

Focused Compliance and Educational Quality Inspection Reports

St George's College Weybridge

November 2019



Contents

| | |
|--|-----------|
| School's Details | 3 |
| 1. Background Information | 4 |
| About the school | 4 |
| What the school seeks to do | 4 |
| About the pupils | 4 |
| 2. Regulatory Compliance Inspection | 5 |
| 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 | 6 |
| PART 5 – Premises of and accommodation at schools | 6 |
| PART 6 – Provision of information | 7 |
| PART 7 – Manner in which complaints are handled | 7 |
| PART 8 – Quality of leadership in and management of schools | 7 |
| 3. Educational Quality Inspection | 8 |
| Preface | 8 |
| Key findings | 9 |
| Recommendation | 9 |
| The quality of the pupils' academic and other achievements | 9 |
| The quality of the pupils' personal development | 11 |
| 4. Inspection Evidence | 14 |

School's Details

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| College | St George's College Weybridge | | |
| DfE number | 936/6092 | | |
| Registered charity number | 1017853 | | |
| Address | St George's College Weybridge Road Addlestone Surrey KT15 2QS | | |
| Telephone number | 01932 839300 | | |
| Email address | contact@stgeorgesweybridge.com | | |
| Headmistress | Mrs Rachel Owens | | |
| Chair of governors | Mr John Lewin | | |
| Age range | 11 to 18 | | |
| Number of pupils on roll | 966 | | |
| | Seniors | 701 | Sixth Form 265 |
| Inspection dates | 26 to 28 November 2019 | | |

1. Background Information

About the school

- 1.1 St George's College Weybridge is an independent co-educational Roman Catholic day school for pupils aged between 11 and 18 years. It was founded in Croydon in 1869 by the Congregation of Josephites, and moved to its present location in 1884. Formerly a boys' boarding school, it became a day school in 1992 and fully co-educational in 1998.
- 1.2 The school is a registered charity and a company limited by guarantee. Both the junior and senior schools share the same governing body.
- 1.3 Since the previous inspection, the school has built a new activity centre, restructured the house system, and re-organised the academic structure.

What the school seeks to do

- 1.4 The Josephite traditions encourage a strong sense of family where all pupils are valued and encouraged to fulfil their potential in an atmosphere of mutual respect and compassion that encompasses the wider world. The school's aim is to develop perfectly balanced and quietly confident individuals by educating minds, expanding hearts and empowering lives, and to provide teaching that inspires a love of learning, and to fulfil aspirations and potential.

About the pupils

- 1.5 Pupils come from a wide range of social and cultural backgrounds, representing a number of nationalities. Data provided by the school indicate that the ability profile of the pupils is above average compared with pupils who take the same test nationally. The school has identified 137 pupils as having special educational needs and/or disabilities (SEND), 14 of whom receive additional specialist help. Two pupils have an education, health and care plan (EHC). One pupil requires support with English as an additional language (EAL).

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been well above the national average for sixth formers in maintained schools.
- 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

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

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils achieve excellent results in public examinations, achieving grades at both GCSE and A level well above pupils of similar ability nationally.
 - Pupils achieve excellent and sometimes exceptional standards in sport, music and art.
 - In class and in discussion pupils show very strong listening skills.
 - In many areas of the curriculum pupils show mastery of written and spoken work.
 - Pupils have a positive attitude, trust in teachers and their peers but should act upon written feedback from teachers more consistently in order to further develop their knowledge.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils calmly and serenely aspire to be the best version of themselves.
 - Pupils develop into perfectly balanced and quietly confident individuals.
 - Pupils respond positively to the distinctive Josephite ethos which instils mutual respect and compassion for others in the school and in the wider community.
 - Pupils take advantage of the excellent facilities provided by the school to gradually embed the resilience needed for life after school.

Recommendation

- 3.3 In the context of the excellent learning and teaching, the school might wish to consider:
- Enabling all pupils to maximise their learning opportunities by further developing their ability to use teacher 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 The following analysis uses results for the years 2016 to 2018, the most recent years for which national data is available. Results in both GCSE and A-level examinations have been well above the national average for maintained schools. At both GCSE and A level standardised measures of progress indicate that pupils make excellent progress in relation to their ability. This confirms that all pupils, including those with SEND or EAL, make extremely good progress and that the progress is continuous. These results, alongside the pupils' attitude and performance in lessons, indicate that pupils' attainment is consistently excellent. The school's tracking and assessment systems and frequent monitoring by the school's leadership of learning and teaching approaches are effective in ensuring pupils' progress is maintained.
- 3.6 Throughout the school, pupils are committed and enthusiastic learners. Pupils develop high levels of knowledge, skills and understanding, and they readily apply these to different subjects. Across the sciences for example, pupils displayed excellent knowledge in their ability to contribute positively to lessons. In a geography class, younger pupils drew confidently on previous learning about glacial landforms and were academically stretched in their application of knowledge of contour lines by working out for themselves what the relief of the landscape would look like. Many pupils develop their skills to a level above those expected for their ages in all areas of the curriculum. In a GCSE German lesson all pupils were able to accurately explain in the target language different professions and characteristics linked to each with precision and fluency, using sophisticated vocabulary. Similarly, in a GCSE art lesson, pupils' sketchbooks demonstrated advanced skills beyond their years, high levels of

independent learning and notable confidence in the use of different media to research their favourite artists. Pupils have high expectations of themselves because teaching is carefully planned, well-paced and takes account of the needs of individual pupils. More able pupils thrive on the variety of extension tasks in lessons. For example, in discussions, sixth formers cited the extended project qualification (EPQ) as an opportunity to further sharpen their research and presentation skills. In parallel, other pupils stated that they found extra lunchtime sessions invaluable in supporting them with more difficult work. Staff reported that subject teachers have an open dialogue with parents, so both school and home are supporting pupil learning. In the questionnaire responses, the vast majority of both pupils and parents agreed that teaching enables pupils to make progress and develops skills for the future.

- 3.7 Pupils of all ages display excellent communication and listening skills as evidenced in class, activities, in their work and in meetings. Pupils are polite and articulate, able to express their thoughts with clarity, both in spoken and written form. They listen with interest to each other's ideas and all contribute to class discussions. Younger pupils in a PSHE lesson listened attentively and fully to conflicting opinions about friendship and bullying which required them to understand the opinions of others. In a GCSE mathematics class, pupils listened carefully to each other's ideas on how to prove the maximum and minimum co-ordinates for a cubic graph, demonstrating excellent communication skills, working together to decide on the method of solution. In modern foreign language lessons, pupils demonstrated the ability to use a wide range of imaginative vocabulary and communicated with ease in the target language. In an A-level Spanish lesson, every pupil spoke with an enthusiastic fluency and accuracy in Spanish when describing characters in a film and their relation to the scenes. In English pupils were able to communicate accurately both in written work and in lessons, using complex language structures. In pupil meetings, pupils clearly articulated how teaching had impacted on their learning and helped them to make very good progress.
- 3.8 Pupils have excellent numerical skills for their age throughout the school, and the more able mathematically achieve significant success in science Olympiads and maths challenges. They apply them with confidence in other subjects, for example in calculating revenue index in an A-level economics class, or in geography where younger pupils used their numeracy skills to decide on a scale for a bar chart and applied their knowledge to create accurate graphs.
- 3.9 Pupils of all ages use information communication technology (ICT) skills readily and confidently. Teachers encourage pupils to use ICT for both independent and collaborative learning in class and in homework assignments. During a lunchtime drop-in session in the ICT suite, younger pupils worked both independently and collaboratively on a variety of assignments, including a music research task which involved comparing biographical information and career paths of two musical Georges: one modern (Ezra) and one historic (Handel). In a sixth form biology lesson, pupils used ICT to calculate accurately the time of blood flow to and from certain parts of the heart. EPQ work showed excellent use of online research and an astute choice of source to ensure conclusions were both reliable and valid. Staff discussion highlighted a recent survey of pupil views on how pupils felt ICT helped their attainment and learning. The digital leader programme introduced by the school's leadership was regarded as being influential in supporting pupils, teachers and parents in understanding and using ICT in more effective and innovative ways.
- 3.10 Pupils' study skills are excellent and the school's academic scholar programme, in particular, enables pupils to develop very high order skills. Pupils display adeptness at researching, extracting, collating and presenting information and ideas in a coherent manner. In meetings, pupils confirmed the importance the school places on the acquisition of good study skills through, for example, many initiatives in assemblies, PSHE, and through academic departments. Teachers are enormously committed to helping all pupils achieve their best through developing their confidence, abilities, study habits and resilience in line with the school's aims. In a carefully planned GCSE history lesson pupils displayed strong evaluation skills when reviewing a source about Hitler's reoccupation of the Rhineland, showing the ability to analyse and place details into broader context. Both academic

scholars and SEND pupils were given opportunities to drive and contribute to the flow of activities, and in a GCSE mathematics lesson, pupils were seen correcting their errors, overtly reflecting on progress and learning from mistakes.

- 3.11 The vast majority of pupils gain places at universities with demanding entry requirements. Pupils' achievements in scholarships and competitions in a number of areas are exceptional, with teams and individuals achieving success at both regional and national level. In sport there are many examples of this, including a total of 23 pupils gaining regional and international honours in hockey last year. In rugby there is representation at national level for England, and in rowing, international honours were awarded to two current and one past pupil who row for England and GB crews. There is an outstanding range of extra-curricular activities offered which enriches the pupils' education and is a major strength of the school, as endorsed by the parental questionnaire responses. Pupils value the many opportunities to participate in pursuits outside the formal curriculum such as in sport, music, Young Enterprise, and the Duke of Edinburgh's award scheme (DofE), where a large number of pupils achieve the top award each year. In engineering, two teams represented the school in the Land Rover 4x4 Schools UK regional finals, winning three categories. In the past two years, in the chemistry Olympiad sixth formers have achieved four gold, ten silver, and 16 bronze awards. Many pupils learn a musical instrument, some going on to perform at a national level. Pupils spoke enthusiastically about all they had learned from their participation in the school's musicals, bringing out their different qualities and helping them to become more confident as individuals. The school places a strong emphasis on participation in sport for all pupils, regardless of ability, and on providing them with both support and resources. Senior leaders and governors have realised this vision with the newly built activity centre, which provides a wide variety of activities for all pupils in line with the school's love of learning extension programme, central to the school's aims. This excellent facility is used by all pupils to enable them to fulfil their potential.
- 3.12 Many pupils show excellent attitudes to learning. They are enthusiastic without ever losing their inherent *politesse* and *douceur*. Pupils are very supportive of each other in their learning and trusting of their teachers. Work scrutiny showed teachers often giving very good feedback to which pupils responded positively and which accelerated their progress. The school has already identified that not all pupils respond as consistently and constructively, and hence detailed advice from teachers is sometimes unheeded. Both in and out of class, behaviour is of the highest order and pupils' positive attitude to work is a key feature in their success.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages exhibit very good levels of self-knowledge and self-confidence. This is because they feel valued as individuals in fulfilment of the school's aims to foster resilience, responsibility, respect and compassion for others. Pupils have a secure and deep sense of knowledge, as seen in lessons, pupils' work, pupil meetings and direct observation. Around the school there is a tangible sense of calm and purpose. In a GCSE art lesson pupils demonstrated high levels of self-knowledge, confidence and resilience in identifying how their work matched the precise requirements of their examination. The pupils expressed that they felt well prepared and confident with how their work was progressing. Similarly, in meetings, pupils with SEND said they felt their confidence had grown and recognised the important role of peer and staff support in this. Excellent relationships amongst pupils of different ages, strong teacher and pupil interactions and the exemplary standards of pupil behaviour ensure that the right environment is created to enable all pupils to grow in self-confidence in preparation for the next stages of their lives, thereby fulfilling the school's aim of enabling them to become the best version of themselves.
- 3.15 Pupils feel confident in making decisions and display excellent skills which are apparent in many areas. In the questionnaires, parents overwhelmingly agreed that the school helps their children to be

confident and independent. There are many examples to support this. Pupils whilst still at school are acting as ambassadors for airlines and performing on television. Pupils with SEND, working closely with their teachers, say they value the opportunities available to make their own decisions on lessons, targets and progress. In lessons pupils are keen to seize opportunities to make decisions, as in a GCSE history class where pupils reasoned in detail which major power benefited most from the Korean War. Pupils will stand firm; for example in the same lesson, the only pupil to choose China confidently gave strong and perceptive reasons for his decision. There is a range of leadership positions available to pupils, including representation on school council where pupils were recently consulted about a proposed change to the school uniform. Their preference was a key factor in not changing the skirts. At all stages pupils demonstrate very good awareness, sensitivity and consideration of how their approach to making choices at school will prepare them for those decisions which will more significantly affect their and others' future.

- 3.16 Pupils show a highly developed understanding of, and interest in, the non-material aspects of life. Pupils are highly respectful of other faiths and greatly value the opportunities for reflection, regardless of faith, that the Chapel offers. The Chapel, which is both geographically and metaphorically at the centre of the school, plays an important part in the daily life of pupils and staff, with regular services in the Catholic tradition for all pupils. There is a strong relationship between pupils and the Chaplaincy team which works effectively to provide pupils with opportunities for spiritual reflection. Pupils reported the value they place on opportunities for quiet reflection and prayer, whether in formal day retreats or at calm moments during a normal day. Pupils think actively about their belief. In a sixth form lesson observed, pupils used high level skills of critical analysis and philosophical enquiry to reflect on Christian thinking about death and the after-life. Throughout the school, pupils display a very good understanding of their own spiritual journeys and have a sincere empathy with those of other faiths. The manifestation of the Josephite values is evident in the example set by senior leaders, staff and pupils.
- 3.17 Pupils demonstrate excellent moral awareness. This is reflected in pupils' outstanding behaviour in lessons, at break and lunchtimes, and in their movement around school. Pupils understand clearly the importance of distinguishing right from wrong. Rewards and sanctions are clearly understood by all. In the questionnaire almost all pupils confirmed that they understood the school's expectations with regard to their conduct. Pupils are courteous, show proper and sincere respect for others and they know and accept that there are certain school rules which are fundamental to the school achieving its aims. The Fundamental Values are displayed around the school in many places. A carefully planned PSHE curriculum, alongside the Retreat programme, assemblies, talks and group work in houses and house families support pupils in their development of moral awareness at all stages. In a PSHE lesson, younger pupils were confident responding to questions about the consequences of name calling and being mean, demonstrating very good understanding of each person's responsibility for their actions through their measured responses. In a sixth form sports science lesson pupils showed they understood the difference between sportsmanship and gamesmanship and were able to make moral judgements about what constituted cheating and why it might happen. The culture of the school is one of openness and honesty and this is understood by all. As commented by pupils: 'You just know'.
- 3.18 Throughout the school, both in and out of class, all pupils show outstanding levels of social development which enables them to work naturally, happily and effectively with others. As confirmed in meetings with pupils, the school places great emphasis on the importance of teamwork and it provides many opportunities through the formal curriculum, drama, music, sport and societies. The school encourages a family approach which is inclusive of all, as seen during lunch where sixth formers and younger pupils ate and socialised together. The school council is particularly effective at giving pupils the opportunity to work together across year groups. Pupils collaborate well and support each other in many areas of school life, as seen when a hockey team talk discussing a defeat focused on the team performance rather than individual blame.

- 3.19 Pupils show an extremely well-developed understanding of the need to contribute both to the school and to the wider community. This is a notable feature of the school. Following the Josephite tradition, the school places great importance on the contribution pupils make to the outside world through both school and pupil led initiatives. Examples of these were evidenced in a pupil meeting where pupils of all ages spoke passionately about their charitable work involving providing sanitary products for third world countries or working in a local charity shop at weekends to raise funds for a Children's Hospice. When talking about the hardship and suffering of others, pupils said 'it opened my eyes'. The desire to help others has developed pupils' entrepreneurship and creative skills, as explained by the pupils themselves, a number setting up their own ventures to raise money for good causes. Many pupils are involved with projects such as the *Kennedy Club* which helps adults with learning difficulties, where offers of help from pupils in the sixth form are so high that it is only possible to volunteer on a rotation basis. Sixth form pupils mentor and teach mathematics and RE in ten local primary schools. Each house sponsors a charity and all tutor groups are actively engaged in collecting for food banks for the Salvation Army. Pupils are highly successful at fundraising for local, national and global charities, as exemplified in their work as St Joseph's African Aid ambassadors, raising money and awareness for schools in The Congo and Cameroon. Pupils derive great benefit from their involvement in these experiences, developing their listening skills, improving their patience and resilience, furthering their perspectives of the needs of others. Pupils display great maturity in their understanding of the world and how they can impact as citizens as a result of exposure to the many and varied charities supported by the school.
- 3.20 Pupils show a marked appreciation of other cultures beyond the school community: the school works hard in its PSHE programme to ensure pupils appreciate diversity in what is not naturally a diverse population. In meetings, pupils felt they have a good understanding of people of different faiths, backgrounds and ethnic origins and all felt that school is a place where equality and diversity are respected. Pupils are aware that differences are to be respected and use the opportunity in celebrations of different festivals to deepen their understanding. Pupils are tolerant and show an acute sense of respect for others, identifying with the school ethos of *politesse* and *douceur* – being caring and compassionate towards others, a view endorsed by the overwhelmingly positive parental questionnaire responses.
- 3.21 Pupils appear happy, healthy and active and they are very positive about their school. They understand the importance of eating well. All pupils, regardless of sporting ability, are encouraged to be involved in physical activity and the new activity centre promotes this extremely well. They feel very well supported in terms of their physical and emotional well-being and cite many people to seek help from if needed, including the chaplains and the school counsellor. Strong academic and pastoral support systems which complement each other ensure that all pupils are known as individuals, including the pressures they may be under. Pupils say they feel safe both in school and in the digital environment because they are well educated about the potential risks. There is a strong culture within the school of the importance of all pupils' safety. Staff are vigilant, know their pupils well and are readily available to redress any issue regarding balanced lifestyle, endorsing the school's aim to ensure pupils are perfectly balanced.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and a governor representative, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel, and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

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|--------------------|--|
| Mr John Aguilar | Reporting inspector |
| Mrs Rebecca Hayes | Compliance team inspector (Deputy head, GSA school) |
| Mrs Jessica Crimp | Team inspector (Deputy head, HMC school) |
| Mr Clement Donegan | Team inspector (Deputy head, HMC school) |
| Mrs Pamela Evans | Team inspector (Former head of department, GSA school) |
| Miss Jacky Gill | Team inspector (Head of department, HMC school) |
| Dr Simon Orchard | Team inspector (Headmaster, ISA school) |
| Mr Benjamin Vessey | Team inspector (Headmaster, HMC school) |