



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**Elizabeth College Guernsey**

**November 2021**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Inspection of Standards for British Schools Overseas</b>		<b>5</b>
Preface		5
Key findings		5
Part 1 – Quality of education provided		5
Part 2 – Spiritual, moral, social and cultural development of pupils		6
Part 3 – Welfare, health and safety of pupils		6
Part 4 – Suitability of staff, supply staff, and proprietors		7
Part 5 – Premises of and accommodation at schools		8
Part 6 – Provision of information		8
Part 7 – Manner in which complaints are handled		8
Part 8 – Quality of leadership in and management of schools		8
<b>3. Inspection of Educational Quality</b>		<b>9</b>
Preface		9
Recommendations		9
The quality of the pupils’ learning and achievement		9
The quality of the pupils’ personal development		11
<b>4. Inspection Evidence</b>		<b>14</b>

## School's Details

<b>College</b>	Elizabeth College			
<b>Address</b>	The Grange St Peter Port Guernsey Channel Islands GY1 2PY			
<b>Telephone number</b>	01481 726544			
<b>Email address</b>	office@elizabethcollege.gg			
<b>Principal</b>	Mrs Jennifer Palmer			
<b>Chair of governors</b>	The Very Reverend Tim Barker			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	866			
	<b>EYFS</b>	69	<b>Juniors</b>	230
	<b>Seniors</b>	420	<b>Sixth Form</b>	147
<b>Inspection dates</b>	9 to 12 November 2021			

## 1. Background Information

### About the school

- 1.1 Elizabeth College is a co-educational day school, which was founded in 1563. It now comprises two sites: the upper school and the junior school, which was founded in 1949. The junior school is divided into two sections: Acorn House caters for children under the age of seven and Beechwood for pupils aged seven to eleven. The sites are a short walk apart, with playing fields close by.
- 1.2 A board of ten directors governs the school through a range of committees. Since the previous inspection, a new principal was appointed in 2017 and a new head of junior school in 2018. Senior management has been restructured and the central aims redefined. In addition, although the upper school continues its sixth-form partnership with the nearby girls' school, it became co-educational in 2021. It is undergoing considerable expansion of its facilities.

### What the school seeks to do

- 1.3 The school aspires for junior pupils to aim high, be kind and be brave. In the upper school it endeavours to develop in pupils the values of curiosity, compassion and courage through nurturing a lifelong love of learning, inspiring pupils to be adventurous, courageous and respectful and encouraging them to enjoy purposeful lives with integrity and compassion.

### About the pupils

- 1.4 All pupils live on Guernsey and represent a broad range of social and cultural backgrounds. Data provided by the school show that the ability of pupils on entry is above average compared to those taking the same tests in the UK. The school has identified 221 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and dyspraxia, 69 of whom receive additional specialist help. There are four pupils for whom English is an additional language (EAL), none of whom require additional support. The school has identified 103 pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport, music, drama, art and design.

## 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. 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 last inspection was in October 2015.

### 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 The curriculum policy, plans and schemes of work meet the needs of the ages and aptitudes of pupils, which supports the views of the overwhelming majority of parents and pupils in the pre-inspection questionnaire. The curriculum provides pupils with experience in a wide range of skills, provides personal, social, health and economic education (PSHE), up-to-date careers guidance, and appropriate programmes of extra-curricular activities for pupils. It provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British society, underpinned by an understanding of fundamental British values. Pupils of all ages and abilities develop comprehensive subject knowledge, skills and understanding across all areas of learning, appropriately challenged by teaching that addresses linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of learning.

- 2.4 Children in both the pre-school and reception classes follow a programme covering the seven areas of learning of the Early Years Foundation Stage in the UK. The curriculum for pupils in the junior school and in Years 7 to 9 in the upper school follows a broad-based programme based on the English National Curriculum. In Years 10 and 11, pupils are prepared for a combination of IGCSE and GCSE examinations and, in Years 12 and 13 for A-level examinations.
- 2.5 Teaching is characterised by well-planned lessons, suitable teaching methods, good understanding of the pupils and their needs, good subject knowledge and understanding, effective use of resources, and effective strategies for managing behaviour. Additional support is provided for those with SEND. Teaching enables pupils to acquire new knowledge and make good overall progress, fosters self-motivation, application and interest, does not undermine fundamental British values, and does not discriminate against pupils because of their protected characteristics. The school uses a framework to assess pupils' performance by reference to its aims, and uses assessment information to plan teaching so that pupils can progress.
- 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 school actively promotes the fundamental British values of democracy, rule of law, liberty, respect and tolerance and furthers the pupils' personal development. It promotes principles which enable pupils to develop self-knowledge, esteem and confidence, distinguish right from wrong and accept responsibility for their behaviour. The school encourages pupils to contribute to the lives of others within the school and the local community, and gain knowledge and respect for public institutions in England and Guernsey and for the responsibilities of citizenship in Guernsey, the UK and the wider world.
- 2.9 Through its values, the school promotes tolerance and harmony between different cultural traditions and respect for other people. In particular, the protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Respect for democracy and the democratic process is promoted through the balanced presentation of political issues and preclusion of partisan political views. This inspection finding was supported by almost all of the respondents to the parent questionnaires and most of the pupil responses.
- 2.10 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**

### **2.11 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**

- 2.12 The school implements effective measures to promote the welfare, health and safety of its pupils. Safeguarding arrangements are guided by child protection policies which comply with UK statutory requirements. Some adjustments to the school's policies were made as a result of advice given on the pre-inspection visit and implemented effectively before the start of the inspection. All staff are appropriately trained to fulfil their safeguarding responsibilities, not only when they join the school, but also through training sessions at the start of the school year and through regular updates. Staff express confidence in the school's safeguarding procedures and the training and guidance they receive. Safeguarding matters are overseen by designated safeguarding leads (DSLs) in both the junior and upper schools. Each is supported by a deputy. The DSLs liaise with the board of directors, specifically with a director with nominated responsibility for safeguarding. This includes ensuring that

an annual review of policy and procedures is undertaken and that procedures are implemented correctly. The school assiduously maintains confidential records of all child protection concerns, and referrals are made when appropriate. Pupils are confident they are taught how to keep themselves safe, including online.

- 2.13 The school has appropriate policies in place to promote good behaviour and to prevent bullying insofar as is possible, through adherence to its core values which include curiosity, compassion and courage. Rewards and sanctions are appropriate, carefully recorded and monitored. Pupils and staff confirm that poor behaviour is minimal. Various initiatives are undertaken and posters are on display in many parts of the school to educate pupils about bullying, how to prevent it and what to do if they encounter it. In the upper school the questionnaire showed that a small minority of pupils did not think the school does all that it can to prevent bullying from happening. Inspectors reviewed records, including records of correspondence with external agencies, local safeguarding partners, questioned staff and interviewed a substantial number of pupils. Inspection evidence found that pupils rarely encounter bullying and when it does occur it is dealt with quickly and effectively. Pupils clearly understand the advice they are given about bullying, and most follow this, with the result that bullying is a rare occurrence. Pupils fully understand that it is unacceptable to be a bystander and will challenge their peers. Measures to reduce the risk of bullying, including cyber-bullying, and the school's response to any incidents, are clearly set out and recorded.
- 2.14 The school complies with local health and safety laws and fire safety standards, including the drawing up of a risk assessment policy and associated risk assessments. Examination of records showed clearly defined responses to the annual external specialist fire inspections and fire drill feedback. In response to the questionnaire, a very large majority of parents and pupils agree that the school provides a safe and healthy environment.
- 2.15 The school has appropriate policies for first aid and provides suitable cover for pupils who are ill or injured on each of the school sites. A large number of staff are trained in first aid, including paediatric first aid for younger children. Treatment given to pupils who are ill or injured is correctly recorded and parents are informed. Medicines are stored securely. First aid kits are available in different locations around the school and are provided for school sports events and trips. Although a very small minority of pupils in the questionnaire did not feel that suitable first aid is given quickly if they are ill or injured, the inspection findings are that the school's arrangements for dealing with such incidents are appropriate.
- 2.16 Rotas provide for members of staff to be on duty at breaks and lunchtimes at a variety of locations around each school site, and pupils are supervised appropriately throughout the school day with access to staff before and after the formal school day. Pupils are appropriately supervised and confirm that they can always readily locate a member of staff.
- 2.17 The admission and attendance registers are suitably maintained and meet local and UK requirements. They are backed up electronically every day and are maintained for the requisite period of time.

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

- 2.18 **The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.19 The suitability of persons appointed as members of staff, governors and volunteers has been checked in line with the current UK standards which reflect the Guernsey standard regarding the barred list check. Where possible, retrospective checks have been made for staff appointed before these standards were introduced. The school does not employ daily agency supply staff. All checks are recorded on a single central register of appointments. At the time of the pre-inspection visit, this register did not meet the standard required, but before the inspection took place, all of the necessary

information, which had been recorded in staff files, was transferred to the register so that it met requirements by the end of the inspection.

## **Part 5 – Premises of and accommodation at schools**

### **2.20 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**

2.21 The premises are well maintained and secure. Accommodation is well lit and the acoustics suitable. Toilet and washing facilities are appropriate for the different age groups. Drinking water is supplied. The accommodation to cater for the short-term medical needs of pupils is appropriate. Outdoor space for physical education and play is suitable.

## **Part 6 – Provision of information**

### **2.22 The Standards relating to the provision of information [paragraph 32] are met.**

2.23 All necessary information is provided including contact details for the school, the principal, and chairman of the board of directors and a statement of the school's ethos. The school makes available policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for pupils with SEND and EAL; the school's academic performance; complaints procedure; curriculum policy; arrangements for promoting good behaviour and to prevent bullying; health and safety and the school's provision for first aid. In addition, the safeguarding policy and school's latest inspection report are published on the website. An annual written report of each pupil's progress and attainment is provided for parents or carers.

## **Part 7 – Manner in which complaints are handled**

### **2.24 The Standards relating to the handling of complaints [paragraph 33] are met.**

2.25 The school's complaints procedure is made available to the parents of current pupils on its website. It enables initial consideration on an informal basis and a formal procedure for a complaint to be made in writing should a concern not be resolved. It has further provision for a hearing before a panel which includes an independent member, and allows for a parent to be accompanied if they wish. The panel may make findings and recommendations. 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**

### **2.26 The Standards relating to leadership and management of the school [paragraph 34] are met.**

2.27 The leadership and management, including governance, demonstrate good skills and knowledge and fulfilment of their responsibilities so that the standards for British Schools Overseas are met consistently, and the well-being of pupils is actively promoted.

2.28 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.

**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 is advised to make the following improvements:

- Ensure all pupils make equally strong progress across all areas of the school, through the consistent application of marking, oral feedback and suitable challenge in all lessons.
- Strengthen junior school pupils' ability to apply information and communication technology (ICT) skills proficiently across the curriculum.
- Strengthen upper school pupils' ability to reflect on the philosophical and spiritual ideas to which they are exposed.

#### The quality of the pupils' learning and achievement

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

3.5 Pupils demonstrate the successful fulfilment of the school's aims; they aim high in the junior school and display curiosity in the upper school. They enjoy their learning, think independently and have energy and passion in their drive for success. They display well-informed, up-to-date knowledge and understanding gained from subjects such as business studies, geography and computer science. Pupils show enjoyment and development of proficient skills in physical education and drama and strong skills of reflection and self-assessment in art and design. They display insight into how their learning enriches their lives now and in the future through their enthusiastic informed discussions in personal, social and health education (PSHE) lessons. This is because they respond well to a thoughtfully constructed curriculum and to teaching that demands active engagement by pupils. Pupils respond well to teachers' precise questioning and accurate oral and written feedback which in most lessons is effective. When pupils are given the freedom to challenge themselves, they show considerable

initiative. However, on occasion, progress is more limited because teachers set tasks which are insufficiently interesting or appropriate for the age and ability of all the pupils.

- 3.6 Pupils' verbal and written communication is excellent. They are articulate and speak with confidence. This is promoted through accomplished teaching which encourages pupils to ask probing questions spontaneously and to engage in thoughtful discussion. Pupils are able to explain their thoughts with precision and use a wide vocabulary. Children in the EYFS display reading and phonetic skills at a high level and are able to construct complex sentences. A Year 6 French lesson illustrated excellent pupil engagement and progress through the use of word-builder prompts in developing sophisticated sentence construction. Essay work undertaken by pupils in English and the humanities shows a precise well-structured approach, which becomes stylistically more sophisticated and nuanced as pupils mature. The quality of written work is excellent, confirming pupils who take a real pride in their learning. The school council meeting observed during the inspection, showed pupils from across the junior school listening to each other very respectfully and putting forward their ideas and suggestions extremely confidently and articulately.
- 3.7 Pupils demonstrate sophisticated study and research skills which are always of very high quality, including detailed note taking using, for example, mind maps and memorisation techniques which encourage independent study. They show independent learning as a result of skilled teaching which develops their confidence to hypothesise, analyse, synthesise and engage in thinking. Those with SEND achieve significant levels of focus through the application of effective whole school approaches to study, which show pupils exhibiting resilience, resourcefulness and reflectiveness in their learning. Extended work confirming pupils' perseverance in research skills and reflection was seen in a range of contexts. For example, a sixth-form extended project on libertarian firearm control arguments powerfully illustrated purposeful synthesis and analysis of a range of sources. Additionally, in a range of art portfolios, pupils displayed sustained work carried out between lessons and genuine interest in the work being produced. High standards in music are attained, because of the dedication, commitment and practice of the pupils. Pupils achieve recognition in local and national performance groups. Their high standards of instrumental and singing skills are enhanced by specialist staff who support their independent approaches to practice. Pupils move to the next stage in their lives with confidence.
- 3.8 In the upper school, pupils demonstrate a high degree of natural facility with ICT through their experience of life as digital natives and the ubiquity of ICT in the world in which they learn. This is further promoted by the school's bring your own device policy which gives pupils the independence to use highly effectively their ICT resources in a co-ordinated manner between school and home in research and presentation tasks across a range of subjects. However, ICT skills at the junior school are less well-developed due to the lack of opportunities to use them across the curriculum. Junior pupils have not yet fully developed the ability to independently make choices regarding their selection of applications and hardware in specific situations. Hence, they do not have confidence in applying ICT in their learning.
- 3.9 Pupils confidently select appropriate mathematical processes when required across the curriculum, for example in business studies, physics and computing. They demonstrate convincing mathematical subject knowledge, such as EYFS children exhibiting advanced counting and ordering skills while creating a 'stepping stones' game in the outdoor area. The most able pupils demonstrate excellent numerical skills, as exemplified in their many successes in a range of external mathematical challenges and competitions. Those who are less talented are well supported and meet their potential. Pupils competently incorporate their mathematical knowledge in a range of different contexts where their use of logic, problem solving and appreciation of variables is at a high standard. For example, in a Year 4 physical education lesson pupils successfully used their prior knowledge of co-ordinates in an orienteering lesson.
- 3.10 Pupils' achievements in external competitions, in gaining other intellectual distinctions, and their success in sport and the arts are outstanding. Those with special talents outside school are also given

full support and credit for their achievements. Pupils from across the school gain speech and drama awards at the Eisteddfod and a large number of upper school pupils are successfully involved in The Duke of Edinburgh's Award scheme, leading to the development of sustained improvements in a wide range of skills. In sport, individuals have enjoyed national and international success in athletics, surfing, cycling, shooting, sailing and swimming. Pupils develop high levels of resilience, perseverance and teamwork through their committed engagement in the Combined Cadet Force (CCF) and the wide range of creative and performing arts available to them. As a result of their enthusiastic commitment to achieve personal success, the pupils who participate in extra-curricular activities attain very high standards and for many this results in a resilient, well-grounded approach to other areas of their lives. The leadership of the school supports this aspect of school life through the organisation of off-island activities to give pupils a richer experience.

- 3.11 The junior school data shows that, while there have been relatively high percentages of pupils making expected and less than expected progress, particularly in 2018 to 2019, leaders' use of assessment data to identify learning gaps and provide targeted support has led to swift improvements in the progress and attainment of pupils, including the most able. In the upper school the pupils' high levels of attainment are reflected in their performance in public examinations. From 2017 to 2019, results at GCSE and A level have been well above the national average for maintained schools. Results in centre-assessed grades in 2020 and teacher-assessed grades 2021 show considerably increased attainment levels. Levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress show that pupils in all parts of the school, including those with SEND and the most able, make excellent progress whatever their starting points. Data provided by the school show that pupils with SEND make progress that is in line with their peers and in some cases exceeds them. These pupils achieve well as their individual needs are accurately identified by the learning enrichment department and effective support plans put in place, ably supported by the enhanced pastoral team including learning support mentors. These measures are followed up by careful monitoring and review to ensure that teachers adapt their lessons to ensure that pupils' needs are met. Pupils' rapid progress is inhibited in a small number of lessons in Years 7 to 9 by work not being suitably planned to match the range of ability. As a result, pupils are insufficiently challenged or the development of the lesson is not clear. More able pupils are identified and challenged to develop their thinking; they consistently achieve high levels of success in a wide range of external competitions and entry to competitive higher education institutions. Most parents and almost all pupils in the questionnaires agreed that the school enables high levels of progress.
- 3.12 The pupils' positive attitudes and consistent success across the school are due to carefully focused and planned management of the learning environment by the school's leadership. All groups of pupils were observed to consistently demonstrate excellent attitudes to learning and achievement and they sought to do their very best. Pupils were focused for the start of lessons to engage in a classroom ethos of mutual respect which fully embraces the values of the school. This was further exemplified in pupil discussions and the questionnaire comments where the overwhelming majority of pupils praised their school and how it supports them in their pursuit of excellence as they progress. The pupils' excellent commitment to success is strongly inspired because teachers set high expectations and consistently model highly positive attitudes to learning and achievement. These are firmly embedded in and reflective of the school's values. This results in pupils who are comfortable in challenging their own understanding, working collaboratively and take responsibility for their own learning.

## **The quality of the pupils' personal development**

### **3.13 The quality of the pupils' personal development is excellent.**

- 3.14 Pupils are responsible, confident and have a highly developed sense of self where, through their authentic personal understanding, they display self-confidence and an assured manner. These

qualities are developed by the junior school meeting its aims regarding 'be brave and be kind' and the upper school living up to its values of 'compassion and courage'. Pupils have a sense of responsibility generated by the school's strong commitment to teaching and learning and the holistic approach it takes to each individual. Pupils in the junior school use their 'purple polishing pens' to demonstrate their very strong awareness of their own strengths and weaknesses. Pupils' strong sense of responsibility, resilience, perseverance and self-esteem is also the result of a well-organised proactive pastoral system and excellent staff role models who demand high standards of behaviour and responsibility within the community which inspires pupils to live their lives with self-discipline and a strong moral purpose.

- 3.15 Pupils revealed in discussions their understanding of resilience and development of self-esteem as they reflected on how they improve their own learning and performance through a range of strategies underpinned by a positive attitude to life. This is demonstrated by the excellent leadership examples set by prefects, subject and sports leaders, who support the work of teachers. Pupils have a lucid understanding of right and wrong; they are kind to each other and considerate to their teachers. For example, EYFS children shared resources very well and invited other children into their self-chosen play happily and in an inclusive manner. Pupils are respectful of the school rules and accept responsibility for their own behaviour in a mature manner. Their behaviour towards each other in class is excellent; out of class in the upper school a very few pupils do not show the expected mutual respect to each other. Older pupils commented that, though the school encourages excellence it does not mean perfection and that they are helped to take a balanced approach to life. This leaves all pupils knowing they will be supported in making the right decision when facing difficult choices regarding leading a moral life. They are prepared to challenge injustice inside and outside of school.
- 3.16 Pupils have extremely well-developed decision-making skills and understand that the decisions they make are important in determining their own success and well-being. This is because the school provides a nurturing PSHE programme which encourages reflection and the skills to determine academic and extra-curricular targets. Pupils' informed decision-making skills are also the result of a school culture, embedded by the leadership, which requires pupils to make their own decisions, from the junior school onwards, where, for example, pupils confidently use 'decider skills' to help make decisions about the behaviours, skills and attitudes they need for success in their learning and relationships. Pupils across the junior school are able to choose appropriate levels of challenge for themselves, as seen when many older EYFS children chose the 'extra spicy' challenge when determining which books to read. Pupils are able to make well-informed academic choices at GCSE, A level and beyond and are carefully supported in their decisions by the school. They actively choose issues to pursue such as eradicating single use plastics onsite, which has been successfully addressed through the eco group. The opinions of pupils are routed through active school councils which influence the direction of the school; for example, sports day now has a greater breadth of activities. Underpinning the pupils' excellent decision-making skills is the application of integrity, a quality that pupils understand through clear unambiguous teaching and guidance from the pastoral team, who encourage pupils to think for themselves particularly if they have made an error of judgement.
- 3.17 Pupils' development of spiritual understanding in the junior school is very strong. They reflect about their work looking at complex questions, such as arguments for and against the existence of God, and were observed to be very thoughtful, explicitly expressing appreciation of different viewpoints on such issues. Upper school pupils have some appreciation of the non-material aspects of life as shown in discussions regarding remembrance, mindfulness and the effect that looking out over a sunset can have on one's emotions. For example, a pupil in the school art gallery commented on how the works were 'harmonious and reflected certain positive aesthetical emotions'. Religious studies (RS) lessons provide an academic input into this area of older pupils' experience but philosophical matters and reflection on the non-material aspects of life receive less attention and tend to happen by chance.
- 3.18 Pupils socialise and interact confidently with each other. For example, excellent collaboration was seen as pupils worked in pairs in a Year 12 art lesson and confidently applied their knowledge and

skills in explaining the use of texture and effects in the context of their personal work. Pupils are skilled at maintaining excellent friendships based on mutual respect and provide support to each other. Much of the support is spontaneous as seen in pupils' support of activities for younger pupils. This is a consequence of the leadership creating a school culture of easy relationships and social confidence. This was observed when pupils, across the years, showed sophisticated empathetic skills as they worked together on drama productions and musical events. In discussion, pupils exhibit assurance to take on school leadership roles in organising charitable events and CCF activities which permeate down throughout the school community. They demonstrate problem-solving skills and the achievement of common aims.

- 3.19 Pupils establish excellent productive relationships towards each other irrespective of culture or background. Many seek opportunities both in the school and the wider community to take on responsibilities and opportunities that arise in a small island community. For example, sixth formers support local maintained primary mathematics outreach work. Pupils engage with the local community in many ways, for example the extensive Eisteddfod programme, which further develops many of the skills and attributes they have developed in school. The school promotes a culture of taking informed risk which is reinforced through the support seen in lessons, when pupils theorise and are encouraged to articulate their responses, fully supported by their peers.
- 3.20 Pupils demonstrate mutual respect towards each other and value one another extremely highly. They are well aware of issues of diversity and successfully understand why they are important. Their understanding of LGBTQ+ issues is strong as a result of a well-planned rigorous programme and discussion. Their appreciation of the respective values of genders or a range of races is more limited but discussion does happen across the curriculum, including in an English lesson where Shylock's role as a Jew was discussed in a sophisticated way. This is also exemplified by the mutual acceptance of girls into the school as it has moved to being fully co-educational and the open approach to the exploration of adolescent sexuality by pupils in a mature and sensitive manner. Pupils can be themselves and respect one another for their individuality and what they bring to the school community. In discussion pupils exhibited cultural curiosity and spoke warmly of the wide range of overseas trips offered by the school.
- 3.21 Pupils have an excellent understanding of how to stay safe and appreciate how to be physically and mentally healthy, particularly in terms of diet, exercise and living a balanced lifestyle. This is because the diverse PSHE programme and school council's activities enable pupils to feel that they have a voice as they make reasoned choices in pursuing a healthy lifestyle, for example in promoting cycling to school. The board of directors has been mindful of the need for more space and improved facilities in a range of areas, and as such, a major development of the school site is currently taking place. Meals attended by the inspection team in a busy refectory were nutritious and appetising. Pupils commented on the range of dishes available which always includes salads and fresh fruit and the positive encouragement they receive to make healthy choices. Pupils benefit from the structure of a wide-ranging programme of sport and other vigorous physical activities which underpins a healthy lifestyle. In the questionnaire, the overwhelming majority of parents agreed the school is a safe environment, particularly with regard to online safety. The pro-active approach taken by the school regarding mental health of pupils and staff, online safety, advice to families and the development of community events during the period of the Covid lockdowns and in the subsequent living with Covid phase, further demonstrates the leadership's commitment to the safety and health of the pupils. Pupils learn how to stay safe and be healthy both from the role modelling of staff and older pupils and through a carefully planned PSHE curriculum. They move on to the next stage in their lives with confidence and self-assurance wanting to live adventurously whilst approaching the concept of risk sensibly in all that they do.

## 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 a group of directors, 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 Ian Carter	Reporting inspector
Mr Steven Popper	Assistant reporting inspector
Mr Michael Clack	Team inspector (Regional head of schools, COBIS schools, worldwide)
Mrs Kay Goldsworthy	Team inspector (Headteacher, IAPS school, UK)
Mrs Shirley Harwood	Team inspector (Headteacher, ISA school, UK)
Mrs Louise Orton	Team inspector (Deputy head, HMC school, UK)
Mr Ian Raybould	Team inspector (Headmaster, IAPS school, UK)
Mr Christopher Wheeler	Team inspector (Principal, HMC school, UK)