



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

St Michael's Preparatory School

January 2024

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School's Details

School	St Michael's Preparatory School			
Address	St Michael's Preparatory School La Rue de La Houquette Five Oaks St Saviour JE2 7UG Jersey			
Telephone number	01534 856904			
Email address	office@stmichaels.je			
Headmaster	Mr Henry Marshall			
Chair of governors	Mr Mark Taylor			
Proprietor	St Michael's Preparatory School Trust			
Age range	3 to 14			
Number of pupils on roll	305			
	Early Years Unit (Nursery and Reception)	38	Pre-prep (Years 1 and 2)	56
	Juniors (Years 3 and 4)	61	Seniors (Years 5 to 8) and Shell class (Year 9)	150
Inspection dates	23 to 25 January 2024			

1. Background Information

About the school

- 1.1 St Michael's Preparatory School is an independent co-educational day school. Opened in 1949, it moved to its current site in a rural location close to St Helier in 1952. The school is a charitable trust, managed by a board of governors.
- 1.2 A new headmaster and chair of governors were appointed in 2023. Since the previous inspection, the school has added a new engineering teaching area, all-weather pitch, cricket pitch and pavilion.

What the school seeks to do

- 1.3 The school aims to value each pupil as an individual and to encourage all pupils to do 'a little bit better than anyone thought possible'. It seeks to promote pupils' academic, physical, spiritual, moral, and cultural development, with an emphasis on the development of the whole child. The school strives to introduce every pupil to a wide variety of sports and activities, to enable them to discover, through experience, hidden talents and preferences. Focus is placed on fostering attitudes of care, consideration and courtesy.

About the pupils

- 1.4 Pupils come mainly from families with business and professional backgrounds. Nationally standardised tests indicate that the ability profile of the school is above United Kingdom averages. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND) who receive specialist learning support for dyslexia, social, communication, processing and other difficulties. There are 16 pupils who speak English as an additional language (EAL), four of whom receive additional support. The school has identified a tenth of its pupil population in Years 5 to 8 as more able and arranges additional activities within and outside of the curriculum to provide them with further challenge.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a 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 for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is 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. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in October 2017.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 Pupils follow a curriculum which is closely aligned to that of the UK. Children in Nursery and Reception follow a programme approved by the States of Jersey which is similar to the Early Years Foundation Stage (EYFS) in England. The programme for pupils from Years 1 to 6 is based on the UK National Curriculum and Jersey Curriculum. Older pupils follow the Common Entrance syllabus, taught mainly by specialist teachers, and are also prepared for scholarships to senior schools in England. The curriculum is broadened by additional provision for games, swimming, the creative and performing arts and modern foreign languages. The educational programme is supported by appropriate schemes of work which cover all the required areas.
- 2.4 Leaders provide all pupils with the opportunity to learn and make progress. Most pupils speak English, but support is provided to enable any who have EAL to reach a good fluency in English. The school makes suitable provision to identify and support pupils who have SEND, both through work tailored to their needs in class and small-group or individual support. Pupils who have been identified as the most able in the school's population are offered enrichment activities using resources from a British charity for able children, as well as more challenging classwork. The older pupils are introduced to potential careers in an enrichment week which includes workshops, visits and visiting speakers. The curriculum is extended and enriched by a suitable programme of extra-curricular activities which take place before school, at lunchtime and when lessons finish.
- 2.5 Pupils make good progress as a result of effective teaching which is systematically organised and supported by an appropriate range of resources. Behaviour in lessons is conducive to effective learning due to teaching which encompasses strong subject knowledge, excites pupils' interest and generally utilises appropriate methods. The school has a suitable framework to assess pupils' performance and to track their progress. Teachers use information from this to plan work which takes into account the individual needs of their pupils.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The pupils' personal development is facilitated by the school's ethos which places the promotion of British values at its heart. Pupils are enabled to develop their self-knowledge and self-confidence through speaking and performance opportunities and regular affirmation of their successes, such as in assembly. Pupils develop the ability to distinguish right from wrong through talks in assembly, discussions in subjects such as personal, social and health education (PSHE) and their adherence to the school's behavioural code. Their understanding of the law and government is promoted through activities and visits as part of the Jersey citizenship programme, which enable them to compare and contrast Jersey with England and also learn about Jersey's historical links with England. Suitable care is taken to ensure that the promotion of partisan political views is disallowed. Older pupils are given opportunities to exercise responsibility as prefects, and pupils are involved in choosing the charities they would like to support. The PSHE programme, together with that for religious education (RE), promotes pupils' knowledge and understanding of British values and enables them to develop an adequate understanding of a range of faiths and diversity. The relationships and sex education (RSE)

programme meets the needs of pupils across the age-range appropriately and, allied with PSHE, supports pupils' development of respect for individuals' characteristics, including those which are protected such as sexual orientation and gender, race, disability, age, religious belief, marriage and civil partnership and pregnancy.

- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.10 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.11 The governors and leaders make suitable arrangements to safeguard and promote the welfare of pupils by means which pay regard to both local and UK guidance, including recent developments relating to online risks, child-on-child abuse and the recognition of low-level concerns. The safeguarding and related policies reflect current guidance and are implemented effectively. All staff, including the designated safeguarding lead (DSL), are trained appropriately at a level commensurate with their responsibilities, and the staff receive regular safeguarding updates. In the questionnaires, all staff feel they are confident to respond to any concerns. The school maintains effective links with Jersey Children's Services and its multi-agency support teams. A governor has been suitably trained to monitor the school's procedures at governance level, and the full governing body undertakes an annual review of safeguarding. The school keeps suitable records of staff training as well as of children of concern. Pupils state that they feel safe in school.
- 2.12 Leaders have developed an appropriate policy to promote good behaviour. Guidance is provided to staff and there is a suitable system of celebrating success as well as an escalating range of sanctions when necessary. Incidents and sanctions are carefully recorded to enable senior staff to monitor both behavioural trends and individual pupils' behaviour. The school's procedures to prevent bullying, including cyber-bullying, and its response to any incidents, are clearly set out in its policy, which is implemented effectively. The awareness of staff is raised through regular training. Staff use assemblies, PSHE, form time and anti-bullying events to teach pupils about bullying. Pupils assert that there is little bullying in school and are confident that should they witness it or be a victim, staff are approachable and will immediately address it.
- 2.13 Arrangements for health and safety are in accord with Jersey legislation. Records of the required maintenance of plant and equipment, such as electrical installations, portable appliances, gas and water, confirm regular checking and action to address defects. Measures to prevent fire conform with UK and local requirements. A suitably trained person oversees fire prevention arrangements, there is a sufficient number of fire marshals, and all staff receive appropriate training regarding fire safety. The school has addressed each recommendation of its recent externally conducted fire-risk assessment. Hazardous and flammable materials are stored securely, and firefighting equipment and evacuation routes are routinely checked. The school carries out regular fire drills so pupils know what to do should the fire alarm sound. The school's approach to risk assessment is informed by a suitable policy. Staff receive appropriate guidance in carrying out risk assessments, which are reviewed annually or as necessary. All staff feel they are adequately trained to recognise and mitigate risks. Comprehensive risk assessments are produced for the site, on-site activities and trips and visits, both on Jersey and elsewhere.
- 2.14 First-aid procedures are supervised by a member of staff who is a qualified nurse. Many staff are also trained in first aid, including all EYFS staff who have paediatric first-aid certification, so that there is always first aid available both on site and on trips. Arrangements to administer prescribed medication are suitable, and accidents are correctly recorded. Pupils with ongoing medical conditions have health-care plans, of which all staff are made aware. Pupils are properly supervised at breaktimes and confirm that they can always readily locate a member of staff. The admission register is suitably maintained, and daily registration conforms with local requirements.

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

2.15 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.16 All the staff and governors have been fully checked to ensure their suitability. These checks are completed in a timely manner and include prohibition, barred list and disqualification, criminal records, checks in any overseas country persons have lived, employment history, references and medical information.

2.17 All checks required to be included on a central register are suitably recorded. Other checks are recorded appropriately in personnel files together with corroborating documentation. Safer recruitment procedures are managed effectively, monitored by senior leaders and overseen by governors.

Part 5 – Premises of and accommodation at schools

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

2.19 Suitable toilet, showering and changing facilities are provided for pupils and maintained in a clean condition. The school provides appropriate accommodation for the short-term care of ill or injured pupils. The buildings and site are maintained in good condition, and acoustics and lighting are suitable. The school's provision for water meets the environmental recommendations of the States of Jersey, and drinking water is clearly labelled. Pupils have suitable space outside for play, including hard-surface areas and fields for physical education.

Part 6 – Provision of information

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

2.21 Leaders provide or make available to parents a range of information, much of it on its website. This includes contact details of the school and its head, details about governors, the ethos of the school and its curriculum. The safeguarding policy and school's arrangements for admissions, the promotion of good behaviour, the prevention of bullying, health and safety, first aid, its complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, are published on the school's website. The destination schools of leavers and the provision for pupils with SEND or EAL are also made available. Parents receive a written report about their children's progress and attainment at least annually, supplemented by information at parents' evenings.

Part 7 – Manner in which complaints are handled

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

2.23 The school has a suitable complaints procedure, published on its website, which allows for a three-stage process. If concerns cannot be resolved on an informal basis, they are made in writing and considered formally by the headmaster. Further provision is made for a complaint to go to a hearing before a panel which includes a person independent of the school. Parents may attend and be accompanied if they wish. This panel may make findings and recommendations which are communicated to the complainant and, where appropriate, to the person complained about. Each stage has clear timescales. Records of complaints are maintained confidentially and include the action taken by the school, whether or not a complaint has been successful. The school's logs indicate that concerns are invariably resolved at the informal stage.

Part 8 – Quality of leadership in and management of schools

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

2.25 The governing body has sufficient breadth of experience and expertise to ensure that the leadership and management demonstrate good skills and knowledge to fulfil their responsibilities effectively. Therefore, the Standards for British Schools Overseas are all met and the wellbeing of pupils is actively promoted.

2.26 In the questionnaires, all staff felt that leaders are responsive to the views of staff.

2.27 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

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

Recommendations

3.3 In the context of the excellent outcomes, the school should consider the following improvements:

- Enable older pupils to achieve a broader range of academic knowledge, skills and understanding beyond the scope of the Common Entrance syllabus.
- Enable all pupils to develop a wider understanding of the diversity of cultures and individual characteristics in modern society

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 The school is aspirational on behalf of its pupils, and it successfully instils in them a strong sense of academic ambition. Pupils come to know that the school's aim for them to 'do a little bit better than anyone expected' can be realised if they put in the required effort and make the most of the expert teaching and well-developed curriculum and extra-curricular provision on offer. They respond enthusiastically, displaying highly positive attitudes to learning, applying themselves fully to their tasks and activities. In their responses to the pre-inspection questionnaire, pupils expressed strong satisfaction regarding their education, and almost all said they would recommend the school to a friend.

3.6 The school is the only co-educational preparatory school in Jersey. Pupils work hard so that they can move on successfully to their next school destinations, either in mainland UK or on the island. Pupils

wishing to access local state-maintained secondary education at Year 10 are able to continue at the school in the Year 9 Shell class whilst awaiting transfer.

- 3.7 Pupils make strong progress and achieve well because they are valued as individuals, receive bespoke support and guidance, and sufficient challenge in most lessons. Senior leaders maintain rigorous oversight of pupils' overall performance and continually seek to strengthen provision. Some parents expressed concerns regarding their perception that the governing body's communication with themselves is not as effective as it could be. Inspectors did not find evidence of any deficit in governors' and senior leaders' ability to fulfil its aims on behalf of the pupils.
- 3.8 Almost all parents responding to the pre-inspection questionnaire agreed that the school meets their children's academic needs well. There were some parental reservations regarding the sufficiency and quality of extra-curricular activities. Inspectors judged that this aspect of the school's provision is strong, helping pupils to extend their experiences and try new activities. Pupils respond well to the opportunities offered, engaging readily. Enrichment activities such as choirs and other music groups, and a wide selection of sports and creative art clubs support pupils' ability to achieve beyond examination successes. Pupils achieve well in competitive events, sporting and other, both on the island and beyond, and their successes are duly recognised and celebrated by the school.
- 3.9 In each year since the previous inspection in 2017, every pupil taking the Common Entrance examination has passed and gained a place at one of their preferred schools. Those pupils competing for scholarships are often successful in their endeavours. Pupils at every stage of the school are continually assessed to make sure they are progressing as expected and, if needed, are helped to overcome any barriers to learning with extra support. The school's own data indicate that this is a major factor in enabling all pupils to do well. This includes those pupils identified as having SEND, most of whom make expected progress, with some exceeding this measure significantly. The school also provides interventions and additional support for other pupils who require this. Pupils with identified additional needs achieve well because they are supported by skilled specialist staff who work alongside classroom teachers on specific, personalised learning strategies and who also provide individual and small-group tuition.
- 3.10 The small number of pupils who require additional help because they have EAL receive individualised support and quickly make the progress they need in their fluency in English in order to access the full curriculum.
- 3.11 The younger pupils develop their knowledge, skills and understanding with a tangible sense of enquiry and a thirst to work things out for themselves. During the inspection, children in the Nursery were ceaselessly engaged, playing, handling apparatus, expressing their thoughts and finding out about their environment. Their experiences were facilitated and enhanced by staff who know how to work constructively alongside these young, sometimes intrepid, explorers. In Reception, children quickly gained an understanding of 'empty' and 'full', experimenting with containers and water, having a great deal of fun at the same time. In pre-prep and juniors, pupils successfully honed their ball-control skills in hockey and football, and keenly sought to improve their swimming competencies, making good advances. In an information and communication technology (ICT) lesson, they knowledgeably explained that 'tinkering' is the term for finding out about a new app or programme and used their devices skilfully to support writing a story. Pupils identified the factors affecting the rate at which ice melts, using correct scientific terminology and competently applied numeracy skills to interpret and discuss their findings. Recorder players showed increasing skill in using their instruments to good musical effect.
- 3.12 Pupils universally display strong communication skills, speaking and listening astutely, and writing with a good understanding of grammatical rules, such as the use of conjunctions. Pupils explained that they are given lots of time during and outside of lessons to receive detailed feedback and advice from teachers and this really helps them to make progress. They also highlighted that practising what you are learning is important and that the school gives opportunity for this.

- 3.13 Pupils' knowledge, skills and understanding established in their younger years continue to develop strongly when they become seniors. During the inspection, pupils extended their skills of analysis when examining the writing techniques of accomplished authors. Pupils studying engineering displayed an incisive understanding regarding the potential problems that might be associated with particular project designs and employed technical terminology to discuss how to resolve issues. Swimmers incorporated advice on techniques for improving their speed into their training session and accurately evaluated how each other's performance had been affected. In art, pupils applied their previously acquired knowledge of famous artists' painting styles to enhance their own work. These examples of excellent pupil achievement reflect the positive impact of the skilful teaching, which is exemplified by effective planning, searching questioning, challenge, encouragement and knowledge of individual pupils' learning characteristics.
- 3.14 Pupils steadily develop effective study skills. Younger pupils learn to strengthen their memory of information by reciting key points to themselves before recording them in written form. They highlight important content in texts in order to distil the essence of the author's intended central messages. In numeracy, they identify patterns in times tables and apply these in their solution of problems. They analyse the differences and similarities between locations such as Beijing and St Helier and synthesise their findings into clear presentations of comparative data. Senior pupils build on these strengths and demonstrate increasing sophistication in their ability to research and evaluate source materials, such as when considering issues of economic sustainability in contrasting countries or when analysing relationships between significant historical figures. They are alert to identifying bias in arguments and take this into account when reaching conclusions.
- 3.15 Effective revision techniques are well embedded in pupils' repertoire of study competencies. These skills are engendered by teaching which consistently maintains high expectations and an open-mindedness about each pupil's individual potential capacity to become a first-class learner. Senior leaders promote a positive ethos in which these teaching characteristics can flourish, and so pupils can excel in relation to their respective abilities. Strong, collaborative teamwork amongst staff has each individual pupil's best interests as its prime focus.
- 3.16 Younger pupils acquire a strong liking for numeracy, expressed in their avid engagement in mathematics lessons. This keenness is also seen in their application of numeracy skills across the range of subjects, for instance in engineering using accurate measurement, in geography dealing with large numerical statistics and in history utilising timelines. When some pupils experience particular difficulties with numeracy, they say that teachers make time to help them overcome any barriers to further progress. Senior pupils continue this positive engagement with numeracy, applying their skills with ever-increasing competency, as seen in Shell class science where they made calculations at a level equivalent to higher grade GCSE.
- 3.17 Senior leaders have identified that for those older pupils engaged in preparation for Common Entrance examinations and scholarship applications for senior schools, the syllabus can become relatively narrow and restrict the richness of their experience during their final phase in the school. Whilst recognising that due emphasis is required on entrance examinations and scholarships, inspectors found that the curriculum does reduce in its scope for senior pupils towards the point of transition to secondary schools and agree with senior leaders that it inhibits these pupils' ability to expand their educational experience at this point.
- 3.18 Although ICT is not taught as a discrete subject, pupils' application of digital skills is well-developed. The school is committed to promoting interpersonal communication skills as a corrective to any tendency for pupils to become disproportionately over-involved in digital activity. As a result, pupils become adept communicators, developing strong speaking and listening abilities, facial and body language awareness, enhanced through activities such as drama, debating and presentations.

The quality of the pupils' personal development

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

- 3.20 The pupils understand their own learning needs well and utilise the resources and support available to them so they can make improvements to their performance. Pupils display strong levels of self-confidence, self-understanding and self-awareness which allow them to develop their own learning to the next stage. Because lessons include plenty of challenge and opportunities for independent learning, pupils acquire a sense of self-responsibility for their outcomes and the resilience to persevere when answers to problems take time and extra effort to resolve.
- 3.21 Underpinning pupils' readiness to take on tasks which challenge them, is their awareness that staff consistently encourage them in their commitment to do their best. Marking and feedback procedures are particularly effective and encourage pupils to self-evaluate and to engage in peer-evaluation. Pupils reflect with teachers about their progress in subjects and understand the importance of applying clear performance criteria to come to an informed and objective view of how well they are doing. Pupils say that if they feel they are stuck at a point in a task, teachers will always advise them regarding how to move on positively.
- 3.22 The prevailing ethos of productive, positive teacher-pupil relationships is present across the school in all age phases and was seen to be a consistent feature in lessons observed. For instance, in music, pupils worked attentively with their teacher to review instrumental technique and improve it; in English, they independently scrutinised their draft text with their teacher's oversight; and, in engineering, considered pros and cons of a design within peer-led discussion facilitated by skilful teaching.
- 3.23 The pupils are decisive individuals, particularly in relation to their academic journey. They show an awareness of the cause-and-effect elements of making choices within a lesson, and the impact this may have on their potential to achieve the set goal or learning outcome. Teachers make provision for pupils to select more challenging and independent tasks, or instead activities that offer additional support, and pupils at all ages are adept at deciding which they feel would suit them best. Pupils also commit decisively to fulfilling their longer-term goals regarding attaining placements at secondary school, working hard to this end. In questionnaire responses, almost all older pupils said they feel well-prepared for the transition to their next school, and this reflects the effectiveness of their decision-making in setting a clear personal direction for themselves.
- 3.24 Pupils learned ability to make good decisions is also a major factor in taking responsibility for their own behaviour and the development of their moral understanding. Even the youngest pupils demonstrate that they understand the impact of their actions on one another and were observed decisively avoiding interactions that would cause unnecessary disruption to an otherwise calm situation. Older pupils discuss and deepen their understanding of moral dilemmas in the broader context of global issues. In Year 9, pupils grappled with the ethics of developing a moral code.
- 3.25 Pupils' behaviour was observed to be kind, courteous and considerate at all times, including during busy and lively playground activities. Pupils say that there is very little inappropriate or disruptive behaviour and that bullying is not part of their school's culture. Senior leadership and staff work assiduously to promote this high standard of pupils' behaviour and moral responsibility. They do so through tutor time, assemblies, effective supervision, consideration of ethical issues in subjects, including in PSHE and RSE, and in maintaining a consistently caring school environment. The school's aim to instil such positive values in pupils is fulfilled extremely well. Almost all pupils, staff and parents agreed in their questionnaire responses that this is the case.
- 3.26 Pupils' excellent behaviour includes a fundamentally well-established element of respect for others. Pupils are inherently tolerant and respectful towards each other, adults and others in their community and beyond. They have an awareness of other religious groups and welcome learning about different ways of life and cultural traditions. Pupils visit places of worship, such as a synagogue, and have

produced multi-cultural derived art which is evident around the school. They share experiences with pupils from a primary school and thereby meet children from more diverse backgrounds. The school's leaders are reflective, and aware that small-island life creates a need for continued and enhanced diversity awareness, and inspectors agree this remains necessary. Ongoing work on the Rights Respecting School Award is strengthening the school's ability to support pupils' development in this area.

- 3.27 Pupils respond well to learning about the diversity of individuals' personal characteristics and are respectful regarding such matters as gender, sexual orientation, disability and race. They are interested in the comprehensive and appropriate content of the RSE and PSHE programmes which relate to these topics and are happy to discuss the issues. They attend well to assemblies which deal with racial discrimination and learned much from the school's Black History Month events which were co-ordinated by pupils in Year 9. Parents, in their questionnaire responses, indicated satisfaction with the school's promotion of respect and tolerance, and inspectors agree that this reflects the school's intentions and related provision. However, during discussions with pupils, inspectors found that their appreciation and understanding of the real-life issues experienced by those who have perceived distinctive and different characteristics was not as strongly developed.
- 3.28 Pupils are socially aware and collaborate with each other well in small groups or in pairs, relishing the opportunity to do so, showing excellent co-operative skills. They engage with each other positively and respectfully, work effectively together to solve problems, to achieve common goals and make efforts to support each other's learning. Taking on roles such as prefect or sports captain and helping younger pupils to read enables pupils to acquire a sense of purposeful responsibility for others. This positive perspective finds further expression in pupils' readiness to contribute to the wider island community, for example, participating in arts and environmental projects and musical performances in residential homes. They learn too that supporting local, national and global charities can make a crucial difference to others' wellbeing and that having the capacity, awareness and will to do this are important personal attributes.
- 3.29 Pupils also develop a good understanding of the importance of collaboration and co-operation between cultures and nations on an international level, and of the importance of democratic principles in promoting fairness and regard for different viewpoints. Pupils assimilate fundamental British values into their perspective on life. Governors, school leaders and staff place due emphasis on British values and ensure that the curriculum, everyday teaching and school events consistently promote them.
- 3.30 In line with its aims, leaders promote the values of the Christian faith. Pupils participate in assemblies and sing Christian hymns and there is a discernible spiritual element in their respectful and reflective response. Additionally, and significantly, it is during lessons and daily life within school that pupils' spiritual understanding and appreciation of the non-material aspects of life shine through. They are often inspired and visibly invigorated by a moment of learning that fires their imagination, aesthetic awareness or enthusiasm for finding out something that is really important to them personally. These instances were observed in a range of subjects including music, science, engineering and art. Pupils also express their spiritual sensibility in instances of quiet reflection. Very young children stop and take in everything around them, for example, resting in a hammock, looking up at the nest in a tree and becoming totally absorbed in the moment. Leaders and staff's professional nurturing of pupils' emotional and reflective responses to their experiences allows pupils to appreciate that life offers many enriching occasions.
- 3.31 Pupils develop a keen awareness of what it means to be healthy, physically and mentally, and how to achieve this. This starts in the early years when there are plenty of opportunities for physical exercise, and to begin understanding how this is so important for your body and mind. Pupils continue to incorporate exercise into their daily routine because this is part of the school's curriculum and extra-curricular programme. They learn that yoga, meditation and mindfulness are valuable techniques, and they have access to related tuition. Older pupils are helped to appreciate that balance between work and leisure pursuits is important in order to avoid unhealthy stress. Pupils understand that a balanced

diet is central to health, and the school's lunch menu is designed to support their adherence to good eating habits.

- 3.32 Pupils have access to help if they are worried about any issue and know that there is availability of counselling and specialist emotional learning support. They feel they have a real voice about more general issues and that it is listened to, and considered properly by, the school. They know how to keep safe, including with regard to online activity, and their questionnaire responses resoundingly confirmed that the school is a safe place to be in all respects. Leaders and staff ensure that the school's systems, procedures and teaching programmes are primarily aimed at promoting pupils' wellbeing.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and designated safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, 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 regulatory documentation made available by the school.

Inspectors

Mr Andrew Farren	Reporting inspector
Mr Robert Chatburn	Team inspector (Head of faculty, SoH school, UK)
Mrs Kate Hurley	Team inspector (Former assistant head, IAPS school, UK)