less confident in their numerical skills, or have a specific mathematical learning need, they are supported in their learning by focused teaching and targeted support that moves their thinking forward.
- 3.12 Pupils' extra-curricular achievements are wide and extensive, supported by a broad programme of activities designed to challenge and engage. Pupils succeed in national competitions such as the UK Maths Challenge and science Olympiads. They achieve highly in LAMDA and ABRSM examinations and older pupils successfully participate in The Duke of Edinburgh's Award Scheme (DofE). Sixth-form pupils were particularly proud of their success in the most recent MUN event, and of their many achievements through the Combined Cadet Force (CCF). Pupils of all ages perform at a high level in school musicals, in concerts, and when singing at public events outside of school. Pupils achieve highly in a range of sports participating at county and national level in, for example, rugby, hockey, netball and tennis. Pupils' personal ambitions and talents are nurtured and supported because their curriculum is adjusted to their needs and aspirations. The school fulfils its aim of providing an education which challenges pupils to be the best they can be.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages show excellent levels of self-understanding. Pupils demonstrate a strong awareness of their own strengths and weaknesses. They know how to progress as learners and what to do to improve. Pupils in Year 4 spoke of being encouraged by staff to make 'good mistakes' and of how this develops their confidence, and enables them to make better progress in the long-term. Pupils, including those with SEND, demonstrate high levels of self-esteem when talking of their achievements. They show great self-confidence when speaking with adults or in front of their peers. Pupils show strong levels of perseverance when faced with challenges, for example, when solving complex mathematical equations in further mathematics, or completing tough DofE expeditions. Boarders are particularly resilient in their approach to life. Boarders of all ages spoke maturely of how daily routines help them to develop self-discipline and personal organisation skills, and living away from home has made them more resilient. On the games field pupils demonstrate great self-determination to achieve at a higher level, for example, when playing cricket or trying to improve personal best times in athletics.
- 3.15 Pupils have well-developed decision-making skills and they show a mature approach to both their personal aspirations and relationships when discussing their futures. They understand that the decisions they make within their learning enable them to develop different skills which could influence their future success. In the best lessons, pupils are supported in their decision-making through activities that enable pupils to work independently and to debate and reason with their peers. Pupils are able to reflect insightfully on their learning and their wider development, for example, within group activities in music or when completing independent research for personal project work in art. Children in the EYFS select appropriate resources during free-play which deepen their understanding, for example, when choosing the most practical vessel to hold water when mixing flower petals to make perfume. In a Year 3 outdoor English lesson, pupils chose natural materials carefully to use in

imaginary ways when creating mythical rainforest creatures. Senior pupils appreciate that the option subjects they choose to study will facilitate certain careers paths.

- 3.16 Pupils' spiritual understanding is outstanding and they talk about their religious beliefs with great insight. Pupils have a strong awareness of how other religious beliefs sit alongside their own and they value the discernment religious studies lessons bring. Pupils have a deep appreciation of the world around them and recognise the positive impact the school's historic surroundings have on them. Pupils see the exquisiteness in ordinary things, for example, being outdoors in the countryside. Pupils in Year 3 explained how in an outdoor art lesson, they could see the beauty of the twigs they were collecting, and how floating feathers were a reminder of people they love. Pupils understand how non-materialistic aspects of life, such as friendship and community, bring a sense of belonging and comradeship, especially in boarding houses. They recognise that the period for prayer at the beginning of lessons is a moment of genuine calm, for reflection and contemplation that creates a positive mind-set prior to commencing work. Pupils talk wisely of the positive influence being in a Christian community has upon them, and of how living the virtues of the Jesuit Profile enables them to be more mindful of others. The school's Jesuit ethos is central in helping pupils develop a deep spiritual understanding. Pupils spoke, for example, of how being wise means using your knowledge and experiences for the good of others. The school fulfils its ambitious aims.
- 3.17 Pupils display excellent levels of moral understanding. They have a well-developed sense of right from wrong and appreciate the purpose of laws within a peaceful society. Pupils are polite and respect the school's behavioural expectations, accepting that misbehaviour has consequences. Their behaviour in the overwhelming majority of lessons is excellent, although occasionally minor disruptions challenge teaching and can impede learning. Pupils value the harmonious atmosphere that pervades the school community and they welcome senior leaders' ongoing focus on pupils' self-management skills. Pupils are confident to stand up to their peers and expose intolerant behaviour. In questionnaire responses, almost all pupils agreed that the school expects pupils to behave well and most pupils agreed that the school sorts out poor behaviour. However, a minority of pupils and a small minority of boarders disagreed that the school treats pupils and boarders fairly. Pupils said that on occasion, within lessons and across boarding houses, staff are inconsistent in how they apply sanctions and pupils view this as unfair.
- 3.18 Pupils display high levels of social awareness and they work extremely well together when given the opportunity to do so. Relationships between pupils and between pupils and staff are excellent. Pupils in the preparatory school, including children in the EYFS, demonstrate excellent social awareness and respect for their peers, as they share resources in lessons. Pupils support their team mates with pride during sports fixtures and collaborate extremely effectively in activities, such as drama productions, music ensembles and house competitions. Pupils in Year 5 described how they enjoy working with a friend because they share the same mind-set and achieve solutions faster together. Pupils in Year 13 worked effectively as a team to successfully plan and organise a school event, relying on one another to each play their individual part for the team's ultimate success. Boarders enjoy living and working with others and recognise that this has a positive influence on their social development.
- 3.19 Pupils make excellent contributions to the local community and embrace opportunities to contribute towards improving the lives of others. Supported by senior leaders, pupils are empowered to make a difference, for example, through participation in the school's *Arrupe* programme. Pupils have a strong social conscience and fully appreciate the circumstances of those who are less fortunate. Pupils recognise that by engaging in service to others they are putting their faith into action, in line with the school's ethos. Prep pupils are proud of their recent initiatives to raise money for local charities, for example, a sponsored run for cancer awareness and a sleepover for the homeless. Senior pupils spoke of successfully leading an initiative to relocate a war-affected Syrian family who now live near to the school. Pupils readily participate in community service activities, for example, volunteering in a school for pupils with SEND and helping in a local coffee shop. Pupils appreciate having leadership roles within school, for example, on pupil council, pupil committees, as sports captains or as buddies to younger

pupils. However, pupils across the school, including those in Years 3 and 4, expressed a desire to have more opportunities to take on responsibility stating that there are simply not enough leadership roles to go around.

- 3.20 Pupils show a deep understanding of how to stay safe, including when on-line. They are aware of the impact of their digital footprint and of the dangers of sharing information with strangers. Pupils have an excellent understanding of the links between physical health, mental health and wellbeing. They appreciate the importance of maintaining a healthy lifestyle and a varied and nutritious diet, and the possible impact of not doing so on their long-term health. Pupils of all ages spoke knowledgeably about the support systems in place should they have a concern they wish to discuss. They were confident that they could speak confidentially with a member of staff or access a national helpline such as *Childline*, should they need to. Questionnaire responses indicated that a very small minority of pupils disagreed that the school listens to what pupils have to say. Senior pupils confirmed that staff do listen and respond immediately to safeguarding concerns. However, they expressed frustration that when pupils raise other issues that affect their daily lives they are not always heard or there is a delay in response.
- 3.21 Pupils have a strong appreciation for the multi-cultural nature and diversity of the school community. Pupils readily celebrate the individuality of their peers and embrace the benefits that being part of a diverse community brings. They seek to deepen their understanding of different cultural perspectives at every opportunity. The strong sense of family within boarding houses ensures that new boarders integrate quickly whilst maintaining pride in their own cultural identity. Pupils show high levels of mutual respect and tolerance of others. This is fostered by the school's ethos and the emphasis placed on the Jesuit Profile. Driven by senior leaders, pupils are empowered by a curriculum which fosters pupils' open-minds and encourages exploration of global issues. In questionnaire responses, the overwhelming majority of parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Ms Adrienne Richmond	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former senior leader, HMC school)
Mrs Angela Clancy	Team inspector (Former senior leader, HMC school)
Mrs Samantha Gibbons	Team inspector (Head, GSA school)
Mr Thomas Mylne	Team inspector (Former head, IAPS school)
Dr Antony Johns	Team inspector for boarding (Former senior leader, HMC school)
Mr Nigel Lashbrook	Team inspector for boarding (Former head, HMC school)