



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION**

**MARYMOUNT INTERNATIONAL SCHOOL**

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## Marymount International School

Full Name of School	<b>Marymount International School</b>
DfE Number	<b>314/6058</b>
Registered Charity Number	<b>1117786</b>
Address	<b>Marymount International School George Road Kingston upon Thames Surrey KT2 7PE</b>
Telephone Number	<b>020 8949 0571</b>
Fax Number	<b>020 8336 2485</b>
Email Address	<b>headmistress@marymountlondon.com</b>
Headmistress	<b>Ms Sarah Gallagher</b>
Chair of Governors	<b>Ms Noreen Doyle</b>
Age Range	<b>11 to 18</b>
Total Number of Pupils	<b>260</b>
Gender of Pupils	<b>Girls</b>
Number of Day Pupils	Total: <b>171</b>
Number of Boarders	Total: <b>89</b>
	Full: <b>75</b> Weekly: <b>14</b>
Inspection Dates	<b>06 to 09 October 2015</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 March 2012 and the previous ISI interim inspection was in March 2011.

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 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.

## 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 the chair of governors and a governors' representative, 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 Gwen Caddock	Reporting Inspector
Miss Margaret Connell	Team Inspector (Former Principal, GSA school)
Mr Andrew Gist	Team Inspector (Director of IB, HMC school)
Mrs Susan Manser	Team Inspector (Headteacher, ISA school)
Mrs Carol Evans	Co-ordinating Inspector for Boarding
Ms Elizabeth Worthington	Team Inspector for Boarding (Senior Deputy Head, HMC school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Marymount International School is an international Catholic day and boarding school for girls, which was founded by the Religious of the Sacred Heart of Mary (RSHM) in 1955 to provide an education based on Catholic values for girls aged from 11 to 18, and to offer continuity of education to the daughters of American families living and working abroad. It is part of the RSHM Network of Schools worldwide. The school aims to develop each pupil's full potential and provide a stable foundation to help meet the demands of a changing world. It is dedicated to promoting dignity and developing the integrity of each person in an atmosphere of justice, love and respect, and welcomes pupils of all religious backgrounds. The school is a charitable trust, governed by a board of governors made up of both members of the founding religious order and lay members. The work of the board is supported by five specialist committees.
- 1.2 The school is situated on a private residential estate in Kingston upon Thames, twelve miles from central London. Developments since the previous inspection include construction of six new classrooms and the refurbishment of many areas, including the chapel, Gailhac Hall, Our Lady's and the library, and in 2015 the music rooms, fitness centre and art rooms. A laboratory which provides facilities for digital fabrication opened in 2014, and the new dining and kitchen facilities in the summer of 2015.
- 1.3 The school currently has 260 pupils on roll, including 102 in the sixth form. There are 171 day pupils and 89 boarders, of whom 75 are full boarders and 14 are weekly boarders. Pupils come from business and professional families, and between 40 and 50 different nationalities are typically represented. Most of the pupils have spent a number of years living in various countries and are fluent in more than one language. The largest nationality groups are British, Japanese, German, Spanish, Chinese, Korean and American.
- 1.4 The ability of pupils in Years 7 to 11 is in line with the national average and nationally standardised tests show that the ability of pupils in the sixth form is in line with the national average for pupils in sixth-form education. Thirty-seven pupils have been identified as having English as an additional language (EAL) and receive specialist support. Thirteen pupils have been identified as having special educational needs and/or disabilities (SEND) and all of these receive specialist support. There are no pupils with an education, health and care plan or a statement of special educational needs.
- 1.5 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 table.

School	NC name
Grade 6	Year 7
Grade 7	Year 8
Grade 8	Year 9
Grade 9	Year 10
Grade 10	Year 11
Grade 11	Year 12
Grade 12	Year 13

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

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

- 2.1 The quality of academic and extra-curricular achievement is excellent. Pupils achieve highly in the International Baccalaureate (IB), many having joined the school with limited English or having moved schools a number of times. Their learning is supported by an extensive and flexible curriculum and provision of extra-curricular activities. Pupils enjoy and excel in dramatic and music performances, and compete successfully in sports, including basketball and volleyball. Teaching is good overall. The small number of less effective lessons observed lacked the organisation and pace necessary to challenge younger pupils to do their best. Teaching for the older pupils encompasses the collaborative and research-based study required by the IB programme which ensures that they become capable independent learners and the most able are successfully challenged. Teaching provides well for pupils with SEND or EAL, ensuring that they achieve excellent results comparable with those of their fellows.
- 2.2 The spiritual, moral, social and cultural awareness of pupils is excellent. They show deep understanding of the spiritual life of the school community and benefit greatly from their engagement with it. Moral development is excellent: pupils show respect for right and wrong, and engage competently in discussion of moral issues. They are happy members of the school and enjoy their social interaction with other pupils and the staff. They show a sense of responsibility for the society in which they live, the local community and the worldwide community, including pupils in other Marymount schools and those in the world beyond who are considerably less fortunate than themselves. Excellent pastoral care supports pupils in their personal development and in times of difficulty. Form teachers, known as advisors, and teaching staff have warm relationships with the pupils and offer considerable support and care. Concerns are quickly communicated and appropriate help is offered. The measures to ensure fire safety and health and safety across the school are comprehensive, and are meticulously implemented and recorded. The experience of boarding life is good; boarders are very supportive of each other and make good friends. Duty rotas show that sufficient staff are on duty in the houses in boarding time; boarders do not always know which member of staff is on duty although can access other staff if necessary. In their responses to questionnaires, a small minority of pupils expressed concern about their workloads and a small minority of boarders also referred to their lack of free time. Inspection evidence supported these views. Boarding accommodation, domestic arrangements and food are excellent, many areas having been recently refurbished and refurnished.
- 2.3 Governance of the school is excellent. Governors have worked closely with the management to support the programme of refurbishment and the high standards of aspects such as health and safety, and safe recruitment, and to fulfil their comprehensive legal responsibilities, including the annual review of safeguarding. Excellent leadership and management have maintained the areas identified at the previous inspection as excellent, and have worked successfully to raise the standard of learning and attainment of the pupils and to develop the curriculum. The five-year strategic plan has been successfully implemented, including the refurbishment programme and the development of the curriculum. The next phase of the plan is being formulated to support future developments. The school has established excellent links with the parent community, who express great confidence in and satisfaction with the school. Excellent communications update the parents very

effectively, and regular reporting informs parents comprehensively about their children's progress. Governance, leadership and management successfully realise the aims of the school in the lives of the pupils.

## **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. Develop a homework policy and timetable which are carefully monitored to ensure that all pupils have an appropriate workload spread throughout the week and that boarders have greater free time.
2. Ensure that all boarders always know who is on duty in the boarding houses and how to make contact.

### **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 excellent.
- 3.2 This high level of achievement successfully fulfils the school's aims to realise each pupil's academic, pastoral, physical and spiritual capability. The pupils' skills for learning are at a high level across the curriculum. As they move through the school pupils become highly competent in speaking, listening and reading, and write fluently in many different contexts. Pupils use logical and independent thought in discussions and in the many essays and projects they undertake. Creativity is developed in many curriculum areas, particularly in creative writing, drama and art. Pupils use their mathematical skills in a wide range of contexts and enjoy physical activity as a part of the regular routine of school life. They are highly successful in their applications to competitive universities both in the UK and across the world. In 2015, most pupils gained a place at their first choice of university.
- 3.3 The pupils' achievement in extra-curricular activities is excellent. Group and individual achievements across a wide range of activities are considerable, as evidenced by, for example, success in a UK mathematics challenge and Young Enterprise 'Team Achiever of the Year' awards in 2012 and 2013, and by pupils competing nationally in riding and swimming, and reaching the final of the Young Writers competition.
- 3.4 The following analysis uses data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are available. The school follows the IB Middle Years Programme (MYP) to the end of Year 11, which is not externally assessed but, from the evidence of work seen in books and in lessons, the attainment of Year 11 pupils is judged to be excellent in relation to national expectations, and their progress is excellent in relation to that of pupils nationally. In the sixth form, attainment in the IB has been well above the worldwide average and similar to the UK average. Results in 2012 and 2014 were higher than in 2013, and were well above the UK average. This level of attainment in the IB, and standardised measures of progress that are available, indicate that pupils make progress that is excellent in relation to the average for pupils of similar abilities. This is confirmed by observation of pupils' performance in lessons and written work, where progress is rapid in relation to the norm for their age. Able and gifted pupils are extremely perceptive, articulate and sharp. They are highly curious and ask challenging questions, and are able to pursue their own academic interests independently at a high level. This was seen in the diverse and scholarly work of the best IB extended essays, and in the work of pupils on the Enrichment Programme: an MYP Personal Project on the Seven Deadly Sins was presented as a visually creative photographic record of outstanding quality. Talented pupils are also highly accomplished in their own area of expertise.
- 3.5 The achievement of pupils with SEND or EAL is excellent, seen in the rapid progress they make in relation to their challenges, the level of their starting points and their diverse educational backgrounds. This is clearly shown by the increasing difficulty of the material covered in the pupils' work, the rising demands of individual education or action plans and the pupils' great success in examination results.
- 3.6 The pupils' attitudes to learning are very positive. They take pride in their work and are highly productive, whether working individually or in effective collaboration with

others. In the rare cases of less effective teaching, pupils continue to learn because of their high motivation.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is successful in providing challenging and exciting experiences across all the requisite areas of learning, and both within and beyond the classroom. It does not conflict with contemporary British values. Pupils are inspired to identify and develop their own interests and talents, in accordance with the school's aims. The curriculum is stimulating and enables all pupils to attain high standards in relation to their age and ability. Enjoyment and curiosity are fostered, promoting pupils' individual interests. The school has developed an inter-disciplinary Year 7 core curriculum that encompasses both the international nature of the school and its aims. This programme provides an excellent grounding for the MYP, giving pupils an experience of independent learning across a range of topics. They learn transferrable skills and develop confidence and self-belief. Creative and expressive subjects have excellent facilities and this enhances the development of the pupils. The Enrichment Programme gives able, gifted and talented pupils many opportunities to address more complex tasks and use the skills they learn in a number of ways, including extended essays. Support for pupils with SEND or EAL enables them to access all areas of the curriculum. Those with EAL are able to teach their own language to others through the Peer Enrichment Programme. Pupils and parents expressed high levels of satisfaction with the breadth of subjects and activities on offer.
- 3.9 The core curriculum of the MYP in Years 7 to 11 and the IB diploma in Years 12 and 13 promote independent learning and develop thinking skills and organisation. The learning goals and philosophy of the IB programme encourage reflection and self-criticism within a supportive environment. Schemes of work show that environmental impact, political and economic awareness, and British values are actively promoted, for example where pupils consider the major news stories of the day. The balance of academic and creative subjects prepares the pupils well for both the MYP and the IB diploma. The choices include separate sciences, classics, modern foreign languages and coding. Pupils in the senior classes benefit from thoughtful timetabling that allows a flexible choice of subjects. Years 12 and 13 have individualised timetables.
- 3.10 A wide range of extra-curricular activities is available for all age groups outside the school day. Pupils develop skills that contribute to the MYP Service and Action programme. Action (defined as learning through doing and experiencing) is a key component in the educational philosophy of the school, with an emphasis on service. The pupils engage with this programme enthusiastically and strive to be caring members of their community. Pupils in Years 12 and 13 take part in the IB Creativity, Activity and Service Programme. Their experiences include creative thinking, consideration of healthy lifestyles, team and individual sports, and service to the immediate and local community. Service ranges from a group activity to enhance the local area to a combined service and environmental action activity in Costa Rica. Pupils develop leadership skills, manage their own time, understand commitment, and extend and challenge each other. For example, pupils in Year 13 presented a thought-provoking assembly on the subject of gratitude, and their service to both the environment and others. Pupils develop an understanding of the

world around them through pursuits such as the Model United Nations and the National Honor Society.

- 3.11 Many day trips extend pupils' horizons, and trips are also organised overseas, which provide them with new experiences and challenges.

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

- 3.12 The contribution of teaching is good.

3.13 Teaching contributes well both to the excellent progress made by pupils and to their high level achievement overall. Teachers' subject knowledge is extensive and is very well directed. Coverage of potentially sensitive issues is non-partisan and does not undermine values such as democracy, the rule of law, and mutual respect and tolerance. Teachers' high expectations and good use of assessment lead to the preparation and delivery of lessons that are appropriately challenging, foster a good degree of concentration and understanding, engage pupils' interest and develop their learning skills very effectively. For example, in a Year 9 English lesson taught by a team of teachers, pupils worked individually and then collaboratively to respond to music played by a staff trio, and their verbal feedback showed vivid personal responses and skilful preparation for writing. In the small number of less successful lessons observed, insufficient pace and challenge resulted in limited progress for younger pupils. Teaching fosters an atmosphere in lessons which is universally respectful, tolerant and kind, something pupils of all ages recognise and value.

3.14 The use of electronic tablet computers and interactive technology is effective in promoting pupils' learning by enabling shared research and easy access to challenging educational material, demonstrating that the school has satisfied a previous inspection recommendation. In a social studies lesson pupils developed their understanding of key figures in Greek and Roman medicine by using their tablet computers to script and record video interviews. Digital cameras were skilfully used in an art and design lesson where pupils were examining the imagery produced.

3.15 The use of assessment, and in particular marking, has improved since the recommendations made at previous inspections. Most marking is now thorough, detailed and frequent, ensuring that pupils understand their strengths while offering helpful and practical advice for improvement. In a very small number of cases, marking still lacks the detailed focus to enable pupils to improve. Pupils benefit from the specific and helpful oral feedback given by teachers in lessons, and they are taught to reflect on their own work. Formal assessment of work units is used both to monitor the progress of pupils and to inform planning of future lessons.

3.16 Knowledgeable and supportive teaching promotes equality and creates a positive classroom ethos that encourages responsible behaviour. In their responses to the questionnaire, pupils were overwhelmingly of the view that their teachers help them to learn and that they value the individual support given by their teachers. In questionnaire responses, a small minority of pupils said that the absence of a structured homework timetable leads to an uneven loading of work, and discussions with pupils during the inspection and other evidence confirmed this view.

3.17 Able and gifted pupils are carefully identified and benefit from challenging work. Teaching in support of the Enrichment Programme encourages pupils to pursue their personal interests and work independently on additional tasks and topics. Talented

pupils, whether in sport or the creative and performing arts, are well recognised and reach high standards through focused specialist support and tuition.

- 3.18 The identification, teaching and support of pupils with SEND or EAL are excellent and contribute to their full inclusion in the academic work of their classes, as well as their rapid progress. The policy of specialist support for pupils with EAL, alongside their participation in the whole curriculum, results in rapid language learning and progress.

## **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 The school actively promotes fundamental British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs within an international community in which many cultures are represented."
- 4.3 The spiritual development of the pupils is excellent. Pupils appreciate the opportunities they are given for reflection within assemblies, at the weekly Mass, during interludes of silent prayer led by the chaplain and in the extended retreats that are organised annually for each year group. As a result, they are self-aware and grow in confidence and self-esteem.
- 4.4 The moral development of the pupils is excellent. Pupils understand the difference between right and wrong, and their behaviour both inside and outside the classroom is exemplary. They develop a knowledge of the laws of England, and accept responsibility for their own actions. Relationships between pupils and their teachers are manifestly warm, promoting an environment in which self-esteem flourishes. Mindful of their own good fortune, pupils are ecologically aware and are eager to support a range of charities — local, national and international — demonstrating initiative in planning fund-raising activities.
- 4.5 The social development of the pupils is excellent. Pupils welcome visitors cheerfully, proud to show their school to visitors and to the parents of prospective pupils. Those elected democratically to posts of responsibility take their duties seriously. The concept of service to others is embedded within the curriculum at all levels, and older pupils willingly give time at weekends to teach pupils from local primary schools, liaising judiciously with their own teachers to ensure that each topic is suitably delivered. Pupils have a suitable knowledge of the principal public services and institutions of England. In response to the questionnaire a very small minority of pupils felt that their opinions are neither sought nor acted upon. Inspection evidence did not support these views. Conversations revealed tangible outcomes of debate in the student council, such as the provision of drinking water in the science building.
- 4.6 Values such as tolerance and respect for democracy and for the individual are enshrined within the school mission statement and are promoted within and outside the classroom. Involvement in the Model United Nations programme ensures that all pupils acquire an understanding of global issues, whilst a visit to the Houses of Parliament is integral to their awareness of the processes of law making.
- 4.7 The pupils' cultural development is excellent. They perform to a high standard in drama, music and musical theatre, using drama to explore themes such as apartheid and migration. Choir tours and other visits abroad give pupils the opportunity to experience and understand different cultures. The international network of the RSHM schools and the harmonious partnership between staff and pupils of many nationalities foster a global perspective. Pupils from other countries new to the school are given careful induction and ongoing support as they adjust to customs and expectations within British society, and appreciate British celebration of festivals from other cultures.

4.8 As pupils prepare to leave the school, they know their own strengths and weaknesses well, acknowledging that they have grown in their self-confidence and sense of community. Able, gifted and talented pupils and those with SEND or EAL flourish in parallel with their contemporaries, and all are well equipped to take their place in the adult world.

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

4.9 The contribution of arrangements for pastoral care is excellent.

4.10 The pastoral care offered to the pupils of all ages amply fulfils the school's aim to help pupils to love each other, respect each other's beliefs, and develop qualities of forgiveness and a joyful sharing of life. Within the school's close-knit community relationships are warm, and staff know the pupils well and strive to ensure that each gains the maximum fulfilment from her school experience. As pupils prepare to make choices about their higher education they are given specialist, well-tailored information and support to ensure that they present their application to good advantage with respect to both UK universities and those across the world.

4.11 Pupils feel safe at school, and they can readily identify members of staff, including the designated pastoral team and others, with whom they can discuss concerns, confident of a sympathetic and constructive hearing. Regular surveys ensure that the views of pupils are sought and considered, whilst the democratically elected student council meets frequently to discuss the practicalities of school life.

4.12 The school has a clear code of conduct; its behaviour policy meets requirements. In response to the questionnaire, some pupils expressed concern about the consistency with which rewards or sanctions are used by staff. Inspection evidence did not support this view. As a result of discussions with staff and pupils, and examination of records, inspectors found that sanctions are proportionate and are applied appropriately. In conversation, it was clear that pupils understand the need for proportionate sanctions and support their implementation. Instances of bullying are few, firmly and fairly dealt with by the school, and recorded appropriately so that any patterns may be identified, staff being particularly alert to the potential misuse of social media. The behaviour policy identifies the need to guard against cyber-bullying.

4.13 Able, gifted and talented pupils are well integrated into the school and are offered opportunities to display and develop their individual strengths with those of similar talents. Staff respect them and encourage them to aspire highly, during and beyond their school careers. Similarly, pupils with SEND or EAL are integral members of the school community, aim high and experience no discrimination; both their teachers and peers are proud of their considerable achievements. The school has a clear and suitable plan to improve educational access for pupils with SEND.

4.14 Pupils learn about healthy eating in both personal, social and health education and science lessons and enjoy the range of healthy food offered in the dining room. They participate in various games and exercise activities, both in lessons and in their free time, and are aware of the importance of exercise in keeping healthy.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 Detailed policies and procedures to safeguard the welfare of all pupils have regard to the current official guidance. These procedures are well known to staff and are implemented appropriately when required. Designated staff have received appropriate training in child protection and inter-agency working; they consult outside agencies when necessary. Other staff are fully trained in matters of safeguarding and receive current guidance when an update is issued. On joining the school, staff receive a full induction training and temporary staff are made aware of the safeguarding procedures. All the required checks are undertaken and recorded to ensure the safe employment of staff.
- 4.17 The school has detailed policies and formal risk assessments to reduce the risk of fire and other hazards. Prompt action is taken to deal with any matters of concern. Regular and well-recorded fire drills are undertaken, including in boarding time, and equipment is regularly checked and serviced. Health and safety arrangements are comprehensive and careful records are kept. Buildings and grounds are maintained to a high standard. The health and safety committee is fully informed and effectively fulfils its role in support and monitoring.
- 4.18 The infirmary is staffed during the day by a qualified nurse and makes good provision for the care of sick or injured pupils. Many staff are trained in first aid and provide good cover at sporting and other activities and across the school site.
- 4.19 The electronic admission and attendance registers are suitably maintained, backed up and correctly stored.

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

- 4.20 The quality of boarding is good.
- 4.21 The outcomes for boarders are good. Boarders are engaging and bright, displaying a confident manner and demonstrating a high standard of integrity. Boarders' behaviour and manners are excellent; they have many opportunities for personal development and responsibility and enjoy very strong relationships with each other, throughout the year groups. They recognise the support they are given by adults within the boarding community, and relationships are harmonious. Boarders contribute to the wider school community through various committees but particularly to the boarding community through the boarding council, where they can raise their views. The MUN activity and lessons enable boarders to work collaboratively, and to develop self-confidence, articulacy and a greater awareness of global issues. This accords well with the international character of the school's boarding provision; boarders are proud of their home countries and also very tolerant and accepting of others. Boarders take advantage of the opportunities available for development and relaxation activities, and participate in charity events both locally and nationally. Boarders with SEND are accepted as individuals, and those with EAL mix well with the whole school community as boarding enables them to improve their English language skills quickly and effectively.
- 4.22 The quality of provision and care is good. The induction of new boarders is well organised. There are weekly welfare meetings to discuss boarders' well-being, and effective links between teaching and boarding staff to support boarders' academic progress. Boarders have a wide range of people to whom they can turn. They

receive cards with the name and telephone number of the independent listener, and notices listing other contact numbers are displayed in houses. Record keeping is detailed and processes are clear. In their questionnaire responses, a minority of boarders said that they do not receive support if they are ill or injured. Inspection evidence did not support this view. Inspectors found that the school's arrangements for boarders are appropriate. The infirmary is staffed by a nurse during the school day, supported by a local medical practice, resulting in the provision of good care. Appropriate policies and protocols are in place. At weekends and out of school hours, first-aid trained house parents are responsible for sick boarders, using the infirmaries in the boarding houses. If necessary, parents or guardians are contacted. Medical records and detailed welfare plans for boarders are maintained, with essential information disseminated on line to staff who are trained in specific needs. Parents' consent is sought for basic medical treatment and is being requested for emergency medical intervention. Risk assessments are carried out before boarders are allowed to self-medicate, and boarders can be assessed as competent to manage their own medical affairs.

- 4.23 In response to the pre-inspection questionnaire, a small minority of boarders expressed dissatisfaction with the provision of food at mealtimes and snacks and drinking water at other times. Inspectors investigated this concern, including examining meal plans and attending mealtimes, and found that the provision of food is excellent. Dietary, medical and religious needs are met. The kitchen and dining facilities have been completely updated and boarders enjoy eating in the dining room. There is always access to drinking water. During the inspection boarders said that they are extremely happy with the food now available. The boarding houses are decorated and maintained to a very high standard, clean and well lit. The showers have been updated and excellent laundry facilities are provided for the boarders to use. The common rooms are attractive, well equipped and comfortable. This is therefore an improvement in response to the recommendation made at the intermediate boarding inspection in 2012. Bedrooms are comfortable and well furnished, and boarders enjoy personalising their rooms. Boarders have lockable facilities in their rooms and access to safes, sometimes shared. Key improvements in boarding have been clearly identified and included in the five-year development plan that has recently been completed.
- 4.24 A range of activities is provided in school and boarding time. Questionnaire responses indicated that a small minority of boarders are unhappy with the balance of free time and activities. Inspection evidence supports this view. Inspectors found that boarders sometimes find it difficult to balance their homework and activities to leave time to relax. The school provides safe areas where boarders can be alone if they wish. Boarders have access to telephones in each house, and may also use mobile telephones and computers to maintain contact. Boarders are able to buy personal requisites in school and have access to a school bank for an hour after school on three weekdays.
- 4.25 The effectiveness of arrangements for welfare and safeguarding is good. The school has an up-to-date safeguarding policy and all staff have recently had their annual child protection training, which meets current requirements. The designated safeguarding lead is newly appointed and is well supported. Records show that child protection issues are handled effectively and the school has a good relationship with external agencies. Boarders who are members of the student council receive appropriate safeguarding training. Many staff, including all house parents, are trained in first aid. All ancillary staff have appropriate work-related training. Boarders are confident that bullying incidents will be dealt with effectively.

Duty rotas show that sufficient staff are on duty in the houses in boarding time. The rotas are not published to the boarders, and in interviews they said that they do not always know who is on duty or where to find the duty house parents, although they are always able to access other staff if necessary. The school has a suitable policy for the use of physical restraint and records show that it has never been used. A fire safety policy and comprehensive risk assessment and other records show stringent arrangements to ensure fire safety. All staff have had fire training. The arrangements for knowing boarders' whereabouts are rigorously observed and the procedure for finding a missing boarder is clearly established. Appropriate security measures promote boarders' safety and do not intrude on their privacy.

- 4.26 The effectiveness of the leadership and management of the boarding provision is good. Clear lines of senior management responsibility for boarding are laid out. The supportive board of governors is knowledgeable about the school and committed to the development of boarding and boarding facilities. The board is well informed by the boarding report presented at each meeting and the work of the education committee. The clear aims for boarding are available to parents, staff and boarders, and the school's ethos is reflected in the focus on spirituality, which permeates school life. There is a detailed, lengthy induction for house parents, who are appraised annually, with professional development discussed. However, boarding staff are not always consistent in applying routines and procedures, leading to some concerns expressed by pupils about fairness. To date, house parents have not undertaken external courses in boarding practice to gain a wider understanding of boarding practice.
- 4.27 Priorities are firmly established and carefully monitored, and all required records are appropriately kept. Information is shared and action is taken as required by legislation. The boarding administrator maintains efficient contact with parents on day-to-day matters. In their responses to the pre-inspection questionnaire, parents were highly satisfied with the boarding provision of the school.

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

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

- 5.1 The quality of governance is excellent.
- 5.2 Board members are drawn from the religious order, parents, the alumnae body and the local community, and offer a wide range of expertise. There is a clear vision for the development of the school. The governors have worked successfully with the leadership team to implement a detailed long-term plan, and work is underway on planning for the next five years. The board has a good grasp of the school's work, receiving detailed reports from the headmistress. The governors' knowledge of the school is supplemented by both the work of the committees and their reports, and by visits to the school in both a monitoring capacity and for social and educational events. Careful financial planning has enabled the board to recruit very well-qualified and committed staff, and to implement the detailed plans for building, refurbishing and upgrading buildings and facilities, and investment in up-to-date technology.
- 5.3 The governors exercise their monitoring role effectively through their regular review of policies and key regulatory requirements within the school. They provide challenge and support for the leadership and management of the school in their work to raise and maintain high standards in all areas. The board ensures that all statutory requirements are met, including the annual review of the safeguarding policy and procedures, which is clearly minuted. The board fully supports the school in the fulfilment of its aims to promote the dignity and develop the integrity of each individual.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 The leadership team, working closely with the governors, has a clear vision for the educational experience of the pupils. The team has been highly successful in realising the aims of the school set out in the mission statement. Members of the team have been assigned clearly defined roles and have established generally effective communications and monitoring to support developments in many areas of the school. As yet, some aspects of teaching of younger pupils still fall short of requirements in a small number of lessons.
- 5.6 Building upon monitoring, the five-year cycle of planning developed with the governors has resulted in high quality refurbishment of many areas of the school and the provision of excellent resources, in particular for technology to support pupils' learning. The next phase of planning is underway, with consultation and self-evaluation to identify priorities at its centre. The school is implementing a programme of development of teaching initiatives which correlates with the requirements of the IB, resulting for the older pupils in an emphasis on collaborative learning, highly beneficial to their learning and achievement. Work is also in progress to consolidate a comprehensive system to use ability and attainment data to monitor pupils' progress, to further ensure that learning needs are identified and to inform teachers' planning.

- 5.7 The leadership team successfully discharges its delegated responsibilities for safeguarding, for the implementation of policies and procedures, and for safeguarding training for staff at all levels. The team has developed careful processes for the employment of staff, with all the required checks in place to ensure that appointees are suitable to work with children.
- 5.8 The quality of links with parents, carers and guardians is excellent. The school is successful in engaging parents, including those who are based overseas. In their responses to the pre-inspection questionnaire, parents expressed very high levels of satisfaction with all aspects of educational provision, especially for the range of subjects and extra-curricular activities. They indicated satisfaction with the information supplied by the school, and the caring and supportive atmosphere provided for their children. Inspection evidence confirmed the excellent level of communication and the effort made to ensure that all parents are fully informed.
- 5.9 The school provides a useful website that contains much information, including that required for the parents of current and prospective pupils. Web access gives all parents an overview of school life and pupils' progress. In addition, an excellent range of good quality school publications is available, including contributions from the parents' association. Both pupils and staff are involved in writing the weekly newsletter, which includes sports news, parents' association information, society news, up-coming pupil opportunities, and house and boarding news. The complaints policy and procedures are clear and comprehensive. Documentation indicated that parents' concerns are taken seriously and handled quickly, and are resolved satisfactorily in line with stated procedures.
- 5.10 Full reports for parents are provided twice a year; these are informative and helpful, allowing pupils to understand what they need to do to make progress. Progress reports are also issued, and both recognise a pupil's application and attitudes to learning. These reports are accessed by parents electronically and the school is able to monitor when this occurs. Feedback from parents is also received electronically. Parents have access to the reporting criteria through a parent portal. They have excellent opportunities to be involved with the progress of their children. Meetings are regular, both academic and social; parents are invited to numerous information evenings. They attend musical and drama performances, and are welcomed to a number of other events, including the graduation ceremony, a celebration for the pupils which is well supported by the parents. The advisor is the first point of contact for parents who have concerns.
- 5.11 The parents' association is an asset to the school and supports fund-raising activities, including for the provision of a range of opportunities such as internships for pupils. Members meet once a month and support new families to settle into the school.

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