



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

The Marist School

December 2021

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School's Details

School	The Marist School			
DfE number	868/6013			
Registered charity number	225485			
Address	The Marist School Kings Road Sunninghill Ascot Berkshire SL5 7PS			
Telephone number	01344 624291			
Email address	enquiries@themarist.com			
Principal	Mrs Jo Smith			
Chair of governors	Mrs Ann Nash			
Age range	2 to 18			
Number of pupils on roll	421			
	EYFS	23	Prep	105
	Seniors	260	Sixth Form	33
Inspection dates	30 November to 3 December 2021			

1. Background Information

About the school

- 1.1 The Marist School is an independent Catholic day school for female pupils aged between 5 and 18, and a co-educational nursery for children between the ages of 2 and 4. It was founded in 1870 by the religious order of the Society of Mary and is a registered charity in the trusteeship of the Marist Sisters. The school moved to its present location in 1947. In September 2016 the prep and senior schools united as a single school. Since the previous inspection, the school has created a woodland learning environment in support of outdoor learning and has extended the nursery setting to provide year-round provision. The current principal took up her post in September 2019.
- 1.2 During the period March to August 2020, the whole school remained open only for vulnerable pupils or children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades were awarded in 2021.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to provide an environment which gives pupils the confidence to challenge misconceptions, to shape the world in which they live and to aim for aspirational goals.

About the pupils

- 1.9 Pupils come from a range of professional and business backgrounds, from families living in Berkshire and Surrey. Nationally standardised data provided by the school indicate that the ability profile of the pupils in the prep school is average and that of pupils in the senior school and the sixth form is above average. The school has identified 50 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, attention deficit hyperactivity disorder, attention deficit disorder and autism spectrum disorder, all of whom receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 47 pupils, 2 of whom receive additional support for their English. The needs of the more able pupils are supported within lessons and through a programme which challenges them beyond the curriculum.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 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

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

2.21 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.

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

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

Key findings

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

- Pupils are highly motivated, have extremely positive attitudes to learning and are determined to make the most of all the opportunities available to them at the school.
- Pupils excel in a wide variety of sporting, creative and academic extra-curricular activities.
- Throughout the school pupils are successful, independent and collaborative learners, both inside and outside of the classroom.
- Pupils are articulate communicators who listen well and express themselves clearly, both orally and in writing.

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

- Throughout the school, pupils are kind, tolerant and confident young people.
- Pupils are remarkably resilient and show an excellent understanding of how to improve and achieve their goals.
- Pupils develop a deep spiritual understanding and show a strong appreciation of their natural surroundings.
- Pupils have a particularly strong sense of community and identity; they are supportive of each other and are proud of their school.

Recommendation

3.3 In the context of the excellent outcomes the school may wish to consider:

- Strengthening further the pupils' personal skills and confidence as they prepare to leave school, by developing their awareness of the challenges and pressures prevalent in society.

The quality of the pupils' academic and other achievements

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

3.5 During their time at the school pupils develop communication skills of the highest quality. Pupils are articulate, expressing themselves clearly and with purpose, with numerous opportunities for discussion and debate in the classroom and beyond. For example, EYFS children talk with confidence as they engage in imaginary play and in a Y11 drama performance, pupils proved to be accomplished speakers who delivered their lines with aplomb. Pupils' writing skills are very well-developed as seen

through, for example, well-written essays in English, and extensively researched projects for the Extended Project Qualification (EPQ). In discussions, pupils, including those with SEND, said that they are confident communicators because there is an atmosphere of mutual respect. Pupils listen to the views of others, discuss ideas with confidence and ask challenging questions to refine their thinking. For example, in a Year 8 religious studies lesson pupils compared biblical stories about the Israelites with modern challenges surrounding refugees, and then reflected on their own reaction to these issues. In all of these areas, a strong contributory factor is the commitment of the staff as a whole to give pupils every opportunity to read widely, engage in discussions, have the time and space to listen to one another and form their own ideas, to write creatively and to speak in public.

- 3.6 Pupils display excellent attitudes to learning, demonstrating an intrinsic motivation and determination to do well. For example, in a Year 6 English lesson pupils demonstrated excellent self-study skills by using working walls and thesauruses to improve their work. This confirms the leaders' effective response to the previous inspection to ensure that teaching includes a range of methods that will develop pupils' independence as learners. In the scrutiny of work, Year 13 pupils engaged actively with feedback to refine their essays considering the impact of the two world wars on the expansion of the British Empire. In discussions, pupils throughout the school were keen to point out that they are encouraged to think things through independently before seeking help from their teachers, and that this makes a significant difference to their confidence and study skills. Pupils are keen and active learners who engage readily in collaborative work. In the EYFS, the children worked together extremely successfully as they shared cutters during imaginative play with modelling dough. In a GCSE science lesson, pupils displayed strong collaborative skills as they worked together on an experiment to test for carbon dioxide. In responses to the pre-inspection questionnaire, a very large majority of parents agreed that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.7 Pupils, including those with SEND and those with EAL, make rapid progress over time, as evidenced by comprehensive assessment data. Their progress in lessons is facilitated by focused and well-resourced teaching alongside a culture where pupils are determined to make the best use of their time. Pupils' attainment at A level has been consistently above the national average during the years 2018 to 2019, with over half of pupils achieving grades A* or A. During the years 2020 to 2021 pupils continued to achieve excellent grades in their centre-assessed and teacher-assessed grades. As a result, most pupils are extremely successful in gaining places at their first-choice universities. This amply fulfils the school's aim to promote academic excellence by encouraging pupils to aim for aspirational goals. Pupils' attainment at GCSE has been equally strong during the years 2018 to 2019, with at least half of pupils achieving grades 7 to 9. Centre-assessed and teacher-assessed grades in the years 2020 and 2021 show results consistent with this attainment. In discussion, pupils were keen to point to the quality of teaching and the individualised support they receive from both teachers and pastoral staff as key contributory factors to their academic success. In the EYFS, all children are exceeding the expected norms for their age, and in Year 1 to Year 6 almost all pupils meet or exceed their age-related expectation in English and mathematics. In responses to the questionnaire, a very large majority of parents agreed that teaching enables their child to make progress.
- 3.8 Pupils make rapid progress in developing knowledge, skills and understanding as a result of the supportive and collaborative learning environment and the determination of the pupils. They explore ideas in depth and make excellent use of concepts acquired in previous lessons. For example, in a GCSE history lesson, pupils showed an excellent understanding of the key factors involved in Catholic plots under Elizabeth I and were able to extrapolate themes, and in an A-level Latin lesson pupils applied previous understanding of Cicero with confidence. During the EYFS nativity production the children sang with an excellent sense of the shape of the melody, and in a Year 3 music lesson pupils maintained their own part and sang in tune when performing simple melodies by ear. Under the careful guidance of teachers, sixth-form pupils developed an extremely good understanding of homologous chromosomes and Year 9 pupils displayed excellent creativity as they created garments, inspired by *The Hunger Games*, using recycled materials.

- 3.9 The pupils' well-developed numeracy skills are reflected in the excellent standards achieved in GCSE and A-level examinations, and in the high-quality work observed in lessons. As pupils progress through the school they apply their numerical and mathematical skills to a range of problems with confidence. For example, EYFS children were able to count eyes and antlers correctly when making a reindeer picture, and pupils in Year 1 displayed an excellent understanding of place value when ordering numbers up to 100. This is due to well-pitched learning activities and the focus on number skills to support pupils' learning. In a physical education lesson, GCSE pupils displayed strong numerical competency when analysing the results of practical tasks, and in the scrutiny of work, sixth-form pupils applied their mathematical skills very successfully when drawing Boltzmann distributions to explain why the rate of reaction increases with temperature.
- 3.10 Pupils are highly competent users of information and communication technology (ICT) and apply their skills well to support their learning. For example, during periods of remote learning pupils used online video learning platforms very effectively to access lessons and resources, and to collaborate with their peers. These skills are continuing to be used, as in a Year 9 music lesson when pupils who were absent from school contributed very effectively to a peer feedback session. This has been driven by the initiative of leadership and governance to develop the use of digital technology for learning and teaching. As they progress through the school, pupils use digital technology naturally to support and extend their learning. In a Year 3 history lesson pupils conducted web-based research with ease as they prepared a fact file on Tutankhamun. Sixth-form pupils have developed particularly high-level skills in the use of software for editing films and have become extremely proficient at using Gantt charts while scheduling their EPQs. Pupils with SEND make excellent use of specific software to enhance their learning experience. This enables them to make progress in line with their peers.
- 3.11 Pupils demonstrate well-developed thinking skills and relish the opportunity to form their own hypotheses. From the youngest years, pupils use these skills with confidence because they are encouraged to extend their understanding through open questions and appropriate tasks. In a Year 2 history lesson pupils demonstrated excellent ability to think for themselves as they hypothesised why the River Thames was important during the Great Fire of London. Pupils displayed highly creative problem-solving skills in a Year 9 Computer Science lesson as they built, assessed and manipulated database queries. In a GCSE French lesson pupils showed an excellent ability to draw on prior knowledge and different sources to build translating skills for challenging vocabulary. Pupils, including the more able, relish the extra opportunities for challenge which are available on a regular basis during lessons and in extra-curricular activities. This is as a result of the *Aim Higher* programme which has been introduced by leaders to raise pupils' expectations and aspirations. Pupils display an excellent understanding of how to research effectively when using a wide range of sources for their extended project work. Written work scrutinised shows pupils' sophisticated skills when structuring arguments and reaching well-supported judgements. This ability to research is supported by a curriculum and co-curricular programme that provides many opportunities for pupils to develop such skills.
- 3.12 Throughout the school, pupils achieve excellent standards in a vast array of co-curricular activities and pursuits. They regularly gain considerable success at county, national and international level in a variety of sports including athletics, netball, hockey and swimming. Pupils excel in the UK Maths Challenge, the Primary Maths Challenge, the Cambridge Chemistry Challenge and the Biology Challenge, art, literary, and writing competitions. Other notable successes include a place in the national finals of the National Business Enterprise competition. Pupils gain strong success in external speech, drama and music examinations, and excellent artistic achievement is evident in the quality of the artwork on display throughout the school. Pupils achieve highly in these areas partly because school leaders, governors and staff foster teamwork and encourage pupils to pursue their interests to the highest level.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate an outstanding sense of community and identity as a school. They display an excellent level of respect for one another, regardless of any perceived difference. For example, pupils were comfortable speaking about their disabilities, both in discussion groups and during assemblies. Pupils show great sensitivity and respect for those from different backgrounds and with different learning needs to themselves. In discussions, pupils who had joined the school in the sixth form spoke very highly of the atmosphere of inclusivity they encountered amongst the pupils. They are extremely accepting and value the right of everyone to be themselves, which satisfies the core Marist value to build a genuine community of individuals. Pupils relish the opportunity to challenge perceptions and gain a better understanding of different cultures. For example, whilst walking through the school grounds after a GCSE French lesson, pupils continued to engage in keen debate about the amendment that would ban girls from wearing hijabs in public in France. Pupils speak knowledgeably about the Black Lives Matter movement and the strong emotions it engendered throughout the school. Younger pupils take pleasure in sharing their cultural traditions and celebrations with each other. For example, EYFS children enjoyed making patterns to celebrate Diwali. In questionnaire responses, an overwhelming majority of parents said that the school actively promotes the values of democracy, respect, and tolerance of other people, although a very small minority of pupils did not agree that pupils treat each other with respect. In interviews, it was clear that pupils are very accepting of each other whilst seeking to encourage one another to understand alternative points of view. Their commitment to inclusivity, is as a result of belonging to a harmonious school and the dedication of the leadership to ensuring that everyone is treated equally and fairly.
- 3.15 Pupils develop an excellent understanding and appreciation of the spiritual and non-material aspects of life. In discussions, pupils of all ages spoke of how taking an active part in the liturgical programme of the school enriches their spiritual awareness. Pupils felt that assemblies encourage them to think broadly and openly, as there is always a focus on spiritual development. There is a remarkably strong sense of calmness throughout the school. In discussions, Year 7 pupils explained how chapel lessons give them the opportunity to reflect and appreciate stillness. Pupils show a considerable appreciation of their natural surroundings as a result of the school's development of outdoor learning. They are encouraged to stop and notice their natural environment, and this offers a sense of awe and wonder in the simplest things, as seen when prep school pupils realised that fungi growing on a sycamore tree was a sign of the air quality.
- 3.16 Pupils show an excellent understanding of how to stay safe and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. Pupils' well-being is strongly promoted because the school recognises the possible impact of mental illness and stress on pupils and as a result employs emotional support assistants and a counsellor to support them. Prep school pupils are strongly aware that their daily walk around the playground is good for their mental health. Pupils in the senior school appreciate the opportunity to participate in sports and activities which extend their skills and also allow them to develop an appreciation that an active lifestyle is beneficial to mental well-being. EYFS children showed an excellent understanding of how to keep teeth healthy by using role-play to book dentist appointments and by cleaning models of dirty teeth. In discussions, older pupils said that they value the PSHE sessions that they have had on topics such as consent, but would be keen to learn more about how to stay safe when they leave school. Pupils stated that they felt particularly supported during periods of remote learning, asserting that the school made a concerted effort to check their well-being and organise online activities, such as yoga and danceathons.
- 3.17 From the moment they join the school, pupils make rapid progress in developing their self-confidence, resilience, self-discipline, and other personal skills. Within the school, pupils show a distinctive degree of self-confidence without being overbearing; they are comfortable in themselves as they are trying to be the best that they can be, rather than comparing themselves to others. Pupils of all ages relish contributing to discussions and conferring with their peers to enhance their learning. Pupils with SEND

are very positive about the help they receive because they understand that help offered supports their self-confidence and self-esteem. Year 6 pupils spoke of how they feel confident about joining the senior school as a result of the transition events that have been organised for them. In questionnaire responses, a very large majority of parents said that the school helps their child to be confident and independent.

- 3.18 Pupils have a very clear understanding of how the decisions they make now will influence their own future success. Younger pupils think very carefully when selecting the subjects they will study and older pupils recognise the importance of their decisions when selecting pathways to their future careers. In discussions, pupils asserted that they feel well-prepared for the academic challenges at university, but they expressed a desire to strengthen their personal development further by becoming more aware of the challenges and pressures that they will encounter after they leave school. Pupils show notable resilience and pupil discussions confirmed that they have a very clear understanding of how to improve their own learning. They respond actively to feedback from teachers and persevere to improve their work. For example, in a Year 1 mathematics lesson pupils showed strong resilience when facing challenging extension work, and GCSE pupils demonstrated a distinctive degree of resilience whilst grappling with higher level vocabulary in a difficult passage from *Les Intouchables*. Pupils were firm in their acknowledgement of their teachers' roles in raising their self-belief, recognising that personalised critical feedback and support is at the heart of their success as learners.
- 3.19 Pupils display a notably strong moral compass which is inherent in the culture of the school. In discussions pupils displayed a very clear understanding of what is right and wrong, as shown in their expression of zero tolerance of any bullying. Pupils have a very well-developed sense of responsibility, rights and compassion and are able to discuss issues of morality with confidence. In a sixth-form politics lesson, pupils were able to discuss the tension between individual right and collective rights and showed a sympathetic understanding of when responsibilities supersede rights. Prep school pupils spoke knowledgeably and earnestly about the values espoused during the *One Kind Word* assembly which took place as a part of anti-bullying week. During the inspection it was observed that pupils are kind to each other, show respect to visitors and are extremely well-mannered.
- 3.20 Pupils are extremely good at supporting others in the school community and collaborating with their peers. In discussions with inspectors, they spoke warmly of a culture of mutual support where pupils and staff will go out of their way to help each other. Prep school pupils spoke of how they value the support of older pupils during extra-curricular activities, and Year 7 pupils showed appreciation for the team building exercises, led by Year 9 pupils, that helped them to settle into the school. Pupils relish the opportunity to put forward their views through activities such as the school council. They understand that they can make a real difference to everyone, such as when suggesting greater access to classrooms during lunchtimes for those who want to study. Pupils' excellent social awareness is evident in the ease with which they talk to, and interact with adults, and in their positive engagement with each other both in and outside lessons. Pupils who spoke to the inspectors passionately voiced the belief that their school is a community built on kindness, consideration, and respect. EYFS children were seen to take turns and share resources because they are encouraged by their teachers to negotiate ideas, resolve conflicts and work collaboratively together in social situations.
- 3.21 Pupils make a very strong contribution to the local community which includes preparing boxes for the homeless, supporting the local foodbank and volunteering in primary schools. They are instrumental in choosing the charities that they want to support and of thinking of ways in which to really help others. For example, younger pupils planted bulbs for residents in a retirement village at Christmas, since they thought that this would be better than just writing a letter, and older pupils raise money to fund their trip to Lourdes to accompany children with additional needs. During the lockdown, sixth-form pupils organised their own volunteering for one afternoon a week, which included community litter picking and shopping for the elderly and vulnerable. There is a strong understanding amongst pupils that community service is important, and they are very willing to support community events.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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

Mrs Sue Clarke	Reporting inspector
Mr Ieuan Weir	Compliance team inspector (Deputy headmaster, HMC school)
Mr Ralph Dalton	Team inspector (Headteacher, ISA school)
Mr Guy Sanderson	Team inspector (Headmaster, HMC school)