



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

PRIOR PARK COLLEGE

SEPTEMBER 2017



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SCHOOL'S DETAILS

School	Prior Park College			
DfE number	800/6001			
Registered charity number	281242			
Address	Prior Park College Ralph Allen Drive Bath Somerset BA2 5AH			
Telephone number	01225 835353			
Email address	cepa@priorparkschools.com			
Headmaster	Mr James Murphy-O'Connor			
Chair of governors	Mr Michael King			
Age range	11 to 18			
Number of pupils on roll	598			
	Boys	334	Girls	264
	Day pupils	453	Boarders	145
	Years 7 to 11	405	Sixth Form	193
Inspection dates	12 to 14 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Prior Park College is an independent co-educational day and boarding school for pupils aged between 11 and 18 years. It was established in 1830.
- 1.2 Since the previous inspection the school has created facilities and buildings for art and design, the sixth form centre, a sports hall and 2 new day houses. The leadership and management of the school have been restructured. A revised academic curriculum has been introduced which includes several new subjects such as psychology and photography.
- 1.3 The school has a single boarding house for girls and 2 linked boarding houses for boys. Some day pupils are attached to these houses. There are also seven houses for day pupils: two for Year 7 and 8; three for Year 9 to 13 girls; and two for Year 9 to 13 boys.

What the school seeks to do

- 1.4 The school aims to provide a high-quality Christian and specifically Catholic outward-looking education of the whole person, developing fully the academic and broader talents of all pupils within the context of encouraging, supportive and disciplined pastoral care. The school aspires to enable its pupils to move to the next stage of their lives as confident, capable, compassionate and independently minded young men and women.

About the pupils

- 1.5 Pupils come from a broad range of professional, academic and business families. Most pupils come from White British backgrounds. Many, including about a third of boarders, are from overseas. Nationally standardised test data provided by the school indicate that the ability profile of pupils in the senior school is above average and that the ability profile of pupils in the sixth form is broadly average. The school has identified 74 pupils as having special educational needs and/or disabilities (SEND), 59 of whom receive additional support from the school for conditions such as dyslexia and dyspraxia. No pupils have a statement of special educational needs or with education, health and care plan. The school has identified 74 pupils for whom English is an additional language (EAL), 41 of whom extra support for their English. The curriculum is modified for the most able pupils in the school's population.

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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 unmet 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, including the boarding NMS. 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, together with the NMS covering the same areas. 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](#), National Minimum Standards for Boarding Schools.

Key Findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiency as detailed below.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been 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. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Almost all 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The school has not always obtained references for members of staff before their starting dates. It has not carried out separate barred list checks where enhanced criminal checks have not been completed and made available by the date staff begin working at the school.
- 2.11 The standard on child protection (NMS 11) is not met and represents a failure to safeguard boarders.
- 2.12 The standards relating to welfare, health and safety [paragraphs 6 and 9–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–10, 12, 15 and 16 are met but those in paragraphs 7 and 8 [safeguarding and safeguarding of boarders] and in NMS 11 [child protection] are not met.**

Action point 1

- **The school must ensure that all required references are obtained for all members of staff prior to the starting date of their employment [paragraphs 7(a), 7(b), 8(a) and 8(b), and NMS 11].**

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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. A suitable statement of boarding principles and practice is published by the school.

2.18 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

2.19 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, and identifying those relating to the boarding provision.

2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.21 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Lower 3 (L3)	Year 7
Form 3 (F3)	Year 8
Form 4 (F4)	Year 9
Lower fifth (L5)	Year 10
Upper fifth (U5)	Year 11
Lower sixth (L6)	Year 12
Upper sixth (U6)	Year 13

Key Findings

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

- Pupils make rapid progress in their learning and as a consequence they have outstanding achievements within and beyond the classroom.
- Pupils demonstrate great enthusiasm for learning within and beyond the classroom.
- Pupils work together and with their teachers exceptionally well.
- Pupils have outstanding communication skills.
- Pupils use information and communication technology (ICT) most effectively in many but not all areas of their learning.

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

- Pupils demonstrate great empathy with and for others.
- Pupils have a notably strong sense of personal integrity.
- Pupils use their gifts and talents in the service of others most effectively.
- Pupils have excellent relationships with their peers and with adults, and consequently feel a valued part of the school community.
- Pupils exhibit strong spiritual awareness and demonstrate great respect for the beliefs of others.

Recommendation

3.3 In the context of excellent outcomes, the school is advised to make the following improvement:

- Ensure that pupils further enhance their learning through the effective use of ICT in all subject areas.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Day and boarding pupils alike have a tremendous appetite for learning in and beyond the classroom. Through their co-operative work they support one another most effectively with ease and enjoyment. They are eager to celebrate each other's achievements in and beyond the classroom. Pupils are keen to assist other pupils in their learning, for example with older pupils supporting the work of younger pupils in the boarding houses. They are eager to participate in life beyond the classroom in sport, music and drama opportunities offered by the school. Pupils are enthusiastic, purposeful and often passionate learners, although a very small minority indicated that they find some lessons uninteresting. Excellent perseverance was noted, as observed in science classes where the pupils demonstrated determination to succeed and not to give up easily or quickly when faced by difficulties. Pupils display great pride in their school and their achievements.
- 3.6 Pupils demonstrate excellent knowledge and understanding in all areas of learning. All have well-developed skills across the curriculum and are highly effective in applying their skills from one area of learning to another, as seen in the work examined, with pupils making perceptive links between diverse topics in science, theology, English and history. They demonstrate particularly strong and perceptive awareness of their prior learning, and are able to build on their skills and learning. For example, pupils in a sixth form biology class displayed excellent understanding of cell structures as they created three-dimensional models of cell membranes. Lesson observations across almost all subjects demonstrated that pupils' understanding and application are enhanced through enthusiastic teaching.
- 3.7 Many pupils have clearly and effectively risen to the challenges made by marking which sets additional tasks for the more able, and they have responded well to the extra guidance and encouragement provided where needed. Even so, a small minority of pupils disagreed that the marking helps them to improve. As yet, not all teachers take the opportunity to engage in a sustained and challenging dialogue with their pupils through marking, which in a small number of cases impedes the progress of the less able.
- 3.8 Pupils of all abilities and needs display outstanding communication skills. They are articulate and listen attentively to the views and opinions of others, as demonstrated to excellent effect in a sixth form philosophy class where pupils debated with rigour and vigour moral issues relating to the concept of happiness. The best writing produced by pupils is of a very high quality and demonstrates considerable analytical capacities as demonstrated especially well through work for Extended Project Qualifications, for example in studies about the age of criminal responsibility in England. Many pupils demonstrate first-rate writing skills through a wide range of articles in the school newspaper and magazine. In the most engaging lessons seen, all pupils were involved and displayed very strong oral and written communications skills, and in almost all lessons observed pupils communicated their ideas with enthusiasm and confidence. This was as a result of teaching which challenged pupils to express themselves more effectively. Activities including drama and debating are also most helpful in further promoting pupils' ability to communicate clearly, concisely and persuasively.
- 3.9 Pupils engage enthusiastically with the creative arts. Many excellent examples of art were noted such as an outstanding A-level project on expressionism and a broad range of high-quality drawing, painting and photography on display around the school. Pupils produce exceptional work in design technology (DT) and in textiles with many fine examples of work in wood, metal and fashion design seen. Very strong knowledge and skills in drama were noted both in a rehearsal for a forthcoming school production of *Hedda Gabbler*, and in a GCSE class on stage management and lighting. In recent years pupils have been involved in ambitious stage productions including the musical *Oliver*,

Shakespeare's *Hamlet* and Mozart's opera *The Marriage of Figaro*. All pupils in the school join enthusiastically in the annual house music competition.

- 3.10 Most pupils and almost all parents who responded to the pre-inspection questionnaire agreed that the school provides its pupils the opportunity to make good progress, and most parents said that the boarding experience helps their children's progress. Inspection evidence supports these views. The following analysis uses the national data from the years 2014 to 2016. These are the most recent three years for which comparative statistics are available. Results at GCSE and A-level have been above average in relation to the national average for maintained schools, while results in IGCSE examinations have been higher than worldwide norms. Such GCSE and A-level examination results, and standardised measures of progress indicate that pupils make good progress in relation to the average for pupils of similar abilities. The progress of pupils with SEND or EAL is at least in line with school averages. This is partly due to the learning support department providing clear guidance to members of staff on how they might effectively support pupils with SEND and EAL. The progress of all pupils is strongly encouraged and thereby improved by the school's lunchtime programme of academic support which has priority over other activities, by the support provided in the boarding houses in the evenings, and by the tracking and monitoring system which identifies pupils in need of focused attention.
- 3.11 Pupils display a firm grasp of mathematical concepts and methods. Their mathematical skills are extremely well developed relative to their abilities in all areas of the subject, from algebra to geometry. Pupils enjoy mathematics, and explore new ideas and apply their skills most effectively in other parts of the curriculum such as graphical work in physics and in business studies. In the UK Mathematics Challenge, ten or more pupils have achieved gold awards in each of the last three years.
- 3.12 The recommendation of the previous standard inspection to extend pupils' access to use ICT facilities and the internet has been met. Pupils are able to use ICT extremely well to substantiate their ideas through project work and in classwork, and made excellent use of ICT in music, DT, business studies and science to develop and express their understanding. Exceptional work in French using film to depict a day in the school life was observed. The use of ICT across subjects is uneven and does not always enable pupils to develop their learning as strongly as possible.
- 3.13 Pupils employ successfully hypothetical reasoning to explore ideas in many areas of the curriculum. They reflect on their learning and focus most effectively upon the connections between different parts of the subjects they study. For example, pupils in English lessons explore links between literary devices and historical contexts, thereby enriching their understanding of texts. Pupils relish discussion and debate. They enjoy independent work, as seen when demonstrating the capacity for sustained research, including a senior project on Roman Baths. Higher-level reasoning skills were evident in many lessons observed and much of the work examined. For example in an A-level theology lesson, pupils displayed great insight as they explored the cosmological argument for the existence of God. Pupils also demonstrate strong problem-solving skills, as noted in a chemistry lesson for older pupils on rates of reaction.
- 3.14 Pupils enjoy a great deal of success in academic examinations and competitions as well in externally accredited examinations in music, and in a range of local and national competitions. Their success in a wide range of pursuits such as art and design, music, and sport reflects the extensive range of talents possessed by pupils. The achievements of the pupils include: an outstanding regional prize-winning musical composition for an ensemble of ten instruments; the chapel choir reaching the national choir competition finals in 2015 and 2016, performing at the Royal Festival Hall; the plate winners in the 2016 national under-eighteens' boys' hockey competition; and two prestigious Arkwright scholarships for DT in the last three years. The school's team came third in a national business skills competition, with one pupil awarded the overall best leader prize. Other journalistic awards include a national prize-winning feature article on teamwork. During the last three years, pupils in the school have been awarded three silver and sixteen bronze awards in the national AS

physics challenge and four merit awards in the corresponding A2 challenge. Pupils have achieved a total of thirty-two gold Duke of Edinburgh awards during the last five years. They have represented the county in rugby, hockey and tennis, and achieved national representative honours in athletics, equestrian and winter sports, and tennis.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Day pupils and boarders are confident and are determined to give their best in all situations. They feel highly positive about themselves and their places in the school community, with extremely positive relationships evident between teachers and pupils, and amongst the pupils. Almost all parents who responded to the questionnaire agreed that the school promotes an environment which successfully supports their children's personal development, and most parents who responded said that the boarding experience has helped their children's personal development.
- 3.17 The pupils display great self-esteem and are able to discuss their own strengths and weaknesses in front of their peers without feeling self-conscious, as noted in a number of discussions with groups of pupils. Pupils are able freely to advance their ideas in lessons with the confidence that their peers would listen without undue negative judgement. Empathy for others is marked. Pupils are also able to appreciate the positive impact upon them through the work done in assisting others, such as during trips to Romania and Lourdes. The self-understanding demonstrated by the pupils flows naturally from the leadership and management's adherence to the school's Catholic ethos and aims.
- 3.18 Pupils understand that the decisions they make may reflect both on themselves and upon the community of which they are a part. They make well-informed decisions both in and out of the classroom. Pupils demonstrate clear awareness that the decisions they make affect their success at the school and their futures, such when considering possible university courses. They readily accept the responsibility for prioritising their many commitments. Pupils understand that they can make mistakes and use them as a learning experience, and are not afraid to take risks.
- 3.19 Pupils demonstrate strong spiritual understanding which is exemplified in particular through their deep appreciation of the musical, aesthetic and philosophical aspects of life, promoted in part by the central place of the chapel in the life of the school. Each house has its own house prayer, and pupils employ these to provide a clear focus for their personal reflection. Boarders attend Sunday Mass each week and play an active part on the religious life of the school. Pupils think about profound and deep issues drawn from ethics and cosmology, including consideration of possible causes of the universe. They have a clear awareness of the importance of religion and of personal faith for themselves or for others within the school community, even when they do not have personally strong religious beliefs. A very large majority of pupils who responded to the questionnaire maintained that the school encourages them to be tolerant of those with different faiths and beliefs.
- 3.20 Pupils show a great deal of respect for one another whatever their cultural or religious background. They study a range of religions in theology lessons and achieve a deep appreciation of the main features of non-Christian faiths including Islam, as noted in a project on the names of Allah. Pupils view respect for others as a very natural part of their place in the school. The initial development of this was noted in a senior tutorial session where pupils demonstrated a keen awareness of the need to respect others. Pupils are outward looking as demonstrated in school newspaper articles on China, Brexit and Mongolia which promote deeper cultural awareness amongst the school community. In interview, most pupils expressed the belief that the Catholic ethos of the school is a vital foundation for engendering respect for other faiths.

- 3.21 Pupils consider themselves an integral part of the school and its wider community. Relationships between pupils are characterised by kindness and sensitivity. They have a very clear sense of right and wrong, and of the importance of rules and laws. Pupils provide each other the space to express ideas and opinions, and respond positively and supportively to their peers with a deeply kind and caring spirit. They are determined to take responsibility for their own actions and have a keen awareness of the potential impact of how they behave upon others. Pupils demonstrate very real strengths of personal integrity; they readily admit when they do things wrong, helped by positive relationships with staff and leadership which sets clear boundaries. They appreciate and respond well to the weekly challenge to the whole school to improve their moral conduct and their attitudes to others. Pupils are proud when they are given responsibilities and are determined to fulfill them to the best of their capabilities. They are able to make their voices heard through a number of pupil-led committees as well as the school council.
- 3.22 Pupils of all ages and backgrounds work exceptionally well together as observed within the strongly cohesive boarding community as well as in the day houses, and in activities such as the chess club, drama productions and the chapel choir. Special events like the 'enterprise day' promote outstanding teamwork and collaboration amongst the pupils. A number of day pupils are attached to boarding houses, enhancing and developing their social understanding and awareness. The pupils have an excellent sense of social responsibility which is strengthened by the leadership and management's focus upon wider social and moral issues. Pupils are excellent citizens within their own community and have developed the capacities to make positive contributions to the wider world. For example, they are actively and most effectively involved in a wide range of charitable fundraising and initiatives such as providing support for mental health charities and a children's hospital, and when assisting disabled pilgrims to Lourdes.
- 3.23 Pupils understand the importance of staying safe. In their questionnaire responses, almost all pupils said that they know how to stay safe online, and almost all parents agreed that the school does all it can to ensure that their children learn in a safe and healthy environment. The school has met the recommendations of the previous standard and boarding welfare inspections to reduce the potential risk to pedestrian safety by better control of traffic circulation, and to monitor the potential risks posed by low parapets at the front of the main school building. Pupils understand what is needed to keep themselves healthy both physically and mentally, and have a strong sense of well-being. For example they do not shy away from discussing difficult issues which confront the modern teenager, as noted in recent articles in the school newspaper on gender, feminism and eating disorders.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and a Mass in chapel. Inspectors visited boarding houses, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Christopher Ray	Reporting inspector
Mrs Kate Tripp	Compliance team inspector (Head of human resources, HMC school)
Ms Julia Bowden	Team inspector (Senior teacher, HMC and GSA school)
Mr Anthony Duffield	Team inspector (Head of department, HMC school)
Mr Ed Hester	Team inspector (Headmaster, HMC school)
Mr Ian Silk	Team inspector (Head of prep school, IAPS school)
Mrs Wendy Martin	Team inspector for boarding (Deputy head, Society of Heads school)