



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
STONYHURST COLLEGE**

# INDEPENDENT SCHOOLS INSPECTORATE

## Stonyhurst College

Full Name of School	<b>Stonyhurst College</b>
DfE Number	<b>888/6000</b>
Registered Charity Number	<b>1127929</b>
Address	<b>Stonyhurst College Stonyhurst Clitheroe Lancashire BB7 9PZ</b>
Telephone Number	<b>01254 826345</b>
Fax Number	<b>01254 827101</b>
Email Address	<b>admissions@stonyhurst.ac.uk</b>
Headmaster	<b>Mr Andrew Johnson</b>
Chair of Governors	<b>Mr John Cowdall</b>
Age Range	<b>2 to 18</b>
Total Number of Pupils	<b>720</b>
Gender of Pupils	<b>Boys and Girls (410 boys; 310 girls)</b>
Numbers by Age	2-5 (EYFS): <b>32</b> 5-11: <b>122</b> 11-18: <b>566</b>
Number of Day Pupils	Total: <b>356</b>
Number of Boarders	Total: <b>364</b> Full: <b>311</b> Weekly: <b>53</b>
Head of EYFS Setting	<b>Miss Charina Clarkson</b>
EYFS Gender	<b>Boys and Girls</b>
Inspection Dates	<b>15 Mar to 18 Mar 2016</b>

## PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI boarding intermediate inspection was in April 2014 and the previous ISI standard inspection was in March 2010.

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

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

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

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

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

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

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

**'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mrs Deborah Forbes	Reporting Inspector
Mr Richard Barr	Team Inspector (Former Head of Sixth Form, HMC school)
Mr Anthony Duffield	Team Inspector (Head of Science, HMC school)
Mr Neil Gabriel	Team Inspector (Headmaster, HMC/IAPS school)
Mrs Sharon Gleed-Smith	Team Inspector (Former Inclusion Manager, GSA school)
Mr Geoffrey Hill	Team Inspector (Former Head of Department, HMC school)
Mrs Myra Rodgers	Team Inspector for Boarding (Former Housemistress, GSA school)
Mrs Sian Woosnam	Team Inspector (Head, Society of Heads school)
Dr Ernst Zillekins	Team Inspector (Former Head of Department, HMC school)
Miss Margaret Pepper	Co-ordinating Inspector for Boarding
Mrs Kia Jackson	Co-ordinating Inspector for Early Years

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>3</b>
<b>(a) Main findings</b>	<b>3</b>
<b>(b) Action points</b>	<b>4</b>
(i) Compliance with regulatory requirements	4
(ii) Recommendations for further improvement	4
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>5</b>
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>9</b>
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	11
(d) The quality of boarding	12
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
(a) The quality of governance	14
(b) The quality of leadership and management, including links with parents, carers and guardians	14

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Stonyhurst College, which includes Stonyhurst St Mary's Hall, its preparatory school, is a Roman Catholic, independent, co-educational boarding and day school for pupils aged from 2 to 18, located near Clitheroe in Lancashire. It was founded in the Spanish Netherlands in 1593 by the Jesuit order. It was moved to the UK in 1794 and in 2009 it became a new charitable trust, governed by trustees.
- 1.2 The school aims to provide for a caring, supportive and prayerful community in which pupils are challenged to give of their best in all that they do. It seeks to nurture independently minded young people, able and willing to stand up for their beliefs, and to prepare them intellectually, spiritually and emotionally to provide leadership and to be 'men and women for others'.
- 1.3 The pupils are based in three buildings. The youngest pupils are accommodated in a pre-preparatory school building for the Early Years Foundation Stage (EYFS), and Years 1 and 2. This is administered as part of the preparatory school, which accommodates pupils in Years 3 to 8. The main Stonyhurst College building houses senior pupils in Years 9 to 13.
- 1.4 Since the previous inspection a new 40-bed boarding house for senior boys and refectory and kitchens have been built. The church has also been renovated. In a reorganisation, pupils in Years 7 and 8 form part of St Mary's Hall pastorally but are taught by the academic departments of the senior school. The International Baccalaureate (IB) was introduced in 2013.
- 1.5 Currently, 720 pupils are on the school roll, 410 boys and 310 girls. There are 263 pupils aged 3 to 13, of whom 32 are in the EYFS. In the senior school, there are 457 pupils. Boarders are accommodated in nine areas on the site. The 45 youngest boarders, in Years 4 to 8, are accommodated in St Mary's Hall, and the 319 senior boarders, in Years 9 to 13, are accommodated in 8 boarding houses, 7 of which are in the main building of the senior school. The ability of the pupils at all ages is mixed but above the national average overall. The majority of the day pupils are of white British ethnicity and are from professional, business and agricultural backgrounds. Boarders are from many parts of the UK and over 30 other countries, including the Americas, Europe, Africa, the Middle East and the Far East.
- 1.6 The school identifies 134 pupils as having special educational needs and/or disabilities (SEND), most of whom have dyslexia or dyspraxia. Ninety require support. There is one pupil with an education, health and care (EHC) plan. In total, 195 pupils speak English as an additional language (EAL), of whom 83 require support.

- 1.7 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following tables.

***Pre-preparatory School: EYFS Setting***

School	NC name
FSP	Nursery (age 2)
FSP 1	Nursery (ages 3 to 4)
FSP 2	Reception

***Pre-preparatory School: Years 1 and 2***

School	NC name
Pre-prep 1	Year 1
Pre-prep 2	Year 2

***Preparatory School***

School	NC name
Lower Prep	Year 3
Upper Prep	Year 4
Lower Elements	Year 5
Upper Elements	Year 6
Figures	Year 7
Rudiments	Year 8

***Senior School***

School	NC name
Lower Grammar	Year 9
Grammar	Year 10
Syntax	Year 11
Poetry	Year 12
Rhetoric	Year 13



## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The success of the school lies in the fulfilment of its aim to prepare young people intellectually, spiritually and emotionally to provide leadership in facing the problems of the modern world. Pupils' achievements are good, supported by an excellent curriculum and effective teaching. They learn to think carefully and are prepared intellectually for adult life. Children in the EYFS learn about their environment and how to respect and preserve it. As they grow older, pupils' intellectual development enables them to gain qualifications to help them attain positions of leadership, to apply reason to situations which they may encounter and to find solutions to problems. The vibrant curriculum is supported by extensive extra-curricular opportunities, giving pupils experience of a range of intellectual disciplines, but work with technology in the EYFS is not fully developed. Good teaching supports the achievements of pupils of all abilities, including those with SEND or EAL, demonstrating that the school has responded to the recommendations of the previous inspection. Opportunities to challenge the more able pupils to extend their learning are strong in some of the teaching, but are not consistent.
- 2.2 The outstanding personal development of the pupils is a clear indication of how the school prepares them spiritually and emotionally to provide leadership, in keeping with its aims. Throughout their time at school, from the EYFS onwards, pupils develop an appreciation of non-material aspects of the world. They are kind, polite and friendly, able to articulate their opinions and feelings and ready to take on responsibilities. The tradition of service to their own community, and to the local and wider communities is deeply embedded in the culture of the school and pupils learn to be leaders without arrogance or self-importance. Excellent pastoral care and the excellent boarding experience further contribute to pupils' resilience and independence.
- 2.3 Governance of the school is highly effective and ensures that the welfare, health and safety of the pupils are a priority. Governors monitor thoroughly the achievements and provision of the school and pay attention to ensuring that the ethos of the school is maintained. Leadership and management are excellent. They set an excellent example to the pupils, being strong, energetic and highly attentive to the needs of individuals. In each of the three sections of the school, leadership ensures that appropriate education for the pupils' ages is provided, and that pupils can develop within a framework of care, reflecting the Jesuit principles of education. Links with parents ensure that relationships are constructive and that parents are thoroughly involved with the work and progress of their children.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

### **(ii) Recommendations for further improvement**

- 2.6 The school is advised to make the following improvements.
1. Ensure that the challenge which extends learning for the more able pupils in some of the teaching is provided in all.
  2. Extend opportunities for children in the EYFS to understand and engage with a wider range of technology in the classroom.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of the pupils' achievements and learning is good.
- 3.2 The pupils are well educated in line with the school's aim to prepare young people intellectually, spiritually and emotionally for the modern world. They achieve well academically and across a wide range of sporting, musical and other creative activities.
- 3.3 In the EYFS, children thoroughly enjoy their learning and they achieve well in relation to their starting points and capabilities, including those with SEND or EAL and the more able. The youngest can count up to twelve and some know that five and five make ten. In Reception, children can count to one hundred and some can count in tens. Some are beginning to read independently. The children are enthusiastic investigators and concentrate well when singing number rhymes. They are observant and are excited by new words, such as 'blustery' and 'florist'. They delight in exploring the woodlands for insects. They are active learners who make good use of their outdoor classroom areas to develop physical competence, riding on bicycles, using the climbing frame and when making large drawings outside.
- 3.4 Throughout the rest of the school, pupils apply literacy and mathematical skills effectively. Pupils' knowledge and understanding are good, as are the presentation of work and their ability to communicate clearly and with confidence, in writing and orally. They discuss challenging concepts eloquently and ask perceptive questions. For example, in a preparatory school class, pupils wrote descriptively about 'Footprints from the past', using the senior school's fossils as a stimulus. In a GCSE English class, pupils discussed the Syrian refugee situation in depth. Pupils are encouraged to think for themselves from an early age and they develop strong skills of logical thought and argument. They use information and communication technology (ICT) confidently.
- 3.5 Senior pupils successfully compete in a range of national academic competitions, including those in science and mathematics. In physics, pupils recently won a national robotics competition, the Robo Cup, in which they designed and built a soccer-playing robot. Pupils also reach high levels in music examinations.
- 3.6 Pupils achieve excellence in physical education (PE) and sport throughout the school. Preparatory school girls play hockey at county level and there have been tournament successes in netball, rugby and cross country. In rugby and basketball the under-18 teams are currently county champions, and individual successes are recorded in shooting, swimming, netball, athletics, soccer and badminton. Senior pupils also achieve excellence in The Duke of Edinburgh's Award (DofE) scheme, with six gold awards completed so far in the current academic year. The vast majority of pupils proceed to university. In 2015, three-quarters of the leavers went to their first choice of university in the UK and overseas, some being awarded scholarships, for example in dramatic arts.
- 3.7 Pupils' attainment in the preparatory school cannot be measured in relation to performance against a fixed national average, but from learning observed, workbooks and discussions, it is judged that pupils make good progress and achieve well across a wide range of subjects, from their individual starting points. In the senior school, the following analysis uses the national data for the years 2012 to

2014. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been above the national average for maintained schools and results in International GCSE examinations are higher than worldwide norms. Results in A-level examinations are in line with the national average for maintained schools, with those in 2013 being similar to the national average for maintained selective schools. In 2015 the school gained its best ever A-level results, and its first cohort of pupils studying for the IB successfully completed the courses. This level of attainment shows that pupils in the senior school also make good progress.

- 3.8 Pupils with SEND or EAL are identified early and their needs are taken into account in the planning and delivery of lessons, as well as in one-to-one support where necessary, and they make good progress. The more able pupils also make good progress, though it is not as rapid as possible because teachers do not always plan work that is sufficiently challenging for them.
- 3.9 Throughout the school pupils are effective learners whose achievements are strongly supported by their positive attitudes, excellent behaviour and the encouragement they receive from their teachers. Pupils are ready to accept responsibility for much of their own learning and support each other in their efforts to achieve well.

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

- 3.10 The contribution of curricular and extra-curricular provision is excellent.
- 3.11 The curriculum in the EYFS covers all the areas of learning in an imaginative and stimulating way and enables the children to reach the expected levels of development. It is enriched by visiting speakers, such as a bee keeper, and by outside visits to places such as Clitheroe Castle. Children have the opportunity to participate in a range of extra-curricular activities, such as tennis and a craft club. Specialist teachers in PE, swimming, music and drama enhance the children's learning and help the transition to Year 1 by introducing the children to those who will be teaching them later on in the school. Information and communication technology is used to support their learning, but there are insufficient opportunities for them to understand and engage with a wider range of ICT control and other technology.
- 3.12 Throughout the rest of the school, the curriculum is excellent in its coverage of the requisite areas of learning, includes religious education (RE) and meets thoroughly the needs of all age groups and abilities. It offers flexibility to accommodate the needs of those pupils who experience difficulty with literacy skills, who may spend time receiving learning support rather than studying a modern foreign language. Any pupil with an EHC plan receives tailored provision.
- 3.13 In Years 1 to 6, the International Primary Curriculum (IPC) has been introduced, giving pupils the opportunity to explore cross-curricular themes. Pupils enjoy the chance to experience independent learning and to use the internet for research. They benefit from specialist teaching in modern foreign languages, art, music, drama, computing and sport. The curriculum is enhanced by such resources as an adjacent woodland area, a large art studio and a purpose-built theatre in which pupils can perform to their parents.
- 3.14 Pupils in Years 7 and 8, although housed in the preparatory school, follow the academic curriculum of the senior school. Most of their lessons are taught by senior

school teachers. This arrangement aids their transition to the senior school and provides continuity in learning. In art, PE, music and drama, they are taught as part of the preparatory school, so that they can enjoy being members of senior teams or the senior performers in plays and concerts. When pupils enter the senior school in Year 9, they continue the academic curriculum begun in Year 7, with the addition of design technology, the option of another modern foreign language, and Latin or Greek.

- 3.15 The provision for pupils with SEND includes continuity throughout their school career. Staff are trained in strategies for teaching pupils with SEND. From Year 1, the excellent provision for personal, social and health education (PSHE) reflects the school's aim for pupils to understand what it means to live a good life within a framework of Christian values.
- 3.16 The sixth-form curriculum offers a wide choice of A-level subjects and an extensive programme of outside speakers. Since the previous inspection the curriculum has been extended by the addition of the IB.
- 3.17 Careers education begins in the preparatory school and forms part of the PSHE programme through the school. Years 12 and 13 receive a good range of impartial advice and guidance from their tutors as well as outside speakers and assistance from the careers department. Pupils affirmed in interviews that they are happy with the guidance that they receive.
- 3.18 In their responses to the pre-inspection questionnaire, the vast majority of pupils indicated satisfaction with the extra-curricular range of activities. The excellent choice includes individual and team sports, the Combined Cadet Force, drama, dance, art, chess and various musical options, such as choirs, orchestras and playing solo instruments. Numerous trips are available in all sections of the school which help to promote pupils' personal skills. For example, the youngest pupils explore a local sculpture park, Year 7 visit France and a recent geography trip to Morocco took place in Year 13.
- 3.19 Links with the community are a strong feature of school life. For example, in the preparatory school, pupils have links with local schools, and senior school pupils can participate in a community service programme. Links are strong with national and international charities, and with the Jesuit community throughout the world.

### **3.(c) The contribution of teaching**

- 3.20 The contribution of teaching is good.
- 3.21 In the EYFS, staff know the children and their interests and abilities extremely well, which enables them to tailor activities. Teachers have high expectations of the children and frequently give them challenges that engage and motivate them, such as making a tessellation pattern or a symmetrical model. Younger children are helped to develop their fine motor skills through the regular Finger Gym, where they are challenged, for example, to thread wool through a colander. Thorough and meticulous assessment enables the staff to incorporate the next steps of learning for each child into their planning. Staff are keen to promote learning and make effective use of a range of high quality resources.
- 3.22 Teaching supports the aim of the school to develop the pupils' talents by challenging them to give of their very best in all that they do. Links between ethics and politics are covered in lessons in an unbiased and non-partisan manner, and other issues in

Britain and the wider world are often investigated impartially. The positive impact of teaching, over the whole school, is evident in pupils' good progress. New structures have been put in place recently to foster greater sharing of good practice. Consequently, some teaching is excellent, showing that the school has responded well to the related recommendations of the previous inspection.

- 3.23 Throughout the school, lessons are well planned and meet pupils' needs, supporting those with SEND or EAL and the more able, and enabling good progress. Teachers are aware of the individual needs of their pupils and are given strategies to help them to work effectively with pupils with SEND. Provision for those with an EHC plan is meticulously planned and meets all requirements. At its best, teaching offers more able pupils challenge, for example through their contributions to class discussions. This level of challenge is not consistently evident, and materials used in some teaching limit opportunities for pupils to extend their learning. Teaching is particularly stimulating when pupils are given the opportunity to work independently and co-operatively, as seen in IPC sessions where pupils researched housing in a different country to design and then market a property. It was also evident in senior school teaching in IB biology, when pupils of all abilities were able to summarise individual topics and present them to their peers. Teachers' subject knowledge is excellent and their enthusiasm encourages pupils to do their best.
- 3.24 Teaching methods are chosen to ensure that pupils consolidate their knowledge and understanding effectively. Marking is constructive and the best includes written dialogue that enables pupils to understand how to improve. Assessment of pupils' progress is systematic. In the preparatory school, progress is tracked using a computerised system, and the standardised information in English and mathematics guides future planning and teaching methods. In the senior school, assessment processes are increasingly effective, following the introduction of a tracking system to support the grading of pupils' work and the evaluation of their progress by individual subject teachers.
- 3.25 Teachers maintain high standards of pupil behaviour. They enjoy supportive relationships with the pupils, and pupils are keen to respond positively in class. A very large majority of pupils who responded to the questionnaire said that their teachers help them to learn. They appreciate the willingness of teachers to give them time and encouragement.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Throughout the EYFS and from the youngest age, children are keen to make a positive contribution by sharing and helping one another. They offer assistance without being asked. They co-operate well when working in pairs, such as in music, when making up a sound to describe hailstones. Children praise each other's paintings spontaneously. They respect and tolerate one another, for instance when one of the group was not keen to touch a slug in the woodland area. The children's desire to help others introduces them to values to enable them to make a future positive contribution to modern democracy in society, one of several British characteristics that are actively promoted. They choose well and readily work together when playing and developing imaginative games on the climbing frame. From the youngest age, children are known and accepted for who they are, and all are thoroughly prepared for the transition to the next class.
- 4.3 In the other sections of the school, pupils show the strong impact of the school's work to actively promote understanding of democracy, individual liberty, the rule of law, and tolerance and respect. Their understanding is evident across the curriculum, including as a result of a programme in which RE, philosophy and PSHE are studied and debated. Pupils discuss and formulate their views within these sessions and they also learn about the rule of law and individual liberty through visiting speakers. Learning about democracy was enhanced recently when pupils throughout the school took part in a mock general election.
- 4.4 The pupils' excellent spiritual development is nurtured by the powerful Christian ethos that pervades the school. Pupils are self-confident, demonstrating their beliefs in different ways. Preparatory school pupils write their own prayers and GCSE groups begin to understand the complexity of the current refugee situation. At all ages, pupils are kind, helpful and friendly. Through music, drama, dance and art, they express a mature understanding of a world beyond the material. They appreciate the beauty of their surroundings and the inspirational setting for reflection and prayer offered in the five chapels within the school grounds.
- 4.5 The moral development of the pupils is excellent. They have a clear sense of right and wrong, observing school rules and exercising self-discipline. From an early age, they perceive the need for considerate and sensitive behaviour. Older pupils understand and respect English laws as well as moral and ethical values. Older pupils learn about democracy by visiting parliament and from visits to the school by local politicians of all parties.
- 4.6 The pupils' social development is excellent. They relate readily to each other and are respectful in relationships throughout the school. Pupils eagerly take on positions of responsibility. In the preparatory and senior schools, pupils can represent the views of their peers on the school council. Year 13 pupils can serve on The Committee, which is a group of school prefects, and there are many opportunities for younger pupils to be mentors, monitors and team captains. All pupils demonstrate a genuine concern for those less fortunate than themselves through a strong commitment to charitable and voluntary work, in service to the community. Pupils raise funds for local, national and international charities. Sixth-form pupils organise a banquet for parents to raise money to provide a week's

holiday at Stonyhurst for disabled children. They help with the care of the children for that week. Two schools in Zimbabwe are also supported by the pupils. Many pupils are involved in community service within DofE activities, as well as a broader programme for voluntary service.

- 4.7 The pupils' cultural development is excellent. Pupils gain an appreciation of, and a respect for, their own and other cultures through their curricular and extra-curricular experiences at the school. They understand the importance of identifying discrimination and eliminating it. The pupil body includes a variety of cultures, nationalities and faiths, all of whom are welcomed into the school community. Pupils learn from each other and are respectful of their peers' values. All enjoy the themed meals presented by the catering department, representing the food of different countries. Pupils of all ages participate in visits to various countries on sports and choir tours and for art trips.
- 4.8 By the time they leave, the personal skills of pupils are excellent. They are well-rounded individuals who are self-assured, articulate and confident, and respectful of others regardless of background or personal characteristics.

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

- 4.9 The contribution of arrangements for pastoral care is excellent.
- 4.10 Pastoral care is meticulous and well co-ordinated across all sections of the school. All children in the EYFS have a key person who observes and records their achievements. Excellent, warm relationships within the setting enable children to develop their own positive relationships. They feel happy, safe and secure within the setting. They behave well. Children have many opportunities for healthy exercise in PE, games and swimming, and when they have lessons in the woodland. They understand that broccoli and fish are nutritious, and enjoy the healthy food provided by the school.
- 4.11 In the preparatory and senior schools, the unified approach to pastoral care is rooted in the house system, or Playrooms, as it is known. Pastoral leaders and tutors guide pastoral provision for each pupil; additional support and advice are available from senior management, the chaplain and school counsellor. Teachers know their pupils extremely well and relationships are excellent. Full account is taken of the different needs of pupils, including those with SEND or EAL, to ensure that all are included fully in the life of the school.
- 4.12 Effective procedures are in place for promoting good behaviour and guarding against harassment and bullying. In their responses to the pre-inspection questionnaire, a very small minority of pupils and parents said that the school does not always handle behaviour issues or bullying well. In scrutinising records, inspectors found clear evidence of action taken and regular, effective monitoring. In dealing with the previous inspection recommendation, the school has reviewed its sanctions and rewards policy. A minority of pupils said in questionnaire responses that sanctions and rewards are unfairly awarded. A scrutiny of records showed that these are awarded appropriately and in accordance with the policy.
- 4.13 Meals provide an appetising range of fresh fruit and vegetables that encourage pupils to have a healthy lifestyle. There is a strong sporting tradition and pupils are given opportunities to take up regular exercise through the extensive extra-curricular programme of activities.



- 4.14 The school has a suitable accessibility plan and strong efforts are made to ensure ongoing improvement of access to learning for pupils with special educational needs and/or disabilities.
- 4.15 In pre-inspection questionnaire responses, a minority of pupils felt that the school does not always seek or listen to their views. Inspectors found throughout the school a variety of effective measures for seeking pupils' views and responding to requests. For example, through the efforts of the school council, the wireless internet system was improved.

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

- 4.16 The contribution of arrangements for welfare, health and safety is excellent.
- 4.17 In the EYFS, children's welfare is promoted thoroughly and this ensures the safeguarding of the children. All staff are trained in safeguarding, including how to prevent radicalisation and extremism. The school takes great care to promote prompt and regular attendance. Training in paediatric first aid promotes children's health and safety.
- 4.18 The whole-school policy for safeguarding pupils has regard to official guidance and is implemented effectively. All staff and volunteers receive thorough induction training that is regularly updated. Child protection training includes the prevention of radicalisation and extremism, educating pupils in safeguarding and monitoring internet access. Senior leads for safeguarding have established relationships with, and seek regular advice from, outside agencies.
- 4.19 The school site is maintained to a high standard by a team of staff who are trained in their roles and who successfully ensure the safety and cleanliness of the buildings and grounds. A health and safety committee, overseen by a governor, considers improvements and repairs. External consultants assist the school to meet fire safety requirements. Professionally trained nurses staff the health centre at all times and are always available to care for pupils who are injured or unwell. Risk assessments are thorough and cover buildings, activities and trips undertaken by the pupils. Departments within the school carry out their own risk assessments, regularly reviewing and updating them.
- 4.20 The admission and attendance records are properly maintained and correctly stored.

#### **4.(d) The quality of boarding**

- 4.21 The quality of boarding is excellent.
- 4.22 The outcomes for boarders are excellent. Boarders, when interviewed, said that they enjoy being part of the school community and its close family atmosphere. They spoke with pride of the pervading Jesuit tradition of care and service to others. Relationships between boarders and staff are extremely positive and boarders appreciate the care given by the staff in a variety of roles. Boarders of all ages and nationalities are supportive of each other, within a harmonious community. There are many opportunities for the boarders to express their views. Groups such as the catering committee, house committees and house councils are proactive, and pupils are confident in talking to staff about any issues that may arise. Committees have been successful in initiating changes, such as, in the preparatory school, the introduction of the boarders' kitchen and the purchase of bean bags for the common room. In the senior school, additional equipment has been purchased. Boarders make suggestions for outings at the weekend and the catering committee has instigated changes to menus. The boarders are confident that they are listened to. The school prefects have clearly defined roles. Appropriate training enables them to assist staff and support their fellow boarders. In the preparatory school the boarding committee is an enthusiastic group of Year 8 pupils who successfully fulfil their responsibilities for particular year groups, assisting in house routines.
- 4.23 The quality of boarding provision and care is excellent. All pupils new to the school are welcomed into the community and receive a comprehensive and age-appropriate induction programme. There are useful boarding handbooks available to help with the settling-in process and new boarders have a two-day induction before the beginning of term. Boarders say that there is a range of people they can talk to in times of need. Telephone numbers for the independent listener and the Children's Commissioner are prominently displayed. Boarders report that they feel safe in their environment and access to boarding areas is suitably controlled.
- 4.24 Appropriate policies are in place and fully implemented for boarders who are unwell or injured. The health centre provides excellent care and is fully staffed by trained individuals at all times. It provides comfortable accommodation for sick boarders and has been refurbished and redecorated, meeting the recommendation of the previous boarding inspection. Medication is correctly stored and dispensed. The arrangements for self-medication are rigorous, and the confidentiality and rights of boarders are respected. Boarders confirm that, should they be ill, they are well looked after. The doctor holds surgeries twice a week and local specialist services can be accessed, including dentists and opticians. Boarders can access the school counsellor directly, which provides another means of valuable support.
- 4.25 A study of menus and a check of what is on offer indicated that meals are of high quality. There is a wide choice of healthy dishes available, including a plentiful supply of fruit. Food is nutritious, well cooked and attractively presented. Special dietary needs are catered for. At all mealtimes, the boarders were seen to be enjoying the food. In their responses to the pre-inspection questionnaire a small minority of boarders said that they feel sufficient snacks are not available. Inspectors found that an ample supply of milk, bread and spreads is available to boarders within their kitchens to make evening snacks.
- 4.26 Boarders appreciate that the accommodation throughout the school is clean, comfortable and well furnished. Rooms vary in size. Younger boarders sleep in

rooms for six, whilst older pupils have individual rooms, some with en-suite facilities. Boarders can personalise their own areas, adding to the homely atmosphere. Common rooms provide comfortable areas where boarders can socialise and play games. Years 12 and 13 particularly appreciate their own coffee room for relaxation. The quality of décor in boarding areas is variable but there is a rolling programme of refurbishment.

- 4.27 In pre-inspection questionnaire responses a small minority of boarders stated that they are not happy with the balance of free time and activities. However, all boarders enjoy a range of weekend activities including visits to cities, the Lake District and outdoor activity centres. The extensive grounds further enhance the boarders' experience and provide safe recreational areas for all ages. Boarders have access to the world around them through newspapers, television and appropriate internet facilities. In response to the questionnaire, a minority of boarders indicated that they do not feel they can readily contact family and friends. Inspection found that boarders have several methods of contacting their families and, as in case of difficulty, landline facilities are always available.
- 4.28 The effectiveness of arrangements for welfare and safeguarding is excellent. Effective procedures and practices promote the safety of boarders. The school operates safer recruitment procedures for all staff. All staff, including ancillary staff, receive regular training in child protection and are aware of their responsibilities. The school has strong links with the local safeguarding board. Fire drills are carried out regularly in boarding time and boarders demonstrated a knowledge of evacuation procedures. Staff are always aware of boarders' whereabouts through the thorough procedures for registration and signing in and out. Highly effective communication amongst all boarding staff underpins the safety and welfare of boarders, who are well supervised, and supported throughout the day and night by qualified and caring staff. Protocols for missing boarders are known by staff and boarders. An effective anti-bullying policy helps to ensure that bullying, including cyber-bullying, rarely occurs. In responses to the pre-inspection questionnaire, an overwhelming majority of boarders stated that they feel safe. There are policies to promote good behaviour and boarders were seen to behave extremely well.
- 4.29 The effectiveness of the leadership and management of boarding is excellent. A clear statement of the school's boarding principles and practice is successfully implemented in practice and made available to boarders, parents and staff. Strategic planning and development by the governing body incorporate resources and accommodation facilities for boarding. Pastoral heads carry out their duties and responsibilities conscientiously, providing strong leadership to their team. There is a sense of teamwork amongst the boarding staff. Experienced pastoral staff mentor and support colleagues who are new to boarding roles, providing helpful and pragmatic advice. There are regular meetings comprising pastoral heads and senior management, and weekly meetings of pastoral heads with their dedicated teams. This consistent communication is highly effective in ensuring compliance with regulatory requirements. Information is effectively shared about boarders' welfare and their academic progress, resulting in excellent overall care. Responses to the pupil and parent questionnaires were overwhelmingly positive about the boarding provision.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 The governing body ensures that its oversight of the school focuses strongly on ensuring the quality of its present provision and its future, while nurturing the Jesuit ethos which underpins the school's mission. Governors' strategic plan is regularly considered so that responsible financial management enables them to maintain and improve the large, historic site and buildings. They ensure that all sections of the school are well resourced with high quality staff and facilities. A wide range of experience and expertise is represented on the governing body and governors' skills are employed to advantage in the committee structure. School policies are reviewed by the appropriate committee before being presented and discussed at full governing body meetings.
- 5.3 All aspects of monitoring the work of the school by governors are thorough, including checking and supporting the work of the EYFS and boarding provision. The safeguarding arrangements are scrutinised in detail and a thorough annual audit is conducted through strong links with staff with senior responsibility for safeguarding. Effective monitoring systems are in place to ensure that regulatory requirements are met, including those for welfare, health and safety, and for the handling of parental complaints. Governors' training is regular and includes training from outside consultants.
- 5.4 The governors are a supportive source of advice for the headmaster and school leaders. They also provide challenge to them through questioning and evaluating formal reports and presentations. They visit the school, sometimes with a particular focus, both formally and informally, and they attend school functions, interacting with parents, staff and pupils.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 In the welcoming, safe and stimulating environment of the EYFS, the educational programmes are effectively monitored to ensure equality of opportunity. Children are helped to understand diversity and develop an awareness of what it means to be British. Self-evaluation is effective and helps to ensure that ambitious vision and clear priorities for improvement are identified. Staff supervision is regular and has enabled all staff to develop their own learning through continuous professional development, supported by the school. Appraisal arrangements for the EYFS are being developed. The setting has made good progress in meeting the recommendations of the previous inspection to maximise the playground resources and facilities and their use, and to consolidate the flow of indoor and outdoor learning. The strong partnership with parents enables prompt interventions when necessary, and close engagement in their children's learning and progress. The very full written reports are exemplary in their clarity and the detail provided and, along with records of achievement, enable all parents to have a very clear picture of the progress their children are making.

- 5.7 The leadership and management of the school, at all levels, are highly successful in meeting the school's aim of creating a caring, supportive and prayerful community of pupils, staff and parents. Innovative and dynamic leadership provides clear direction, and led to the decision, two years ago, to alter the structure of the senior and preparatory schools in Years 7 and 8, so that pupils are taught academic lessons by senior school staff while remaining pastorally within the preparatory school. This arrangement works effectively for the benefit of the pupils, and its success depends on the high level of efficient communication that exists between management and teaching staff. A further innovation has been the introduction of the IB, carefully planned and resourced, which is helping to build a more international pupil body in Years 12 and 13.
- 5.8 Senior leaders are detailed and candid in their self-evaluation, which underpins the school development plan. They are collaborative with one another in their decisions about priorities and areas for development. Middle management plays an effective part. Follow-up of the priorities is effective. A recent initiative has been the creation of the post of heads of faculty, who manage the heads of departments within their subject areas. These groupings enable close co-operation between departments, for example to share the most effective practice. Greater use of data and target setting is being introduced through faculties in order to assist staff to ensure that pupils achieve their academic potential.
- 5.9 Senior leaders of the school are diligent in the implementation of policies, particularly with regard to safeguarding. The welfare of pupils is given a high priority at all stages. The excellent quality of the pupils' personal development at every age is attributable both to the quality of the care they receive and to the opportunities that the school's leaders provide. Leaders are able to recruit motivated, well-qualified members of staff who also relish the opportunities that the school offers them. Leaders ensure that staff and volunteers all undergo rigorous pre-employment recruitment checks and that all members of staff, teaching and non-teaching, are trained in child protection, welfare, and health and safety on a regular basis.
- 5.10 Leadership has developed a clear sense of 'one school', covering all ages of pupils from 2 to 18, considering carefully how each pupil may find an appropriate place within each of its three sections and enjoy a wide range of facilities and opportunities. The educational principles that form the school's Jesuit ethos are profoundly evident in the friendly, inclusive and democratic values promoted by school leaders.
- 5.11 Parents are overwhelmingly satisfied with the education and support provided for their children by the school. In response to the pre-inspection questionnaire parents strongly agreed that the school keeps their children safe and that they are well looked after. Parents almost all agreed that boarding and extra-curricular activities meet their children's needs. They commented positively that the staff are approachable, knowledgeable and professional beyond the call of duty. Parents praised the leadership of all parts of the school. There were a very few negative comments which related to some behaviour and bullying issues. The inspection team investigated these fully and found that any of the rare instances are dealt with promptly.
- 5.12 Parents commented positively about communication with the school through email, seminars and weekly updates. They value the fact that they can contact the school by email and receive an immediate response. They welcome the informal contact for parents with younger children. Parents especially welcome the therapeutic

response in times of difficulty. They are delighted that the school enables their children to be themselves and that the school helps with any friendship difficulties swiftly. All concerns are handled promptly and with care, and in accordance with the school's published procedures.

- 5.13 Parents have excellent opportunities to be actively involved in the work and progress of their children. They attend sports fixtures, concerts and assemblies, and are invited to coffee mornings and lunches.
- 5.14 An excellent range of high quality information is provided to the parents of current and prospective pupils at each stage of their children's education, including an informative prospectus and a series of talks about the school, its long history and its archives. This is carefully targeted to give parents the right information at the appropriate time for their children's age and stage in the school.
- 5.15 All parents receive reports every half term, some of which are grade reports following examinations. The reports give a lively description of individual pupils' work in every subject, including how they can improve their work. Tutor reports give a clear insight into pupils' personal achievements as well as their academic performance.

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