ISI Independent Schools Inspectorate

School inspection report

12 to 14 November 2024

St John's Beaumont School

Priest Hill

Old Windsor

Berkshire

SL4 2JN

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders ensure that pupils understand the school's aims. Pupils are aware of the school's Jesuit ethos. Well-structured assembly programmes and lessons enable leaders to relate aims to examples in daily life.

2. The required information is provided to parents via the school's website. The latest full inspection report was added during the inspection visit to provide clear information for parents.

3. Suitable risk assessments are in place and an appropriate risk assessment policy has been implemented. However, leaders' strategic oversight does not consistently reflect on all areas of school life, for example, the effectiveness of pastoral support measures on pupils' wellbeing.

4. Leaders have implemented an ambitious curriculum which provides pupils with a relevant set of skills and knowledge in preparation for their future education and adult lives. Teachers are knowledgeable in their subjects and set high expectations for pupils' outcomes. Pupils make good progress as a result. Assessment strategies are thorough. They enable leaders to monitor pupils' progress carefully and to arrange additional support, where needed.

5. Pupils who have special educational needs and/or disabilities (SEND) receive appropriate targeted support, where required. Leaders take pupils' prior attainment into account effectively when planning. Consequently, pupils increase their levels of skill and deepen their understanding.

6. Varied resources and separate language sessions support pupils who speak English as an additional language (EAL), as needed. Early identification of language needs ensures that pupils make good progress.

7. Early years leaders reflect on children's interests when planning. They meet regularly to share knowledge gained from training opportunities so that strategies can be implemented to support children's development.

8. Pupils' spiritual understanding is supported by Catholic and other teachings. A comprehensive programme of personal, social, health and economic (PSHE) education provides pupils with clear strategies to support self-understanding and form healthy relationships.

9. Pupils' attendance is carefully monitored, and practice reflects current guidance. The school's attendance policy was added to its website during the inspection visit.

10. Pupils are typically well behaved. They understand the behaviour policy. Leaders set high expectations for pupils' behaviour. However, some bullying behaviours persist in the prep school. When incidents arise, leaders do not consistently adapt strategies to reflect the needs of pupils. Consequently, opportunities to further reduce recurrences may be missed.

11. Boarders' medical and dietary needs are met. Accommodation is suitable, and boarders personalise their cubicles and store belongings securely.

12. Leaders promote British values through assemblies and across a range of subjects. This results in pupils displaying an appreciation of the views and beliefs of others. The extensive range of

leadership opportunities allows them to develop a greater understanding about their responsibilities towards others.

13. Safeguarding measures are effective. Those with responsibility for carrying out safeguarding checks implement thorough procedures so that pupils' welfare is safeguarded. All the required checks are carried out before a person starts work at the school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- publish all relevant policies and information on the school's website as required
- ensure that strategic oversight for the identification and management of risk is consistently well developed to reduce potential impact on pupils' wellbeing
- adapt follow-up strategies when bullying behaviours occur to consistently reflect the needs of pupils in the prep school so that the likelihood of recurrence is reduced.

Section 1: Leadership and management, and governance

14. Governors ensure that leaders, including boarding leaders, are well trained and have the appropriate skills and knowledge to carry out their roles effectively. They receive detailed updates from leaders in such areas as pupils' attendance, behaviour and complaints. Governors have a good understanding of the work of the school. Leaders collaborate closely with governors and keep the diocese updated on relevant school matters.

15. In the early years, leaders use their detailed knowledge of the children to plan effectively and keep parents regularly updated on children's progress. Consequently, children grow in self-confidence and skills development.

16. Leaders communicate the school's aims clearly to ensure that they are well understood by pupils. They share values through structured assembly programmes, daily periods of reflection and planned learning points in lessons. Pupils' knowledge of the Jesuit virtues helps to inform their wider understanding of values such as compassion and generosity.

17. Governors and leaders systematically review policies. They scrutinise detail within the policies and offer advice and appropriate challenge to reassure themselves that policies are suitable and reflect the latest statutory guidance.

18. The required information is provided to parents on the school's website, including its aims, key policies and contact details. Leaders share information about pupils' performance from the previous year so that parents are kept updated. A copy of the last full inspection report was added to the school's website during the inspection visit.

19. Leaders work in close partnership with a range of external agencies so that suitable systems are in place to protect pupils' and boarders' wellbeing. They seek advice when needed and use it to inform their decision making.

20. Leaders have implemented effective risk assessments including for the use of facilities, after-school activities and classroom safety. An appropriate risk assessment policy is in place and the school assesses potential risk factors in key areas, such as health and safety. However, strategic oversight is not as well developed as possible. Leaders do not demonstrate consistent oversight over all areas of school life. For example, they do not always reflect fully on the effectiveness of actions related to pastoral matters to ensure that appropriate actions are suitably identified and implemented. Consequently, opportunities to reduce any potential impact to pupils' wellbeing may be missed.

21. An effective policy is in place to manage complaints. Leaders step in to address any concerns at the first opportunity and keep detailed records to inform their decision making. All parties are kept updated.

22. Governors oversee arrangements to ensure that the welfare of boarders is safeguarded. Boarding leaders manage policies and procedures appropriately. Fire drills are carried out regularly and induction training for staff and boarders is suitable.

23. Leaders fulfil their responsibilities under the Equality Act 2010 through the implementation of an appropriate accessibility plan. Adaptations to the site include accessible toilet facilities and ramps

for entry to the school buildings as well as specialist classroom resources. This provides all users with suitable access to the school's curriculum and information, and physical access.

24. As part of the school's recent transition to co-education, leaders and governors carried out a comprehensive review of school facilities, for example the changing room accommodation. Leaders adapted subject planning, where needed, and extended the extra-curricular programme to include a broader range of activities.

The extent to which the school meets Standards relating to leadership and management, and governance

25. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

26. Leaders have designed an ambitious and inclusive curriculum to provide pupils with suitable skills and knowledge across a wide range of subjects. They provide broad opportunities for pupils to acquire knowledge in music, art, drama and sport, including up to the end of Year 8.

27. Well-structured programmes of study and teachers' specialist subject knowledge enable pupils to make good progress. Planning is carefully considered to allow pupils to deepen their understanding as they move through the different stages of the school. By the end of Year 8, attainment results show that pupils are typically achieving at or above teachers' expectations across the breadth of subjects, notably in English, mathematics and science.

28. Leaders have created a thorough framework for assessment which allows them to regularly monitor pupils' levels of attainment and progress both informally and formally. Leaders analyse data regularly and implement classroom strategies to address areas where pupils might be underperforming. For example, leaders responded promptly when a dip in reading comprehension scores was identified. The recent introduction of subject-specific comprehension activities in a broader range of subjects is having a positive impact on pupils' understanding of inference and reasoning skills.

29. Teachers have high expectations for pupils' use and breadth of vocabulary across the subjects. This is reflected in the quality of pupils' written work from an early age. Teachers adjust teaching plans to provide pupils with both additional support and challenge where appropriate. Well-considered resources and activities such as songs, videos and role play support pupils' understanding of new concepts. Pupils display accurate recall as a result.

30. Pupils are generally attentive and self-motivated in lessons. They typically display a curiosity for new knowledge and ask relevant questions to inform their understanding.

31. Pupils who have SEND make good progress from their starting points. Leaders use assessment data to design targeted support strategies for pupils, when needed. Pupils are supported by learning assistants within the classroom. The learning support area is accessible to pupils should further explanation be needed. Pupils develop their confidence considerably as a result.

32. Effective use of resources enables pupils who speak EAL to make good progress, notably in comprehension skills. Teachers provide bilingual dictionaries, subject-specific vocabulary lists, subtitled videos and targeted homework activities to support pupils, when required. Pupils are assessed for language fluency on entry and bi-weekly support sessions are arranged, where needed.

33. In the early years, children achieve in line with national expectations by the end of Reception, many exceeding the goals set by their teachers. Children quickly develop into confident communicators. For example, they show logical thinking through their responses in science and create humorous rhymes to practise new phonics knowledge. Adults introduce children to new words and phrases through stories and by modelling new vocabulary as part of their purposeful conversations with children.

34. Leaders regularly share information in meetings and reports about pupils' performance so that parents are kept updated.

35. Leaders encourage pupils to broaden their skillset through an extensive extra-curricular programme. Activities complement classroom-based learning so that pupils enhance existing skills and embrace new ones. For example, pupils explore their use of autumn colours in scholarship art club and deepen their understanding of algorithms in coding club.

36. Boarders respond positively to the varied programme of weekend activities as well as the chance to relax with friends. Free time in the sports hall, trips to a local theme park and cooking activities offer opportunities for boarders to develop their social, creative and physical skills.

The extent to which the school meets Standards relating to the quality of education, training and recreation

37. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

38. A comprehensive programme of personal and health education helps pupils to grow in self-confidence and self-understanding. Topics such as developing resilience, forming positive relationships and appreciating their uniqueness provide pupils with strategies to understand and manage their emotions.

39. Leaders prioritise pupils' emotional wellbeing through a focus upon personal reflection, prayer and collective worship. Pupils benefit from the peaceful surroundings, including quiet spaces at break time and opportunities to care for the chickens and guinea pigs. Spirituality is further embedded through weekly chapel, assemblies and daily periods of reflection.

40. Pupils keep physically fit and active through regular participation in physical education (PE), games lessons and sporting fixtures. Specialist teaching enables pupils to grow in confidence and skill. Leaders ensure that pupils are given additional sporting opportunities, for example, through use of the school's fitness suite and climbing wall. This allows pupils to broaden their skills base throughout the year.

41. A well-structured programme of PSHE, including relationships and sex education (RSE), is suitable for pupils' ages and needs. In the early years, children learn about different family structures to support their growing self-understanding. Topics on healthy lifestyles, facing fears and risky behaviours offer older pupils an insight into how to make informed decisions in preparation for their adult lives.

42. Most pupils are well behaved and courteous in their interactions. Leaders have designed a clear code of conduct which is understood by pupils. Boarders have worked with boarding leaders to create their own system of rewards for the boarding house. Teachers respond appropriately when behaviour falls below the school's high standards. Recent initiatives to celebrate positive behaviour and to change breaktime groupings are having a favourable impact. However, some bullying behaviours persist in the higher years. Leaders do not always tailor follow-up actions to fully reflect the needs of older pupils so that the likelihood of recurrence is further reduced.

43. Staff supervise break times appropriately and are proactive in supporting pupils, when needed.

44. Leaders recognise the importance of pupils' regular attendance. Pupils' absence is carefully monitored in line with the latest statutory guidance. The attendance policy was uploaded to the school's website during the inspection visit. The local authority is informed when pupils leave or join the school at non-standard transition points.

45. Leaders promote pupils' welfare through a robust approach to health and safety. Record-keeping is thorough and suitable safety checks are carried out. Vehicle barriers and speed signs reflect a priority around site safety. Fire drills take place at different times of the day, including in the boarding house, and clear evacuation procedures ensure that potential risks to pupils are reduced in the event of fire.

46. Comprehensive arrangements are in place so that pupils' medical needs are catered for. Medication is securely stored, and staff receive regular training in first aid. Boarders have access to an on-call doctor when required.

47. Boarding accommodation is comfortable, with varied outdoor spaces for boarders to meet. Opportunities to make regular calls home and personalise their areas help boarders to adjust to new routines. Boarding leaders take boarders' views into account. Use of anonymous suggestion boxes and ideas shared with the school council have resulted in additional weekend activities. Boarding leaders liaise routinely with guardians and follow up on any concerns.

48. Meals are suitably adapted to meet boarders' dietary needs. Boarders are provided with healthy meal options and menus which reflect a range of cultures. Opportunities are provided for boarders to prepare snacks and drinks in the common room.

49. Boarders learn to take responsibility and consider others through access to a broad range of leadership opportunities such as dormitory captains and council members. Their roles are clearly outlined. For example, they contribute to the annual review of the code of conduct and mentor younger boarders.

50. Children in the early years increase their physical development through regular swimming, outdoor learning and PE lessons. For instance, they practise balancing skills when using playground equipment. Purposeful relationships with adults help children to grow in self-esteem. A sensory room provides a tranquil space for children to explore and understand their feelings.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

51. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

52. A well-planned and inclusive curriculum provides pupils with relevant skills and knowledge to navigate their future lives. In PSHE lessons, younger pupils learn to distinguish between want and financial need. In higher years, pupils are introduced to taxation and percentage calculations around retail pricing. Discussions around the concept of wealth also raise pupils' economic awareness.

53. During assemblies, themed events and classroom learning, leaders provide opportunities for pupils to learn the importance of mutual respect. Pupils' mature discussions reflect their appreciation of the views and beliefs of others. As part of the school's transition to co-education, subject leaders have reviewed planning with a focus upon dispelling gender stereotypes. For example, further examples of female role models in history and more female protagonists in class readers raise pupils' awareness of powerful female role models.

54. Leaders plan diverse ways to enhance pupils' cultural awareness. Pupils study the beliefs, principles and values of different world religions as well as Catholicism. They share their own cultural identity and experiences with teachers and peers.

55. Leaders arrange workshops and parent talks so that pupils gain an early understanding of possible future career options. For example, older pupils enact a courtroom scene to learn the art of prosecution during a barrister's visit, and an annual themed week introduces pupils to careers involving robotics and forensic science.

56. Pupils are well prepared for the next stage of their educational journey. Teachers help pupils to prepare for senior school, providing help with entrance assessment preparation as needed. Additional revision sessions, homework activities and talks by senior school heads offer pupils insight into the expectations of senior school.

57. Pupils demonstrate a mature understanding of identifying right from wrong and understand the impact of their actions upon others. Leaders use Jesuit values as a foundation to offer pupils guidance in how to develop their moral compass. Pupils understand the importance of truth and conscience and the need to be discerning about the choices they make.

58. Pupils recognise their responsibility to others. Breadth of opportunity to practise decision-making and problem-solving skills encourages pupils to become responsible citizens. Pupils develop empathy through the extensive range of leadership roles entrusted to them, including house captains and peer mediators as well as opportunities to serve on committees spanning chaplaincy, food and wellbeing.

59. Leaders encourage pupils to engage actively with their local community. Pupils grow in compassion and generosity towards those around them as a result. During the annual day of service, pupils participate in activities that include litter picking, wrapping presents and singing carols at a residential care home.

60. Pupils recognise the importance of fair processes and how rules contribute to a safe and law-abiding society. Leaders plan thoughtfully so that pupils learn about democratic systems and laws. For

example, pupils learn about copyright law in music, visit the Magna Carta Memorial and hear from a visiting speaker about legal requirements linked to online safety.

61. In the early years, leaders arrange suitable opportunities to promote children's social development. Mixed playtimes and purposeful adult conversations enable children to gradually increase their skills and confidence in social interactions. Adults act as positive role models for children so that children learn to form successful friendships.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

62. All the relevant Standards are met.

Safeguarding

63. Leaders implement an effective safeguarding policy which reflects their understanding of the latest statutory guidance.

64. Suitable arrangements, including for children in the early years and boarding, are in place to safeguard pupils. Safeguarding leaders are knowledgeable. They liaise closely with safeguarding partners to make referrals, when needed, and seek advice to inform their ongoing practice. Record-keeping is thorough and any patterns are identified so that follow-up actions can be taken. Governors receive detailed updates from safeguarding leaders, including the school's response to any concerns arising.

65. Staff understand the importance of reporting low-level concerns and remain alert to signs that a pupil may be at risk of harm. Leaders arrange regular staff training. A thorough induction programme is provided for those new to the school.

66. Pupils learn how to keep themselves safe online at home and in school during computing and PSHE lessons. They understand the importance of reporting any concerns quickly. Leaders have implemented a rigorous system for filtering and monitoring internet use. They carry out testing of systems routinely to protect pupils from access to inappropriate websites.

67. Access to worry boxes as well as weekly opportunities to speak with a wellbeing counsellor and independent listener reassure pupils and boarders that their voices are heard. Pupils share concerns confidently with teachers and staff.

68. Leaders have carried out a comprehensive review of staff suitability and recruitment procedures since the last inspection. Those with responsibility for carrying out safeguarding checks operate thorough processes to safeguard the welfare of pupils. All the required checks are carried out before a person starts work at the school and a single central record is maintained.

The extent to which the school meets Standards relating to safeguarding

69. All the relevant Standards are met.

School details

School	St John's Beaumont School
Department for Education number	936/6422
Registered charity number	230165
Address	St John's Beaumont School Priest Hill Old Windsor Windsor Berkshire SL4 2JN
Phone number	01784 432428
Email address	hmoffice@sjb.email
Website	https://www.sjbwindsor.uk
Proprietor	The Society of Jesus 1929 Trust
Chair	Mr Andrew Johnson
Headteacher	Mr Philip Barr
Age range	3 to 13
Number of pupils	202
Number of boarding pupils	37
Date of previous inspection	23 to 26 November 2021

Information about the school

70. St John's Beaumont School is a co-educational Roman Catholic day and boarding school located near Windsor. The school operates as a charitable trust under the trusteeship of the British Province of the Society of Jesus. A governing body acts for the trustees. Since the previous inspection a new chair of governors took up the role in August 2022 and a new headteacher was appointed in September 2023.

71. Male boarders aged 8 to 13 are accommodated in a single boarding house on the main site.

72. There are 26 children in the early years across two Nursery and Reception classes.

73. The school has identified 28 pupils as having SEND. There are no pupils in the school who have an education, health and care (EHC) plan.

74. English is an additional language for 25 pupils.

75. The school aims for its pupils to become grateful for their own gifts and the gifts of others and to show generosity and compassion. It seeks for them to be discerning about the choices they make and to be faith-filled in their beliefs and hopeful for the future. The school educates pupils to be eloquent, truthful and learned, finding God in all things. It strives for pupils to become curious learners who engage actively with the world, changing what they can for the better. The school aims for pupils to be intentional in the way they live, guided by conscience and prophetic in the example they set to others.

Inspection details

Inspection dates	12 to 14 November 2024

76. A team of four inspectors visited the school for two and a half days.

77. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussion with the chair of governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

78. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

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