



INDEPENDENT SCHOOLS INSPECTORATE

ST JOSEPH'S COLLEGE

INTEGRATED INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

St Joseph's College

Full Name of College	St Joseph's College
DfE Number	935/6044
EYFS Number	EY366852
Registered Charity Number	1051688
Address	St Joseph's College Belstead Road Ipswich Suffolk IP2 9DR
Telephone Number	01473 690281
Fax Number	01473 602409
Email Address	principal@stjos.co.uk
Principal	Mr Christopher J Lumb
Chair of Governors	Mrs Josephine Lea
Age Range	3 to 18
Total Number of Pupils	611
Gender of Pupils	Mixed (396 boys; 195 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 166 3-5 (EYFS): 28 11-18: 417
Number of Day Pupils	Total: 525
Number of Boarders	Total: 86 Full: 86 Weekly: 0
Head of EYFS Setting	Dr Martin Hine
EYFS Gender	Mixed
Inspection dates	19 March 2013 to 22 March 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in March 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report,

inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior 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 registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Dr Joe Tierney	Reporting Inspector
Mrs Ruth Loveman	Team Inspector (Head, HMC school)
Mrs Diana Dodd	Team Inspector (Deputy Head, HMC school)
Mr Mark Ellse	Team Inspector (Head, ISA School)
Mr Joseph Peake	Team Inspector (Head, HMC school)
Mr John Tuson	Team Inspector (Deputy Head, HMC school)
Mrs Cathy Williamson	Team Inspector (Former Deputy Head, GSA school)
Mr Stephen Bailey	Co-ordinating Inspector for Boarding
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Joseph's College is a co-educational day school with boarding, which sets out to provide an holistic education from pre-school through to sixth form, in accordance with its Lasallian, Christian principles. It is part of a worldwide network of approximately 1000 De La Salle schools. The college believes that the purpose of education is to prepare pupils to lead fulfilled, productive, responsible, happy and successful lives and seeks to do this by enabling each pupil to discover and develop their full potential through effective teaching and learning in a Christian community. Pupils are encouraged to do their best, identify and fulfil their career ambitions, and play a full, active and constructive role in society and the life of the community.
- 1.2 The college was founded in 1937 by brothers of the De La Salle Order as a boys' Roman Catholic school. In 1995 it amalgamated with a local Catholic girls' school and today caters for pupils aged three to eighteen. It occupies a 60-acre site close to the centre of Ipswich. The college is governed by a main board which is supplemented by the work of committees for education, finance and general purposes, health and safety, and marketing. A new principal was appointed in September 2012.
- 1.3 At the time of the inspection there were 611 pupils in the school, with twice as many boys as girls. Of these, 28 were in the Early Years Foundation Stage (EYFS) and accommodated in Little St Jo's. There were 166 pupils in the primary department and 417 pupils in the senior school, including 127 in the sixth form. A total of 27 girls and 59 boys from Years 8 to 13 are boarders, housed in one of two boarding houses; most are in the sixth form.
- 1.4 The ability of pupils in the primary department varies somewhat from year to year, but is generally in line with the national average. Pupils entering Year 7 are slightly above the national average and those entering the sixth form are also above. Most day pupils come from within a 25-mile radius of the school. The vast majority are of white British origin but most boarders are from China or Hong Kong. Six pupils have statements of special educational needs and 135 have been identified as having some special educational need and/or disability (SEND), of which 52 receive support. There are 89 pupils, mainly in the senior school, for whom English is an additional language (EAL) and 74 have specific lessons to improve their English.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 St Joseph's College provides a good quality education and has some outstanding features. In particular, the EYFS gives children an excellent start to their education and this is maintained through their time in the primary department, where high quality management and leadership at all levels results in highly effective teaching, provision and care for pupils. Teaching in the senior school is generally good, although variable in quality. Standards in the EYFS are high and pupils in the primary department make good progress by Year 6. At this time they are confident, articulate and have good skills in literacy and numeracy. In the senior school, pupils continue to make good progress towards their GCSE exams, where results are good. Achievement in the sixth form is sound, an area the college acknowledges has scope for improvement.
- 2.2 The contribution of the curricular and extra-curricular provision is good in the senior school and excellent in the primary department. Pupils' personal and social development are excellent, in accordance with the Christian values which permeate the life of the college. Pupils are happy, have a good relationship with their teachers, and feel well looked after. Care for boarders is excellent, as are arrangements to ensure the welfare, health and safety of all pupils.
- 2.3 Management of the college is good and management changes have brought a style of leadership welcomed by staff. The current development plan lacks sufficient detail on the future direction of the college and some departments in the senior school do not plan well. Despite this, the day-to-day management of most departments is good, with some being led with considerable enthusiasm. The college is aware of this and a new management team, together with a new plan, are being formed.
- 2.4 The governance of the college is good. Governors have been particularly active in securing high standards in health and safety, child protection, boarding and the EYFS. They have recognised a weakness in the provision for girls' games and responded well by commissioning the building of new facilities. The college is well resourced, with good facilities and buildings, but the library stock is elderly and has not been refreshed in recent years. Governors have ensured that the college has made good progress since the previous inspection and that all regulatory requirements are now met.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.5 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.6 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendations for further improvement

- 2.7 The school is advised to make the following improvements.
1. Improve the quality of some teaching in the senior school.
 2. Improve the quality of planning for development throughout the college, including in the EYFS.
 3. Improve the book stock and review the role of the senior school library.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

3.1 The quality of pupils' achievement is good overall.

Primary Department

3.2 The quality of the pupils' achievement in the Primary Department is excellent.

3.3 The quality and standards of the EYFS are excellent. All children make excellent progress and achieve better than age-related expectations in all areas of learning. The Reception children use their phonic knowledge to read and write sentences confidently. Their understanding of number is well developed and they have a growing knowledge of concepts such as number bonds and addition. In the Nursery, children are able to speak eloquently in front of a group and recite numbers beyond 20 in their play. Across the EYFS children are confident in using information and communication technology (ICT) in a range of activities.

3.4 The children are confident when engaged in adult-led activities, as well as those that they choose in response to a carefully planned environment which enables them to develop their independence, critical thinking and active learning skills. Nursery children showed clear enjoyment whilst involved in creative activities linked to their chosen topic of 'fairies and dragons', stepping into role to excellent effect. Likewise, in Reception, interesting activities linked to the theme 'holes' encouraged children to investigate and be engaged.

3.5 Pupils throughout the department develop very good skills, knowledge and understanding, have excellent skills in literacy and numeracy and are very competent in the use of ICT. When Pupils in Years 3 and 6 engaged in conversation about books, reading and writing they spoke willingly and with enthusiasm and knowledge. They show a good grasp of the technicalities of language and are highly articulate, speaking accurately, with clarity of expression, and with confidence. They are able to think logically in mathematics and other lessons. Their creativity in a range of subjects is evident throughout the school. Pupils listen well, not only to their teachers, but to each other, respecting the views of their peers.

3.6 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results in national tests at age 7 and 11 in 2010 to 2011 are good in relation to the national average for maintained primary schools overall, although results in writing for 7 year-olds in 2011 were below the national average. These levels of attainment, confirmed by evidence from inspection, show that all pupils make good progress relative to the national average for pupils of similar ability. The vast majority of pupils transfer to the senior school.

3.7 The department enables pupils to work with those of similar abilities. Pupils with SEND and those with EAL are supported well and are thereby enabled to make excellent progress. More able pupils make very good progress, with teaching providing well for individual needs. Pupils perform well in a range of activities and their success is celebrated on a regular basis, through being rewarded in assemblies and by newsletters sent home.

3.8 Pupils are enthusiastic and hardworking. All work well together and show great perseverance, taking pride in their own work and in the success of others.

Senior School

- 3.9 The quality of the pupils' achievement in the Senior School is good.
- 3.10 Pupils often show good knowledge, understanding and skills in their lessons, and present their written work well. They are articulate and able to think well, as seen in a sixth-form debate, in lessons, and in interviews. Standards of numeracy and literacy are good. For example, sixth-form chemistry pupils were able to use mathematics effectively in attempting problems on entropy. Pupils use ICT well; for example in presenting their work, word processing and displaying information through maps, charts and diagrams. The college's success in sport is testimony to the pupils' physical skills and their art work shows high levels of creativity and attention to detail.
- 3.11 The pupils' performance in extra-curricular activities is frequently outstanding. They have had significant successes in sport, particularly rugby and cricket, but also in drama, music and art. The college has received the Artsmark Gold, awarded by the Arts Council England in recognition of the excellence of achievement across the whole college in the creative and performing arts. Altogether, musicians take approximately 40 instrumental examinations each year. Three in four leavers go to British universities, with the remainder going into work, to art foundation courses or, occasionally, to overseas universities.
- 3.12 The following analysis uses the national data for the years 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. Results in the GCSE have been good in relation to the national average for maintained schools. This level of attainment demonstrates that pupils make good progress in relation to pupils of similar ability. In 2011 and 2012, the proportions of results attaining grades A or A* were 38 per cent and 40 per cent, showing continuous improvement. A-level results have been similar to the national average. This level of attainment indicates that pupils make progress in line with their ability.
- 3.13 Pupils with SEND make very good progress because of effective work by the learning support department. Such pupils are well served, with teaching at suitable levels of challenge enabling them to learn and progress. Some pupils with EAL arrive at the college with very low levels of English, and most make good progress. The pupils' scores in an international English test are not yet above the world-wide average, but most are able to cope well. Although there is no school-wide programme for gifted and talented pupils, some benefit from excellent extension work provided by departments, and talented pupils express themselves through the many opportunities to perform at a high level in the fields of sport, drama and music. The pupils' success is recognized and celebrated, not least in assemblies where academic and extra-curricular success is lauded with equal weight.
- 3.14 Throughout the senior school, pupils show a good attitude towards their learning, with the majority wholly engaged with their work. When the teaching methodology allows, they work well independently, or in small groups.

3.(b) The contribution of curricular and extra-curricular provision

3.15 The contribution of the curriculum and extra-curricular provision is good overall.

Primary Department

3.16 The contribution of the curriculum and extra-curricular provision in the Primary Department is excellent.

3.17 The provision in the EYFS is highly effective in meeting the needs of all children and provides them with a stimulating beginning to school life. Knowledgeable staff weave the children's interests skilfully into exciting topics and activities. This ensures that children of all abilities receive suitable provision and thereby make excellent progress across all areas of learning.

3.18 The curriculum in the primary department is both broad and varied; this allows all pupils, including those with SEND and EAL, to achieve very well in an extensive range of subjects. It is enriched by the highly effective use of teaching assistants. Specialist teaching, in some instances from senior school staff, makes an effective contribution, most notably in Year 6 science and history, where they plan teaching in conjunction with primary department colleagues. The curriculum ensures that pupils develop confidence and that they are challenged to do their best, mentally, physically and creatively. Although personal, social, health and economic education (PSHE) is taught discretely from Years 1 to 6 it is also embedded and interwoven into the whole curriculum and other aspects of school life.

3.19 Pupils benefit from a rich and varied programme of extra-curricular activities, ranging from animal club to chess, and all clearly enjoy these opportunities. Sports, such as rugby and netball, are promoted, and pupils have opportunities to participate in an expanding fixture list.

3.20 Work in class is enriched by a wide range of workshops, activities and trips, such as those for Year 6, who go to Wales for an outward-bound week. Pupils in Year 4 spend up to three days on a barge and Year 5 pupils visit France. The department has strong links with the community, as shown by recent fundraising events for a range of charities.

Senior School

3.21 The contribution of the curricular and extra-curricular provision in the Senior School is good.

3.22 The curriculum covers all of the requisite areas of learning and provides a balanced programme suitable for all ages, abilities and needs. In Years 7 to 9, this includes French and Spanish, as well as design technology and food technology, and a good range of creative and artistic subjects. Pupils take PSHE as a discrete subject in Years 7 to 10, but not in Year 11. A programme of general lectures usefully supplements the PSHE curriculum throughout the senior school.

3.23 A wide range of subjects is offered both at GCSE and A level, although numbers taking some courses are low. Recent changes, such as making a modern foreign language at GCSE compulsory, have been implemented successfully to help raise the college's academic profile

- 3.24 In the sixth form, pupils select from a wide range of A-level courses and those in Year 12 also attend general studies lessons. All participate in games. The college has useful links with local commercial enterprises and is developing opportunities for work experience and commercial links.
- 3.25 An extensive range of extra-curricular activities is available. Pupils have access to a lunchtime programme of sporting, cultural or academically enriching events, including fitness, chess, debating and the Duke of Edinburgh's Award scheme. Musical and dramatic enrichment is offered through the annual college musical, which involves a large number of pupils in a variety of capacities. Some girls do not presently have the same opportunities to play high-level sport as do boys but these concerns are being addressed.
- 3.26 Pupils with SEND or with EAL are given appropriate support and guidance with the curriculum.
- 3.27 Pupils have many opportunities to forge links with the broader community, locally, nationally, and abroad. They speak particularly warmly of their Lasallian retreat, as well as trips to India and Africa. Nearer to home, they work alongside children at a nearby school for those with behavioural and emotional difficulties. They also raise large amounts of money for local and national charities. The school participates successfully in the Young Enterprise scheme. A link with a Spanish Lasallian school enables pupils to experience other cultures. Sixth formers enjoy a variety of cultural activities under the umbrella of the Birkfield Society, a group that meets after school and is run by the pupils to broaden their horizons.

3.(c) The contribution of teaching

- 3.28 The contribution of teaching is good overall.

Primary Department

- 3.29 The contribution of teaching in the Primary Department is excellent.
- 3.30 The children's progress in the EYFS is carefully monitored and staff analyse the results so that future planning matches the children's needs. Excellent use is made of the wide range of resources, both indoors and out. These are stored suitably to allow children to access them independently. Children take responsibility for their own equipment and keep their environment orderly.
- 3.31 In the primary department, the most effective teaching is well-paced, is characterised by clear direction and highly effective questioning, and results in positive learning. Classrooms are well resourced for teaching. Both teachers and teaching assistants are confident and knowledgeable, and work as a highly effective and cohesive team. They know their pupils very well and lessons are exceptionally well planned, with clear learning intentions and varied activities matched to the pupils' needs. This means that teaching is highly effective in promoting the pupils' progress. Some subject specialist teaching is provided by teachers from the senior school. Year 6 pupils benefit from this, but it is less effective with pupils in earlier years because the work is not sufficiently matched to their needs.
- 3.32 In all lessons praise and encouragement are used well, adding to the pupils' confidence and personal development. The department uses a comprehensive system of assessment. Excellent use is made of national assessment data and teachers' assessments to track the performance of individuals and groups. The

subject leaders meet regularly to analyse data and use this to inform their planning, so enabling highly effective teaching. The marking of the pupils' work is excellent. It is very thorough, containing positive comments, practical suggestions for improvement, and appropriately set targets. This encourages the pupils, who reported that they look forward to receiving their books to see if they have met their target and so received a house point.

Senior School

- 3.33 The contribution of teaching in the Senior School is good.
- 3.34 Much teaching is good, but there is some variation in quality, varying from excellent to unsatisfactory. The majority of lessons are planned appropriately so that pupils of all ages enjoy them and are challenged to achieve well, in line with the school's aims. Questions and tasks are frequently organised at suitable levels to enable pupils of different abilities to make progress. Most teaching promotes a good work ethic and expects high standards of behaviour and presentation, resulting in a sense of order and purpose in the classroom. Teachers have good subject knowledge and the most successful teaching promotes academic rigour and uses a variety of methods and resources. The requirements of pupils with statements of special educational needs are well met.
- 3.35 However, a significant minority of teaching is satisfactory. This less successful teaching characteristically includes: unclear explanations; a lack of pace or direction; low expectations of pupils, and it results in them making insufficient progress. This teaching fails to engage pupils and results in poor behaviour and low-level disruption. The range of teaching quality in the sixth form is typical of that of the school as a whole.
- 3.36 Teachers use resources well and have responded to the recommendation in the previous inspection report and set useful ICT tasks for pupils. Many excellent examples were seen in lessons, books, display work, art and photography. Most teaching engages the pupils' interest by relating learning to everyday life, for example, in PSHE, younger pupils discussed moral issues arising from a current film, and sixth-form mathematicians were intrigued by a problem on integration demonstrated by a four-year-old Japanese mathematical genius.
- 3.37 Most teaching encourages pupils to be independent learners and the most successful facilitates thinking and reasoning by the use of open-ended questions, challenging tasks and by allowing time for thought and reflection. Pupils with EAL are encouraged to develop their language skills, for example by working in pairs.
- 3.38 Relationships between teachers and pupils are often excellent. Pupils say that their teachers help them with their work in and out of the classroom, that they give them confidence and that many support them pastorally.
- 3.39 In some teaching pupils are assessed regularly. Excellent practice in some departments, such as English and mathematics enables staff, pupils and parents to track the pupils' progress and to take remedial action where necessary, but this practice is not yet consistently employed. In nearly all departments, work is marked regularly and encouraging and constructive comments are made. These are appreciated by pupils of all ages who say the marking helps them learn. However, in some cases the pupils' work is not marked well, or the quantity of written work required is insufficient.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of the pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 Children in the EYFS develop strongly, both personally and socially. The nursery children have helped to compile and sign up to a set of values, and the primary department code of conduct has been adopted by the Reception class. Children behave well and learn important life skills, such as sharing and politeness. They work and play harmoniously, are kind to one another and take full advantage of the learning experiences provided. They include others in their play, listen intently to each other, and are keen to praise their peers for good work.
- 4.3 Strong, caring relationships permeate the college community and are founded on the Lasallian ethos of service to others. The chapel, which lies at the heart of the college, is not only a place of worship but is also used for assemblies, which are underpinned by a sense of quiet reflection and a dignified reflection on the pupils' achievements. Pupils of all ages are a part of and, at times, lead these celebrations. An uplifting assembly for the primary department included pupil-led music and a celebration of achievements. Pupils speak positively about their school and have great pride in its achievements. They have a respect for others' religious views and for those of no faith. Meditation is offered and Year 11 girls enthused about the opportunity to go on a retreat and to reflect on their lives. Pupils are confident, self-aware and can join, or be recommended by staff to join, self-esteem development groups.
- 4.4 Pupils have a clear sense of right and wrong. The college successfully engenders a strong moral code through its ethos and curriculum and through the attitudes of the staff. Moral and ethical issues are addressed in the work of some departments. For example, in English, pupils discussed the international issue of the death penalty to excellent effect. Pupils are well aware of behavioural boundaries and codes of conduct are displayed in classrooms. Pupils think of others less fortunate than themselves through significant fundraising projects, such as the recent Teenage Cancer campaign and the important support given to Lasallian Developing World Projects. They raise a large sum of money annually for the poor and link well with the local community by working in a local special school.
- 4.5 Good manners to each other, adults and visitors were evident during the inspection. Pupils are able to assume positions of responsibility on school, boarding and food councils, and as prefects. Prefects are a dignified presence in many college occasions. Primary department pupils are also regularly introduced to positive personality traits with themed weeks. Pupils are aware of local and national political institutions.
- 4.6 Pupils embrace the diversity of the different nationalities of the college and many departments celebrate this in their extra-curricular events. For example, the mathematics department has a colourful, multi-lingual display for Chinese New Year. Cultural exchanges, buddy systems and a Spanish exchange help pupils understand other cultures. The pupils' cultural achievements are highly visible, with extensive displays in many departments of recent events, performances and awards. Pupils benefit from entering creative writing competitions and a project to promote Shakespeare in schools. Pupils in Years 11 to 13 run the Birkfield Society

successfully meeting its specific aim of broadening their horizons, with recent topics ranging from wine tasting to balloon debates. They also develop an understanding of other communities from cultural and sporting trips to European destinations.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The arrangements for pastoral care are excellent.
- 4.8 All children in the EYFS have a key person which enables them and their families to develop positive relationships with the school and to develop strongly. Teachers successfully nurture children to keep them safe from harm. Children can attend to personal hygiene and dress themselves. They also take responsibility for making their own healthy choices at snack and lunchtime.
- 4.9 A well developed network of support, with clear lines of communication, provides the basis for pastoral care throughout the school and supports the pupils' excellent personal development. In the senior school, this involves tutors who provide excellent day-to-day guidance, supported by middle and senior managers. The chaplaincy, medical and boarding staff provide extensive additional support. The primary department provides excellent pastoral support through the role of class teachers. The college succeeds in its aims to have an inclusive approach in which all pupils are known individually and are invited to seek guidance and help.
- 4.10 The family community is an obvious strength of the college. Pupils value the kindness and support that staff show them and enjoy positive relationships with all. Pupils speak highly of the friendships that they have built with others, including younger children. For example, Year 6 pupils read to Reception children and also organised the recent Red Nose Day. This enables them to foster relationships across the primary age range. Similar opportunities in the senior school include the buddy system in Year 7 and the strong emphasis placed upon pupils acting as mentors to their peers.
- 4.11 Pupils have plenty of opportunities to make healthy choices. High quality lunches are provided and amended in response to the food council's feedback. Pupils show an interest in healthy lifestyles through their involvement in the many sporting opportunities provided. In addition, they appreciate the value of meditation from an early age and willingly participate.
- 4.12 The college has effective strategies to promote good behaviour and guard against bullying and these are strongly supported through the PSHE programme. Careful monitoring of behaviour means that issues are dealt with promptly in a way that encourages pupils to reflect, although the distracting behaviour of some boys in the senior school disturbs some teaching and is not challenged. Pupils report that they feel safe whilst at school and are aware of whom to turn to if they have any concerns about bullying. Attendance across the college is satisfactory. Although there are considerable variations between the attendance of individual pupils in the senior school, appropriate systems are used to deal with this.
- 4.13 There are clear systems, along with an appropriate accessibility plan, in place to ensure that pupils with SEND are well catered for.
- 4.14 The limited number of responses to the pre-inspection questionnaire showed that pupils in the primary department are very content. In the senior school, some pupils are not happy with their opportunities to take responsibility, with the system for rewards and sanctions, their homework, and whether the college takes note of their

views. The inspectors' view is that pupils have numerous ways to make their views known within the college. The school councils are effective in ensuring that, through form representatives, issues are acted upon and feedback is received. The system for rewards and sanctions is fair. However, some homework set is not well marked. Pupils have complained in the past about the food, but their voice has been heard and improvements made. The quality of the food is good.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.15 The college's arrangements for welfare, health and safety are excellent.
- 4.16 Staff in the EYFS have a clear understanding of their role in safeguarding the children. They apply the routines which help protect children from harm. Regular risk assessments are supplemented by daily checks of the nursery and outdoor environment. Children take part in the regular whole-college evacuation drills, so they know the procedures to follow.
- 4.17 All staff, throughout the college, including those with specific responsibilities, have appropriate training in child protection provided by qualified staff and a register of training needs is kept. This work is greatly assisted by the work of a link governor. Members of staff, volunteers and governors, including contract staff, undergo appropriate criminal record checks and all required information is made available to the school by contractors.
- 4.18 A governor assists the college in reviewing all aspects of health and safety policy and practice effectively. All necessary measures are taken to reduce the risk of fire and other hazards. Emergency procedures and fire drills are practised regularly; records of fire practices are kept centrally, with maintenance checks for fire alarm systems. Up-to-date risk assessments are available in all departments and are reviewed annually. There are good arrangements for assessing risks for trips and visits, and staff who drive minibuses are given an annual driving assessment.
- 4.19 The college provides excellent facilities for pupils who fall ill or are injured. A sick bay is available for pupils who are unwell and need attention during the day. The medical centre is very well managed and provides all pupils with excellent medical care. There are sufficient staff qualified in first aid, including those with specialisms in paediatric first aid, emergency first aid, and the provision of pain relief. Medical records are maintained well.
- 4.20 The admission and attendance registers are maintained and archived appropriately.

4.(d) The quality of boarding education

- 4.21 The quality of boarding education is excellent.
- 4.22 Outcomes for boarders are excellent. Boarders in both houses are very happy and thrive within a caring and supportive atmosphere. They are confident and self-reliant, and show visitors around their boarding houses with pride. Each boarding house conveys a strong sense of family, with pupils in duty teams being conscientious about their responsibilities. There are no boarding prefects. Boarders behave well, understand the need for the rules provided, and report that incidents of bullying are rare and dealt with quickly and in an appropriate manner. This means that the college is successful in achieving one of its main aims, which is to create a Christian atmosphere where pupils can mature, knowing each one is valued and respected. Boarders have a clear understanding of how to gain access to help from

the chaplaincy, independent adults and external agencies. They are aware of the wider community and are involved in the many international fund-raising projects at the college. Each boarding house has a committee, which meets on a regular basis with staff. This enables boarders to express their views, which are discussed at weekly staff meetings. Boarders have excellent relationships with staff. The sixth formers have the opportunity to mature and prepare for their next step into higher education. Overseas boarders are well supported by liaison staff, particularly during the effective induction period.

- 4.23 The quality of boarding provision and care is excellent. The quality of the medical facilities and care ensures that boarders are very well looked after, including when they are unwell. Boarding staff have access to medical records on the college network, including permission for emergency procedures, where necessary. Pupils are able to use medical staff, such as dentists, and are all registered with a local general practitioner. There is a meticulous system for recording administration of all prescription and non-prescription medicines. Boarders report that there has been a recent improvement in the provision of healthy, varied and well-presented food. Different food themes are put on during the year to add variety and interest, as well as food demonstration evenings, such as the recent sushi night. There are well-maintained kitchen areas within the boarding houses where evening snacks may be prepared. The college has excellent grounds and sports facilities, but boarders have limited access to these in the evening, although extensive access at weekends. Sufficient trips are also arranged for the boarders on many weekends and they have suitable opportunities in self-directed time.
- 4.24 The quality of accommodation is good. Boarders are accommodated within two houses, one for boys and one for both sexes, but with the boys' and girls' accommodation being separated. Pupils have sufficient space to store their belongings and are encouraged to personalise their rooms. Houses are secure and have enough well-maintained showers, toilets and bathrooms. Boarders are able to contact home as required, with pay-phones and computers available. All boarders have a lockable safe and those in Years 7 to 9 have their electronic equipment locked away for safe keeping. Boarders describe the laundry service as excellent; personal laundry is collected daily and returned within 24 hours, with bed linen changed weekly. The college communicates effectively with the boarders' parents, helped by liaison staff. It recognises the difficulties in communicating with parents living abroad and is developing technical systems to assist parents in this regard. Two pupils have been placed with local families and the college undertakes all its responsibilities effectively, including visiting, checking and monitoring the accommodation and ensuring that the views of these boarders are listened to and recorded. Few boarders responded to the pre-inspection questionnaire but those spoken to were content with the provision.
- 4.25 Arrangements for safeguarding boarders and ensuring their welfare are excellent. The college has appointed a member of the senior leadership team to be the child protection officer for boarders. There are comprehensive policies and procedures in place to promote good behaviour and guard against bullying and these are operated consistently in both houses. The boarders' safety is seen as paramount and houses operate an excellent system of registration and for signing in and out. Boarders are not permitted to leave the college without permission and leave is strictly controlled and vetted. Houses have fire drills at least once a term; fire alarm systems are checked weekly and appropriate records kept.

- 4.26 The leadership and management of boarding are excellent. There is a clear management structure and boarding staff work well as a team. An effective and well-considered plan for development indicates a desire to be reflective and to be accepting of the need for self-evaluation. Boarding staff have an extensive induction programme and are encouraged to pursue professional qualifications, with some having been successful in this regard. They are dedicated individuals who display respect for those in their care, and use their boarding experience to strengthen their understanding of the boarders' needs. Policies are reviewed on an annual basis and there are extensive boarding guides for both staff and pupils. The recommendations from the last boarding report of 2010 have been dealt with.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the college is good.
- 5.2 The full board of governors is supplemented by committees for education, finance and general purposes, health and safety, and marketing. These meet regularly and are well informed on financial matters by reports from the business and finance manager. The members of the main board cover a good range of expertise, although the number with educational experience is limited. Governors have ensured that the Lasallian tradition and ethos are embodied in the life of the school.
- 5.3 The deployment of four governors to link to child protection, boarding, health and safety, and the EYFS has been most helpful. It has both given governors an insight into the working of the college and assisted the college to develop. The full board receive reports on college life and monitors standards through an analysis of results at all levels.
- 5.4 The current college development plan is due to expire, so there has been an interregnum whilst the future needs of the college are being decided. The plan, inherited by the current principal, lacks sufficient detail to make it effective.
- 5.5 Governors have ensured that the college has good accommodation and resources to support the pupils' good academic achievement and excellent personal development. They have responded to some concerns about the lack of provision for some girls' sports by providing new sports facilities, soon to be built. However, the allocated resources for the library are insufficient to improve the present stock, which is weak. Governors' responsibilities for oversight of statutory regulatory requirements are met, including regular review of policies. These now make sufficient reference to the EYFS, as required by a previous inspection. Arrangements for the appointment of staff and the compilation of the central register have been improved as part of their role in the safeguarding of pupils; governors review the child protection policy annually and record the findings in its minutes. This meets the requirement of the previous inspection. Their work in this area and in securing the health and safety of staff and pupils has been particularly thorough and effective. They have a good working relationship with senior staff and are very supportive of the college.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 Management and leadership in the college are good.
- 5.7 Leadership at all levels is underpinned by an approach whereby pupils are valued within a Christian ethos. This is a key factor in ensuring the outstanding personal development of pupils and their good academic achievement. Similarly, the leadership and management of the boarding provision mean that pupils receive an excellent experience, and are well cared for, and safe.
- 5.8 The senior leadership team is in the process of change with new appointments in place or imminent in several key roles, including academic and marketing areas. In addition, the structure of the management of boarding education is being re-

organised. These changes are designed to create a more equitable burden to the roles of senior staff and they link more directly with the needs of the college. They show effective self-evaluation of the college's needs in terms of management. The new style of leadership provided by recent changes in management has been welcomed by the staff who see it as open, perceptive and quietly effective. They feel that they have a voice and that their views are acted upon. The principal is supported well by members of the senior leadership team.

- 5.9 Very strong systems for management and monitoring are in place in the primary department. Here, planning is good and strong evaluation underpins all aspects of the provision, including the tracking of the pupils' progress, the teaching of the curriculum and the opinions of parents. Leadership at all levels in the primary department is very effective and a significant factor in establishing the high standards and success achieved.
- 5.10 The leadership of the primary department has an excellent oversight of the EYFS provision. The EYFS staff are fully involved in self-evaluation and moderation; they work as a committed and forward-thinking team. Systems for development planning are in place, although currently the plans tend to focus on short-term issues. The setting benefits from having EYFS teachers who lead practice extremely well within the school. The continuing needs of the staff for professional development are met well. The EYFS team ensures that practice is kept up-to-date and is continually improving. The recommendation of the previous inspection has been successfully addressed, and the setting has continued to develop. There are effective systems in place to seek additional support for children who may require it and ensure equal opportunities for all children. In addition to the valuable support provided by school staff, the setting makes good use of external agencies.
- 5.11 Most heads of faculty and departments in the senior school are effective in their roles. There is a system of academic and pastoral review where senior leaders evaluate faculties, departments or groups of years, with middle managers being responsible for subsequent monitoring of their teams. The current effectiveness of these monitoring arrangements varies, with a subsequent variation in the quality of the provision within faculties and departments, although pastoral provision is uniformly excellent. These aspects of management support the good, but not wholly consistent, academic achievement of pupils and their excellent personal development. The weakness in the current college development plan results in some departments and faculties in the senior school having weak or no development plans.
- 5.12 The college has sufficient and suitably trained teaching and non-teaching staff. All staff, volunteers and governors are checked suitably before appointment and the results of all required checks, including those on contract staff, are appropriately recorded. There is a clear policy to give staff opportunities for career development and an excellent induction programme is in place. Training for the safeguarding of pupils and welfare, health and safety issues is excellent, with both of these areas being particularly well managed.
- 5.13 Parents are very satisfied with the education and support provided for their children. They are particularly pleased with the care and safety of pupils, the breadth of pupils' experiences and the provision in the EYFS and the primary department. A few parents expressed dissatisfaction with the college's handling of concerns and questions, some teaching, including the arrangements for homework, the provision for girls' sport, and the food. Inspection evidence shows that the college handles

formal complaints in a timely fashion but routine concerns are not dealt with quickly enough by staff and routine lines of communication are not wholly robust. The new catering arrangements provide a good variety of quality food. The college has begun work to provide improved sporting facilities for hockey, netball and tennis which meet the girls' needs. Inspectors agree that, whilst most teaching is good, there is scope for some improvement, including in the setting and marking of homework.

- 5.14 Parental partnerships are a great strength of the EYFS setting. Staff recognise the importance of including parents in their child's learning. They provide many opportunities for them to not only discuss their child's progress, but to learn about the importance of play through informative meetings and events. Parents value these opportunities and are overwhelmingly happy with the care and education their children receive.
- 5.15 Links with parents are good. The college's aims are clear and shared with the parents. There are good systems for providing parents with appropriate information, including the use of the college website and frequent newsletters. Parents are involved with the school through fund-raising and social events. Parents of both primary and senior pupils receive very good reports. For example in the senior school reports indicating the pupils' effort and expected levels of attainment are received every half term, as well as an annual full report. These reports are detailed, helpful, include targets for improvement and reflect much hard work from teachers.

What the school should do to improve is given at the beginning of the report in section 2.