



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

St Lawrence College Junior School

March 2023

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School's Details

School	St Lawrence College Junior School		
DfE number	886/6040		
Registered charity number	307921		
Address	St Lawrence College Junior School College Road Ramsgate Kent CT11 7AF		
Telephone number	01843 572912		
Email address	jsoffice@slcuk.com		
Head	Mrs Ellen Rowe		
Chair of governors	Mr Mike Bolton		
Proprietor	Corporation of St Lawrence College		
Age range	3 to 11		
Number of pupils on roll	161		
	Day pupils	154	Boarders 7
	EYFS	29	Pre-Prep 31
	Prep	101	
Inspection dates	21 to 23 March 2023		

1. Background Information

About the school

- 1.1 St Lawrence College Junior School is an independent co-educational day and boarding school situated in Ramsgate. There is a separate senior school on the same site. It was founded in 1884 originally as a preparatory school for male pupils. Pupils can board from the age of seven either as full or flexi-boarders. Boarders are accommodated in one boarding house, along with boarders in Years 7 and 8 who attend the senior school. The junior school is a charitable trust administered by the same board of governors as the senior school, known as the Council.
- 1.2 Since the previous inspection, the school appointed a new chair of governors.

What the school seeks to do

- 1.3 The school aims to add value to every child, enabling them to achieve their potential. It believes that a holistic education will develop individuals who gain excellent academic results as well as the soft skills required for the modern world. Centred on Christian values, the objective is to create a feeling of care and compassion, with a strong focus on empowering pupils to be confident team players. The intention is that pupils learn about their responsibilities to society, leaving the school with a burning desire to do good in the world.

About the pupils

- 1.4 Most pupils live in the local area of Thanet. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking similar tests nationally. The school has identified 27 pupils as having special educational needs and/or disabilities which include speech and language needs and dyslexia, all of whom receive additional support. No pupil has an education, health and care (EHC) plan. English is an additional language for 29 pupils, nine of whom receive additional support. The curriculum is modified for pupils identified as being the most able in the school's population.

2. Regulatory Compliance Inspection

Preface

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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.

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

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

Key findings

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

- Pupils are highly articulate and display strong literacy skills across the age range.
- Pupils acquire excellent knowledge, skills and understanding across the curriculum.
- Pupils' attitudes and approach to learning are outstanding.
- Pupils' progress over time is excellent in relation to their starting points.

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

- Pupils understand themselves extremely well. They are confident, aware of their strengths and how they can improve.
- Pupils' social awareness is generally strong. They work amicably in lessons and during activities.
- Pupils fully embrace the schools' aim to play a key role in the community. They are excellent fundraisers and engage fully in local initiatives.
- Pupils are highly respectful of the diversity within their own community and the wider world.
- Pupils' behaviour is generally of a high standard. However, some older pupils report that on occasion interactions do not meet the school's expectations.

Recommendation

3.3 The school is advised to make the following improvement.

- Enhance further older pupils' ability to manage friendships to help them make the right behavioural choices towards others with greater consistency.

The quality of the pupils' academic and other achievements

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

3.5 Pupils develop outstanding communication skills. They are extremely articulate and are confident to speak in front of others. Year 2 pupils spoke expressively in French while explaining the types of accommodation in which people can live, while those in Year 6 made thoughtful contributions to group discussions relating to media stereotypes. Pupils throughout the school listen carefully and ask pertinent questions. In the EYFS, children communicate well through sign and words. Year 1 pupils listened with interest to the story *Rabbityness*, demonstrating an excellent understanding through discussion. Year 2 pupils are proud of their achievements in their written work, commenting how they

improved their skills over time though listening to their teacher. Pupils reading and writing skills are well developed and used to strong effect across the curriculum. Children in Reception read and write with growing confidence. This is enabled through the small group teaching of the relationship between letters and sounds, which allows children to work at their own pace with considerable success. Year 5 pupils wrote interesting and individual comments on the character Harry Potter, using figurative language well. By Year 6 pupils have acquired well developed literacy skills, as evidenced in work inspired by the book *Why the Whales Came* which features excellent descriptive detail. Boarders enjoy spending time reading in the boarding house, discussing their books with their house mother.

- 3.6 Pupils acquire excellent knowledge, skills and understanding across the range of subjects. For example, in a Year 1 mathematics lesson, pupils quickly understood the concept that weight does not always relate to size. In science, Year 5 pupils grasped new concepts, explaining how they had learnt that density can be worked out by displacing water. In discussion, Year 2 pupils accurately recalled facts about Felicity Aston's expedition across Antarctica. Pupils ably apply their prior knowledge and skills in lessons, aided by the fact that they find lessons fun and interesting. In history, Year 3 pupils used their knowledge of Roman history capably while drawing plans of Roman bath houses. EYFS children confidently reasoned that their collage chickens required a beak otherwise they would not be able to peck. Older pupils spoke enthusiastically about the Science, Technology, Engineering, the Arts and Mathematics (STEAM) days, the most recent of which explored Mars and involved pupils successfully building robot models and constructing probes. Pupils apply their skills proficiently during the regular outside learning days in the woodland learning environment. For example, prep pupils use their knowledge of materials and design to excellent effect while building bivouacs with tarpaulin. Boarders explain how their knowledge and understanding are enhanced due to the oversight provided by teachers when they are completing homework.
- 3.7 Overall, pupils of all ages achieve high academic standards, as evidenced in standardised assessment data. Pupils across the school, including children in the EYFS, join with a wide range of abilities and make rapid progress from their starting points. This represents successful fulfilment of the school's aim to add value to every child to enable them to achieve their potential. Pupils with SEND and EAL advance at a similar rate to other pupils because teachers know them well and tailor learning to support their individual needs. Those who are identified as more able are suitably challenged through differentiated work and 'STRETCH' opportunities including in music, sports and art. Pupils in Year 6 perform extremely well in the Kent Test (11+) compared to the average pass rate and a good number of pupils achieve scholarships to the senior school each year. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. Pupils' achievements have been enhanced by leaders' high expectations that include obtaining a Quality Mark for English, mathematics and the EYFS. This initiative was fully embraced by governors and investment has been made in a range of resources which have enriched pupils learning.
- 3.8 Throughout the school pupils approach their learning in a positive manner. They are enthusiastic in lessons and give of their best. In the EYFS children busily immerse themselves fully in the wide range of activities, such as by sustaining interest in mark making using water and brushes on a chalk board and participating enthusiastically in the 'dough disco'. Pre-prep children fully engage in their learning because teachers make lessons fun and relevant, as observed in a Year 1 literacy lesson where pupils wrote an account of a recent trip. Prep pupils take initiative in their learning, exemplified in the many projects they undertake where they have flexibility to choose what they would like to focus on. They conscientiously work on independent tasks and exhibit strong collaborative skills whilst working in a team, as seen in sports fixtures where pupils were highly supportive of each other. This reflects the school's aim to empower pupils to be confident team players. Pupils show good leadership qualities, such as when pre-prep pupils confidently organised others' positions while playing a game of football.
- 3.9 Pupils have well-developed study skills. They have enquiring minds and use higher-order thinking skills such as hypothesis and analysis as a matter of course. Pupils rise to the challenge to independently produce work in a wide variety of media for their 'Friday Independent Stretch Homework' (FISH) in

the prep and similar weekend challenges in the pre-prep. The high quality of what they produce reflects how they sustain interest in these projects because they can develop an area of interest creatively. For example, Year 3 pupils carefully wrote out recipes and confidently videoed themselves making cakes. Others made complex drawings of star constellations and the solar system, all linked to the book *The Boy, the Mole, the Fox and the Horse*. Pupils are adept at analysing information. For example, Year 1 pupils showed an excellent ability to analyse results in a weighing activity to develop an understanding of mass and density. Pupils hypothesise effectively and predict outcomes, such as in a Year 5 science lesson where pupils predicted the density of different liquids. Pupils demonstrate an excellent ability to synthesise information. In a Year 6 geography lesson, pupils expertly related their learning on climate change to their own experiences, such as how worldwide weather patterns have affected their ability to buy cucumbers during their weekly shop.

- 3.10 Pupils display strong mathematical skills. They approach problem-solving with confidence, and competently apply their skills in both mathematics lessons and in other areas of learning. Nursery children know their numbers to ten, quickly identifying the difference between a 'high five' and a 'high ten' during group discussions. Pre-prep children demonstrate a love for numbers. Those who have specific interest in this area relish the challenge to use their skills to solve problems. They push their learning further, for example by completing a multiplication square up to twelve and then deciding to extend this further. Year 2 pupils quickly grasped the concept of using millilitres as units for measuring, while Year 6 pupils showed an excellent ability to calculate the mean and use the inverse to work out a missing number. Year 3 Pupils used an educational computer game to effectively consolidate their knowledge of multiplication. Their use of mathematical skills in other areas of the curriculum enables them to build a stronger understanding of concepts. For instance, Year 4 pupils showed real joy and pride in their well-executed designs of hexagonal tiles of owls, recognising that these will tessellate once they are displayed together.
- 3.11 Pupils' achievements in sport, the performing and other arts are excellent. They fully embrace the wide range of extra-curricular activities and are regularly awarded medals in sporting competitions, such as for swimming, cross country, and hockey. Pre-prep pupils achieve well in the range of activities on offer, such as when creating artistic coil pots in the after-school craft club. All pupils in the prep school participate in matches with success. Pupils value the opportunity to hone their skills in a range of sports in mixed gender teams, such as rugby and netball. A significant number of pupils learn a musical instrument and are successful in music examinations. They achieve excellent pass rates in external drama examinations and confidently take part in performances, both in school and within the local area. Pupils' artwork is outstanding. They attain highly in art competitions, for example, gaining awards in the local Rotary Club Art competition. They are equally fruitful in academic competitions. For example, pupils recently won an inter-school science and engineering challenge.
- 3.12 From an early age, pupils are competent users of information and communication technology (ICT). In the EYFS, Nursery children are skilful users of programmable toys while those in Reception ably use touch screens during quizzes to answer questions. Older pupils embrace technology across the curriculum, using devices to excellent effect. Year 3 pupils confidently use devices to research animal facts for their projects. Year 6 pupils exhibit a very strong ability to create presentations, on themes such as climate change and biomes. Through discrete ICT lessons pupils develop a secure understanding of skills such as by coding to design games.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The development of pupils' self-awareness is excellent. They display high levels of self-esteem and understand how to improve themselves. They fully acknowledge that making mistakes helps them learn and explain that whilst they may find some skills challenging now, they are improving all the time. Pupils are aware of their strengths and proud of their achievements, as evidenced when Year 2

shared their favourite pieces of work with inspectors. Pupils engage comfortably in discussion with each other as well as with adults. They confidently initiate conversation with visitors. Year 5 pupils were seen to tactfully comment on others' work, giving constructive advice, and were resilient when accepting feedback from others. Prep pupils develop greater independence and confidence by moving around the school for specialist lessons. This helps prepare them for senior school.

- 3.15 Pupils' ability to interact socially, particularly in lessons, is strong. In classes, they work harmoniously alongside and with others. EYFS children kindly welcome others into their play, taking care to ensure that they have the correct resources to participate in the activity. Pre-prep pupils are seen to enjoy positive relationships with others in their class, for example by praising each other's work. They play well together, including younger children in their games, such as when making cakes in the sandpit. Pupils of all abilities collaborate effectively in group activities. For instance, in a Year 5 mathematics lesson, pupils worked together using a success criterion to help work out the cost of carpets. Older pupils gladly visit the pre-prep section to play or read with the youngest children in the school as part of the personal, social, health and economic education (PSHEE) programme. The house system further strengthens social interactions across year groups in events such as sports day. In the boarding house, there is a family feel, where all boarders play an active role in contributing to their community.
- 3.16 Pupils are extremely proactive in contributing to the lives of others, both within school and the wider society, which is a successful fulfilment of the schools' aim. They are keen to offer help to those who need it. Across the school, pupils willingly undertake roles, such as being the 'register taker' in pre-prep. Pupils from different year groups, including boarders, come together on the active school council. They take their responsibilities seriously and work together on many initiatives, such as introducing new play equipment and improving equality in sports. Staff explained how the council 'moved mountains'. All Year 6 pupils act as responsible ambassadors in areas of their choosing, undertaking their roles with pride. This role successfully promotes leadership skills in all pupils during their final year at the school. Pupils are fully aware of the need to make a difference in their community. They frequently engage in fundraising for those less fortunate, by contributing to and visiting local foodbanks. They keenly take part in worthwhile projects such as EYFS children visiting residents of a local care home and older pupils litter picking in the locality. Pupils demonstrate excellent compassion while working together to raise money for charity, often following their own personal interventions to support a particular cause, for example for the victims of the Turkish-Syrian earthquake.
- 3.17 Pupils are highly respectful of diversity within society. They have an excellent understanding of this in all its forms, including race, different religious beliefs, and equal opportunities in sport for both males and females. Through the monthly equality, diversity, and inclusion (T-EDI) pupil voice group, pupils make insightful suggestions on how to ensure the school environment is as inclusive as possible. Prep pupils gained a deeper understanding of racism and how to celebrate diversity through a recent workshop with senior school pupils as part of the T-EDI programme. Pupils respect that individuals may have different resource requirements within the classroom and that this is acceptable. In a PSHE lesson, Year 2 pupils were extremely aware of the need to appreciate differences and similarities in their friends, swiftly stating that differences do not matter. Almost all parents who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view.
- 3.18 Pupils are acutely aware of the need to stay safe and adopt a healthy lifestyle. From an early age, they understand the importance of following safety rules, as seen when pre-prep pupils assessed potential risks prior to their trip to a local skate park. Pupils in the EYFS are familiar with hygiene practices which they undertake independently. Pupils are well versed in online safety and know what they need to do to use technology responsibly. Pupils understand the importance of eating a balanced diet and exercise, as evidenced by the balanced plates of food chosen during lunch times, and the keen participation in active play and sports. All parents who responded to the questionnaire felt that the school encourages their child to adopt a healthy lifestyle. Pupils value the 'chill out zone' that leaders

have recently introduced, understanding how this provides a safe space to take time out. Prep pupils maturely decide how to spend their breaks engaging fully in a wide range of activities either inside or out, for example by playing chess, table tennis and football. In discussion, pupils, including those who are boarders, explained that they know who to turn to should they require any support and say that they would feel comfortable to ask for assistance if required.

- 3.19 Pupils embrace the Christian ethos of the school and acquire a strong spiritual awareness. During assembly, EYFS and pre-prep children understood the Easter story and participated wholeheartedly in the action song *If I were a butterfly*. They are reflective while engaging in prayer. Pupils display a keen interest in different religions, as exemplified through their enthusiastic engagement in a recent 'World Religions Week'. They are especially respectful of others' beliefs and enjoy finding out how different religions have things in common. Pupils value the non-material aspects of life, such as when reflecting on how listening to music can take them 'to a different dimension' and by being inspired by exciting artwork. Pupils recognise that being kind to others is important and understand the benefit that this brings to all. In a Year 3 PSHE lesson pupils discussed forty acts of kindness they were seeking to notice in others as part of a Lent project. In a class discussion, Year 6 pupils demonstrated an appreciation of the beauty of nature and the vital role trees play in regulating climate. They are keen to maintain their school grounds for future generations by raising money to create an orchard by planting fruit trees as their legacy.
- 3.20 Pupils demonstrate excellent decision-making skills and have a mature awareness of the effect that their decisions have on their own success as well as on others. For example, boarders explain how it feels good when they decide to work hard and try their best. Pupils make informed choices about projects they prepare, the sports they wish to play and the books they wish to read. In the EYFS, Nursery children independently choose activities to engage in while Reception children voted on the story they wanted to hear at the end of the day. Year 2 pupils embrace opportunities to make decisions in their diet, such as by selecting items from the salad bar at lunch. Older pupils understand that it is important to follow through decisions, such as when signing up to take part in a sports team or accepting a part in a play.
- 3.21 Pupils understand right from wrong and are fully aware of behavioural expectations. All pupils who answered the questionnaire agreed that the school expects them to behave well. They are clear that the school expectations 'ready, respectful and safe' are important and understand the place of rewards and sanctions. Children in the EYFS and pupils in the pre-prep demonstrate excellent behaviour, working and playing harmoniously together. In the pre-inspection questionnaire, a minority of prep age respondents felt that not all pupils are kind or treat others with respect. Behaviour observed by inspectors across the age range was of a high standard, though it is apparent from discussion that some pupils have encountered unkindness by others at times. The school takes effective steps to support older pupils with any friendship issues they may have. For example, circle times are used to praise others for their kindness and to reflect and apologise if a disagreement occurs. Pupils acquire a solid understanding of the importance of laws and rules in the wider world. They become fully involved in debates and respect others' opinions, such as when Year 4 debated whether zoos are a good thing. Pupils have an excellent knowledge of how the voting system works through their elections for school council. Boarders are clear that they must take responsibility for their own behaviour.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection and attended assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Miss Jacqueline Scotney	Reporting inspector
Mr Geoffrey Marston	Compliance team inspector (Compliance director, group of schools)
Mrs Sandra Clements	Team inspector (Former deputy head, GSA school)
Mr Desmond Dunne	Team inspector for boarding