



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

ST TERESA'S SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

St Teresa's School

Full Name of School	St Teresa's School
DfE Number	936/6418
Registered Charity Number	1095103
Address	St Teresa's School Effingham Hill Dorking Surrey RH5 6ST
Telephone Number	01372 452037
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Email Address	info@st-teresas.com
Headmaster	Mr Mike Farmer
Chair of Governors	Mr Michael Bray
Age Range	11 to 18
Total Number of Pupils	355
Gender of Pupils	Girls
Numbers by Age	11-18: 355
Number of Day Pupils	Total: 292
Number of Boarders	Total: 63 Full: 53 Weekly: 10
Inspection Dates	08 Mar 2016 to 11 Mar 2016

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI boarding intermediate inspection was in March 2013 and the previous ISI standard inspection was in January/February 2010.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr John Dunston	Reporting Inspector
Mrs Harriet Granville	Team Inspector (Former Deputy Head, GSA school)
Mr Rick James	Team Inspector (Vice-Principal, HMC school)
Mrs Nicola Matthews	Team Inspector (Former Head, GSA school)
Miss Joanna Parry	Team Inspector (Deputy Head, Society of Heads school)
Mrs Carol Evans	Co-ordinating Inspector for Boarding
Ms Elizabeth Worthington	Team Inspector for Boarding (Senior Deputy Head, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St Teresa's School is a Roman Catholic day and boarding school for girls aged 11 to 18. It encourages pupils to strive for quality and excellence, and aims to provide support and guidance to ensure that pupils achieve high academic standards. The school seeks to maintain a happy, disciplined and structured environment and to promote dignity, equality and respect, while providing a dynamic and challenging curriculum based on Christian values. It also endeavours to support the growth, development and needs of the whole person within a spiritual framework and to promote the complete Christian formation of the young people entrusted to its care, while maintaining the British values of the school and community. The school is a registered charity administered by a board of governors who are also its trustees. Structurally, it is required that the majority of the board comprises of Catholic foundation governors. The work of the governing body is supported by three committees which deal with finance, education and pastoral matters.
- 1.2 The school was founded in 1928 by the Religious Order of Christian Instruction. Ownership was transferred in 2002 to St Teresa's School Effingham Trust which also encompasses a separate preparatory school for pupils from Nursery to Year 6. The school is situated on a 55-acre rural site located 2 miles outside Dorking. The current headmaster took up the post in 2012. Since the previous standard inspection the school has made significant changes to its leadership structure and introduced a programme for gifted and talented pupils. It has significantly developed facilities for boarding, sports and science, in particular establishing a tennis academy and an equestrian centre.
- 1.3 The school has 355 pupils, of whom 292 are day girls and 63 are boarders. Day pupils come from the local area and are mostly drawn from families with a professional background. The majority of pupils are of White British origin and just over three-quarters of the boarders are from overseas. The ability profile of the school in Year 7 is above the national average. Pupils mostly demonstrate ability that is in line with or above the national average, although those who joined the school in 2014 and 2015 have slightly higher ability than in previous years. The ability profile of the sixth form is similar to the national average for pupils in sixth form education, with a wide range of abilities represented. The school has identified 98 pupils as having special educational needs and/or disabilities (SEND), of whom 46 receive specialist support and 6 have a statement of special educational needs or an education, health and care (EHC) plan. English is spoken as an additional language (EAL) by 44 pupils, of whom 34 receive support for their English.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is successful in achieving its aim of enabling each pupil to do well through the pursuit of academic excellence. Pupils' overall achievement is excellent. They achieve at a high level in a variety of sporting, musical and dramatic activities. Examination results over time and evidence obtained during the inspection demonstrate that pupils' attainment is above the national average at GCSE, IGCSE and A level. Pupils' progress is good in relation to the average for pupils of similar abilities. Their attitudes to learning are positive. Pupils display enthusiasm for and pride in their work. The curriculum provides opportunities for all pupils and has been broadened since the previous inspection. It includes enriching visits outside school. Provision for pupils with SEND or EAL is excellent, but of inconsistent quality for more able pupils. The excellent extra-curricular programme offers a wide range of opportunities for all pupils including an extensive range of team and individual sports, and cultural activities. The quality of teaching is good and encourages pupils to take responsibility for their learning. Planning to meet the needs of those with SEND and EAL is effective, but the more able pupils are not always provided appropriate challenges. Resources are used effectively. The quality of homework tasks and marking is inconsistent. Teaching encourages tolerance and respect.
- 2.2 The pupils' personal development is excellent. Pupils display maturity in their understanding of British values and a high level of spiritual awareness. They have a well-developed sense of right and wrong, and openly discuss moral and ethical issues. Pupils willingly take on responsibility to support others in the community and more widely in the world. They have a strong affection for their school. Arrangements for welfare, health and safety are excellent. High standards of behaviour and a healthy lifestyle are encouraged. Safeguarding measures are effective. Risks are regularly assessed. The medical centre offers excellent provision. The quality of boarding is good, although boarders are not always made aware of the school's responses to concerns raised and do not always have sufficient opportunity to contact their families in suitable privacy.
- 2.3 The school meets all regulatory requirements. Governance is excellent and strongly supports the aims and values of the school. Governors are closely involved in strategic planning. They discharge effectively their responsibilities for safeguarding and support pupils' well-being at the school. Leadership and management are excellent. Senior leadership identifies strategic priorities and sets clear direction for the school's development. The quality of teaching is not consistently rigorous and the more able pupils are not always sufficiently challenged. Professional review supports staff, who are all appropriately trained in safeguarding. Recruitment checks are carried out on staff and the single central register of appointments is well maintained. Parents express overwhelming support for the quality of education and the range of extra-curricular provision, and most are positive about their communication with the school. They feel encouraged to be involved in the life of the school.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Ensure consistency of marking and assessment so that practice across the curriculum reflects the best already in place.
 2. Communicate to pupils more effectively the responses of the school to issues raised by them.
 3. Develop provision to enable boarders to have more regular contact in privacy with families and friends outside school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 Pupils are well educated in accordance with the school's aim of enabling each pupil to do well through the pursuit of academic excellence across the curriculum and beyond.
- 3.3 Pupils are articulate, contribute willingly and listen well to their peers. They are keen to succeed and supportive of one another. Pupils write with confidence, as demonstrated in their work on pathetic fallacy and by the sixth form's detailed and analytical writing. They read for pleasure in library lessons. Pupils' creativity is evident through displays of art and design, textiles and ceramics. Pupils showed their capacity for logical thought in a mechanics lesson and applied skills of numeracy successfully in physics when studying the origins of the universe.
- 3.4 Pupils are successful across a wide range of sporting and recreational pursuits. They achieve at a high level in county and national swimming, and in district and national level in pentathlon, fencing, athletics and show jumping competitions. Successes in team sports include national championships in hockey.
- 3.5 Musical performances by the chamber orchestra and choir are of a high standard. Pupils participate in local festivals and in tours abroad. They have achieved distinction in external music examinations and in the Biology Olympiad. Individual pupils have won Rotary Youth Speaks competitions. There has been regular success in the UK Maths Challenge and The Duke of Edinburgh's Award scheme, in which pupils have gained numerous gold and silver awards.
- 3.6 The following analysis uses the national data for the years 2012 to 2014, the most recent three years for which comparative statistics are currently available. Results at GCSE have been above the national average for girls in maintained schools and have shown improvement in 2014 over previous years. At GCSE in 2014, almost half of all grades were A* or A. The school's IGCSE results in 2014 in Chinese, single sciences, EAL, and information and communication technology (ICT) were above UK norms for schools that enter pupils for IGCSE. Results in IGCSE dual award science were similar to these national norms. At A level, results have been above the national average for girls in maintained schools and similar to that of girls in maintained selective schools. In 2015, two-thirds of grades at A level were A* to B.
- 3.7 The level of attainment at GCSE and standardised measures of progress that are available indicate that pupils make progress that is good in relation to the average for pupils of similar abilities. Pupils' level of attainment at A level indicates that their progress is high in relation to the average for pupils of similar abilities. Pupils with SEND or EAL, the more able and those who are identified as having particular gifts or talents make good progress in public examinations and lessons, which is at a similar level to that of their peers. Most pupils secure places at their first choice university, including universities with high entry requirements.
- 3.8 Pupils' attitudes to learning are extremely positive. They are enthusiastic, well-motivated learners who are supported positively by the encouragement they receive outside the classroom. Pupils exhibit pride in their work. They display initiative

when encouraged to do so. In their pre-inspection questionnaire responses, pupils expressed that they feel they are making good progress. Parents' questionnaire responses indicated that they are overwhelmingly pleased with their children's progress.

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

- 3.9 The contribution of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum meets the school's aim to provide a different school experience for every girl because 'no one size fits all'. It is well planned and appropriately challenging to pupils of all abilities.
- 3.11 The curriculum provides for all of the requisite areas. Since the previous inspection it has been expanded to include ceramics, textiles, resistant materials and triple-award science. Courses at IGCSE have been introduced in history, geography, science and ICT. All pupils follow programmes of physical activities and personal, social, health and economic education (PSHEE). In the sixth form, pupils receive wide-ranging careers guidance and courses in life skills. In addition to A levels, the Extended Project Qualification is available for any pupils who wish to take it. Provision is made to enable pupils to gain a knowledge and understanding of fundamental British values.
- 3.12 The curriculum meets the needs of the ages and abilities of pupils. A well-planned programme is in place for pupils with SEND or EAL, who receive good support throughout the school following early identification and regular individual attention. As at the time of the standard inspection in 2010, provision for the more able pupils is not as consistent, although excellent practice exists in some subjects including the provision of extension tasks both for homework and in class. Careers are taught as part of PSHEE throughout the school. In response to the recommendation in the previous inspection report, up-to-date careers texts have been placed in the library. Provision for ICT and the library both enhance pupils' learning. Visits out of school, for example the trip to the battlefields of the Somme, are integrated into the curriculum and effective in broadening pupils' horizons and experiences.
- 3.13 The school provides an excellent and extensive extra-curricular programme, reflecting its aim to provide opportunities in which all pupils can actively participate and which fosters links with the community. The programme provides a wide range of sporting opportunities, including tennis and equestrian sports. Pupils are involved in pentathlon, biathlon and aquathlon. Recently a former pupil, who was selected for the 2016 Olympic Games in Rio, presented prizes to successful aquathlon athletes. Music plays a vital role in school life through the many choral and instrumental ensembles, including ukulele and African drumming groups. The senior choir sang at a rehearsal during the inspection in preparation for its forthcoming tour abroad. Numerous drama productions take place; rehearsals for 'Fame' were nearing completion at the time of the inspection. Art and textiles activities are available to pupils, and embossing in ceramics for boarders. Pupils are also able to take part in chess, website building, and the Enrichment Society which produces a magazine, invites guest speakers and encourages the participation of all inquisitive and able pupils.
- 3.14 Parents' and pupils' pre-inspection questionnaire responses expressed overwhelming support for the wide range of provision available in both the curriculum and the extra-curricular programme.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 Teaching successfully fulfils the school's aim to draw out individual latent talent, encouraging pupils to think independently and to take responsibility for their learning. It benefits from the strong subject knowledge and enthusiasm of staff. Teaching is unbiased and encourages tolerance and mutual respect amongst pupils.
- 3.17 There has been some progress made in implementing the recommendation in the previous standard inspection report to ensure that lesson planning and content for more able pupils is of equal detail to that provided for pupils with SEND or EAL. Greater co-operation amongst teachers in the sharing of expertise has resulted in the planning of better content and lesson structure for pupils of all abilities, so that the more able receive as much challenge as those with SEND or EAL. This is not yet consistently implemented, but teaching in most lessons successfully addresses these needs. Specialist staff provide excellent guidance to ensure that subject teachers understand how best to provide support to all pupils. Pupils feel strongly that teachers help them to learn. The needs of pupils with statements of special educational need or EHC plans are appropriately met.
- 3.18 In most lessons teaching is well planned, reflecting a clear understanding of all pupils' needs and employing a variety of approaches designed to provide stimulating levels of challenge, for example in an English lesson where the poem 'Disabled' was analysed, or in a physics demonstration in which a trampette was used to illustrate the orbit of the planets. Expectations of pupils, including those with SEND or EAL, are high. This was strongly reflected in a music lesson on the 19th century waltz, with tasks chosen to suit pupils' abilities. Data available from regular tracking of each pupil's attainments is used effectively by teachers to inform planning. Different types of questioning are used to good advantage to develop the pupils' understanding, resulting in thoughtful and well-considered responses from them. In a minority of less effective lessons, questioning involves only a small number of pupils and provides them insufficient time to think. In most lessons effective use is made of paired or group work to encourage independent thinking and exploration of ideas, and pupils enjoy taking responsibility for their learning in class or through independent research, for example in an English lesson on the play 'Pygmalion'. In isolated cases teaching lacks challenge, variety and pace which leads to a lack of focus amongst some pupils.
- 3.19 Parents' questionnaire responses expressed an overwhelming satisfaction with the provision for more able pupils, the support offered by teachers and the quality of homework set. The pupils' questionnaire responses indicated that they are encouraged to work independently, but a small minority said that homework does not always help them learn. Inspection evidence found that homework is appropriate in volume and level, and contributes positively to learning.
- 3.20 Resources are of good quality and used effectively in teaching across the school. Teachers make extensive use of ICT but the inspection, following lesson observations and work scrutiny, found little evidence of its use by pupils. Interactive whiteboards are effectively used by pupils in some lessons, for example when demonstrating their learning to others. The library is well stocked, and teaching encourages pupils' use of it for research and independent study.

- 3.21 Marking is not used sufficiently well to promote learning. The best marking is detailed and constructive, including clear targets for improvement which pupils find helpful. Pupils find target setting positive and supportive, although the system is not consistently used across the curriculum. Marking in general is not sufficiently regular or frequent and is sometimes cursory, lacking guidance for improvement.
- 3.22 Teaching is active in the promoting of tolerance and respect, and ensures non-partisan coverage of political issues.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 By the time pupils leave the school they are self-confident, caring, articulate, thoughtful and perceptive, and have a keen sense of fair play. They are emotionally mature. The school is active in promoting both the pupil's personal development and key British values. Pupils' excellent personal development is well supported by the aims of the school and its values: faith, community, compassion, intellect and character.
- 4.3 Pupils' high level of spiritual awareness reflects the extent to which they appreciate non-material aspects of life. Most understand and appreciate the strong spiritual context provided by the Catholic faith that permeates the school.
- 4.4 All pupils display excellent moral development. They have a well-developed sense of right and wrong, are considerate and courteous, and respect the civil and criminal law of England. Pupils discuss moral, ethical and philosophical issues openly, and benefited greatly from a recent lecture on addiction and binge drinking. The creation of a prefect's post for women's rights has stimulated an interest in the need for equality and a determination to combat discrimination. Pupils have a broad general knowledge of the public institutions and services of England and support participation in the democratic process, for example through involvement in the school council.
- 4.5 The pupils' social awareness is excellent. They have a strong affection for their school and are wholly loyal and supportive of its aims to care for all as individuals. Pupils have positive attitudes to taking on responsibility as prefects or peer mentors. They respect difference in people and understand the need to identify and combat discrimination. All pupils recognise that people have different needs, and that much benefit and satisfaction can be gained by supporting those less fortunate than themselves. The four houses raise money for different charities: three national, one local and one for street children in Brazil.
- 4.6 Pupils develop excellent cultural awareness, demonstrating an understanding and respect for British values including democracy, the rule of law and individual responsibility. They have developed an easy approach to pupils and others of different nationalities, religions and cultures. They value and respect diversity within the school community and wider society. Drama productions, concerts and instrumental performances are of a high quality. Art, textiles and metalwork play a significant role in pupils' cultural development, as is evident in the impressive displays, studies of leading artists and educational trips abroad.
- 4.7 By the time pupils leave, their personal development is excellent. They develop talents and skills that allow them to become confident, caring, tolerant and responsible citizens.

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

- 4.8 The contribution of arrangements for pastoral care is excellent.
- 4.9 Staff provide effective support and guidance in accordance with the school's aims to promote high standards of personal behaviour and the development of moral values.
- 4.10 Relationships are positive between staff and pupils. Girls are supportive of each other. The peer mentoring system provides training for them to assist their contemporaries with any pastoral issues they encounter. Interactions between pupils themselves are constructive and supportive. A drama lesson illustrated this through the pupils' performance of a piece they had written which focused on teenage pregnancies and the plight of young mothers, reflecting pupils' emotional awareness of the needs of others.
- 4.11 Relationships within the community are warm and nurturing, and the majority of pupils confirmed that they have someone to turn to if they encounter difficulties. The girls' emotional well-being is successfully monitored through effective communication, discussion and detailed record keeping, which enhance further the high quality of care provided.
- 4.12 Pupils confirmed that the infrequent occurrences of bullying are dealt with effectively, in line with the school's clear policy. A recent e-safety day for pupils, staff and parents focused sensitively on cyberbullying. Pupils are happy to discuss any concerns with their form tutors. All girls are clearly valued as individuals. Intellect is celebrated and girls with specific needs are catered for sensitively, often seeking out additional support themselves when they encounter academic or pastoral difficulties. The school is successful in setting out high expectations of behaviour in its policies and procedures, although a small minority of pupils indicated that staff are inconsistent in the way they issue rewards and sanctions. Inspection evidence found that the school has identified this inconsistency to be a concern. A review team which includes pupils has been formed to clarify how rewards and sanctions are to be applied and recorded.
- 4.13 Pupils are encouraged to lead healthy lifestyles through the physical education and sports programmes and the PSHEE curriculum in particular. A wide-ranging accessibility plan ensures ongoing development for those pupils with SEND.
- 4.14 A good structure is in place for discussing pupils' concerns through form captains and the school council. A minority of pupils felt that their opinions are not always listened to or responded to. Inspection evidence gained through scrutiny of documentation and discussions with pupils demonstrated that the school takes note of the pupils' opinions, but subsequent actions taken and other responses by the school to issues raised are not always communicated back to them effectively. A recent example of pupils' views changing practice is the improvements in the quality and range of food provided.

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

- 4.15 The contribution of arrangements for welfare, health and safety are excellent.
- 4.16 The school places a high priority on ensuring that pupils are kept safe. Detailed safeguarding policies and procedures reflect the most recent official guidance and are implemented effectively. Employment checks on staff are scrupulously carried out and efficiently recorded. All staff receive regular training at an appropriate level in child protection including issues relating to e-safety, and prevention of radicalisation and extremism.
- 4.17 The school takes all necessary measures to reduce risks from fire and other hazards. Detailed fire risk assessments are carried out according to a regular schedule. Fire evacuation drills for both teaching and boarding areas take place regularly, including in boarding time outside the school day.
- 4.18 The school site is very well maintained. Safety is regularly reviewed by external consultants, recommendations are implemented and records kept. Regular and thorough assessments are undertaken of the risks posed by all school activities, including visits off site. Pupils receive training in how to stay safe when using the internet and social media.
- 4.19 Staff are appropriately trained in first aid. Suitable arrangements are provided for the care of any pupil who is taken ill or sustains a minor injury. Since the previous inspection the medical centre has been relocated. Its excellent provision is now easily accessible to all pupils. Day girls confirm that they find the environment friendly and welcoming. A nurse is always on duty during the day and on call at other times.
- 4.20 Both admission and attendance registers are meticulously maintained and kept for the appropriate period of time.

4.(d) The quality of boarding

- 4.21 The quality of boarding is good.
- 4.22 Outcomes for boarders are good. Most of the boarders are confident and articulate. Those with EAL are integral members of the boarding community. Boarders have friendly, supportive relationships with each other; they are well behaved and interact easily with those from other backgrounds. Individual boarders receive strong support from both school and boarding staff, including the counsellor and medical staff. Special dietary requirements are catered for. The accessibility plan includes facilities for the disabled in all new buildings. Boarders contribute to the wider school community through several committees, where they develop leadership skills and take responsibility for others. Older boarders can volunteer to be boarding prefects, enabling them to contribute more directly to the smooth running of the boarding house. Boarding prefects have detailed job descriptions, training and supervision. Boarders feel able to raise practical matters with boarding staff and know that they have a variety of adults to whom they can turn with concerns. Boarders have suitable access to daily newspapers, television and the internet, although wireless internet access is slow and unreliable. Boarders are able to buy personal items in the school shop and tuck shop, and have occasional access to local facilities. Discipline in boarding focuses on self-regulation, positive thinking and praise rather than on sanctions. Boarders say few boarding sanctions are

issued; they could only think of those to do with missing registration, for which more stringent registration requirements are imposed.

- 4.23 The quality of boarding provision and care is good. New boarders receive a comprehensive induction, including a detailed boarding handbook. Boarders have a choice of staff within school and boarding to whom they can turn as well as a school counsellor and independent listener, both of whom are well advertised to boarders. Two registered nurses maintain the medical centre during the day and a school doctor visits regularly. Both nurses and the doctor are on call if required, and the medical centre is well equipped and includes accommodation for ill boarders. Effective medical policies are in place. Boarding staff take care of ill boarders out of hours and are trained in first aid. Boarders have suitable access to external health and welfare provision. The fire policy and risk assessments are regularly reviewed, and fire evacuation practices include those that take place during boarding time. A small minority of parents expressed dissatisfaction with the quality of boarding accommodation. Inspection evidence found that the boarding houses are bright, attractively furnished and decorated, clean and warm. Boarders can personalise their rooms if they choose. Access to boarding accommodation is secure. The food provided is varied, healthy and of a high standard, and the dining room is bright and attractive. Special dietary requirements are met with sensitivity and concern for each boarder. A majority of boarders expressed dissatisfaction with the school's provision of snacks. The inspection found that drinking water is available in the boarding houses and at labelled fountains around the school. Snacks are provided after school but no food is made available later in the evening. The school has its own bank, and lockers are provided for boarders to keep their property safe. The laundry system is efficiently run. Younger boarders have all their laundry done for them and older ones have good facilities to do their own washing if they wish. Separate complaints procedures are in place for both boarders and parents.
- 4.24 A large majority of boarders expressed concern over the provision to keep in contact with their families. The inspection found that the wireless internet access is poor and unreliable. Boarders feel that the school is overzealous in restricting internet access and social media use. Inspection evidence found that the difficulties in part result from inadequate local internet and mobile telephone provision which is outside the school's control. Payphones readily available in the boarding houses but do not offer privacy for boarders.
- 4.25 Arrangements for boarders' welfare and safeguarding are excellent. The child-protection policy forms part of the induction process for all staff. The designated safeguarding lead and deputies receive training at the required level, and all staff are provided regular safeguarding training. Prefects, peer mentors and volunteers also receive child protection training. A safeguarding governor reports to the board of governors at each meeting. A whistle-blowing policy is in place and staff are aware of procedures to follow in case of any concern or allegation. Key staff are trained in safer recruitment and the single central register is appropriately maintained. All boarding staff receive a thorough induction which includes first-aid and fire training, detailed job descriptions, annual appraisals and continuing professional development. All necessary checks are in place for staff and visitors to ensure boarders' safety.
- 4.26 The quality of leadership and management of the boarding provision is good. The clear aims for boarding are available to parents, staff and boarders, and the school's ethos is reflected in the focus on spirituality and values which permeate school life. Boarding is well led and managed, and boarding staff have detailed job descriptions

and a detailed boarding staff handbook. Training is delivered through a comprehensive course at the start of the academic year, supplemented by additional external provision. Boarding staff meet weekly. The boarding committee and the boarding pastoral committee both meet regularly to ensure the smooth running of boarding, with detailed minutes recorded. Boarding records are properly kept, information is shared as appropriate and action is taken as required, with effective use made of house diaries and the pastoral log as recommended in the previous boarding welfare inspection report. Increasing links between boarding and academic staff enable boarders to receive the support that they need. Initiatives such as a tea party to enable teachers, invited by boarders, to visit the boarding area of the school have been welcomed by all. The school has in place all required policies which are effectively implemented. Following the recommendation from the 2013 boarding inspection, systems are now in place to ensure that all school records and issues are appropriately monitored.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The central Catholic aims and values of the school are strongly supported by its governance, which contributes significantly towards the school's successful development. The members of the board bring a wide range of experience including the Church, law, finance, education, human resources and construction. Several governors have personal links to the school, for example as parents of former pupils. Three committees meet termly in addition to the regular meetings of the full governing body and their responsibilities cover finance and general purposes, academic and pastoral matters, enabling the board to gain effective oversight of the operation of the school. Governance is further supported by an annual day of strategic planning.
- 5.3 The chair of governors and the headmaster meet regularly, and their mutually supportive co-operation enhances the overall effectiveness of the school's governance. During the past two years, governors have undertaken training in a range of matters including child protection and safer recruitment. They are further informed about the life of the school through frequent formal and informal visits and when visiting lessons, and staff feel well supported by them. Terms of reference have been drawn up for each committee. Individual governors have lead responsibility for particular aspects including safeguarding, on which reports are made regularly to the full board. Recently introduced arrangements for monitoring compliance strongly support governors' oversight of regulatory matters.
- 5.4 Governors regularly receive and discuss detailed reports from the headmaster. Minutes of meetings are subsequently reviewed to ensure that decisions made by the board are fully implemented. Governors have a wide knowledge of the working of the school and the well-being of the pupils. They play an active part in financial control and scrutiny and also in strategic planning, in order to ensure the continuing improvement and necessary further development of the facilities to reflect the needs of a growing school. Governors are effective in the discharging of their responsibilities for the welfare, health and safety of the pupils, including scrutiny of the single central register of appointments. The board ensures that an annual review of safeguarding is carried out. Governance actively supports the promotion of pupils' well-being at the school.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians is excellent.
- 5.6 Leadership and management are effective across the school supporting the school's aim to be a strong, caring community in which each girl is valued. This is reflected in the excellent achievements and personal development of the pupils. The school discharges its responsibilities effectively with regard to the implementation of policies generally and particularly in respect of safeguarding.
- 5.7 The senior leadership team works effectively with the governors to identify the priorities for the school's strategic plans. Plans are in place to begin the building of a new arts facility on the school site in the next academic year. In response to the recommendations of the 2010 inspection, the school has put in place a comprehensive development plan with specified actions, timelines for implementation, monitoring and evaluation.
- 5.8 Clear direction is set by senior leadership and reflected in the school development plan. Staff are supported by senior leadership in promoting the vision of the school, and middle managers work collaboratively to support each other in implementing new initiatives. An example of this is the mathematics, English, languages, technology and science group, who support each other and plan new developments. Staff are invited to become involved in working groups during the early stages of strategy and policy development. Annual departmental reviews reflect on progress within departments and analyse examination results to inform future planning.
- 5.9 The monitoring of the quality of teaching by middle managers is not sufficiently rigorous in all subjects. A lack of consistency is present in aspects of teaching and in the marking of work, both within and across departments.
- 5.10 The leadership and management of the school are successful in recruiting high-quality members of staff, who are supported effectively through a recently introduced programme of professional review. Internal promotion has become competitive, and staff wishing to further their own professional development are provided opportunities to gain experience in other areas within the school as well as training from external providers within their subject discipline.
- 5.11 Members of staff are well trained in safeguarding and welfare, health and safety, including new members of staff as part of their induction programme. All required safer recruitment checks are carried out on staff, governors and volunteers prior to appointment, reflecting the high priority that is placed on all aspects of safeguarding.
- 5.12 In their pre-inspection questionnaire responses, parents were extremely positive about most aspects of the quality of education and support provided to their daughters. They are happy with the wide-ranging provision of extra-curricular activities, and also with the quality and frequency of the communication with the school. Parents receive information through the parent portal, email, reports and parents' evenings. This constructive relationship supports the school's aim to provide a happy, caring and welcoming family environment where all are involved. A few parents were unhappy at the way their concerns are handled by the school. Inspection evidence found that concerns from parents are handled with care and in accordance with the published procedures, which meets requirements.

- 5.13 Parents are encouraged to take an active part in school life. They support social and fund-raising events organised by the parents' committee, the Friends of St Teresa's. Parent class representatives meet with the headmaster to discuss any concerns about their daughters. Parents are also involved in charity work with the school and are often invited to speak about charities to raise awareness and encourage pupils' involvement.
- 5.14 Information about the school and its policies is provided to parents of current and prospective pupils through the school website. The school publishes regular newsletters, and news of events and achievements is also promoted on the website.
- 5.15 Parents receive appropriate information on their children's progress. Formal written reports and half-termly grade cards are provided to parents regularly and contain detailed information regarding their daughter's progress. Reports contain the work covered, comments on performance and targets for improvement. Regular parents' meetings provide good opportunities for them to be actively involved in the work and progress of their daughters. An open-door policy enables parents to contact the school directly with any concerns.

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