



ISI Independent
Schools
Inspectorate

EDUCATIONAL QUALITY INSPECTION

BARLBOROUGH HALL SCHOOL

DECEMBER 2016



SCHOOL'S DETAILS

School	Barlborough Hall School			
DfE number	830/6015			
Registered charity number	1117998			
Address	Barlborough Hall School Barlborough Park Barlborough Chesterfield Derbyshire S43 4TJ			
Telephone number	01246 810511			
Email address	headteacher@barlboroughhallschool.com			
Headteacher	Mr Nicholas Boys			
Chair of governors	Fr Adrian Porter SJ			
Age range	3 to 11			
Number of pupils	198			
	Boys	96	Girls	102
	EYFS	48	Prep	150
Inspection dates	7 to 8 December 2016			

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

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.

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 is an EDUCATIONAL QUALITY inspection, reporting 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and grade descriptors from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel and a school assembly. Inspectors visited the facilities for the youngest 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 documentation made available by the school.

Inspectors

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Reporting inspector

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Team inspector (Deputy headmaster, IAPS school)

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1. BACKGROUND INFORMATION

About the school

- 1.1 Barlborough Hall School is the Jesuit preparatory school to Mount St Mary's College, for pupils aged three to eleven. It is situated to the east of Chesterfield, in Derbyshire, in a Grade I listed building with extensive grounds and gardens. The school was established in 1939. In 1998 it changed from being a boarding preparatory school educating pupils up to thirteen years of age to a preparatory school to Mount St Mary's College, educating pupils up to eleven years of age. The school is part of The Mount St Mary's Trust, and is administered by a board of governors who also administer Mount St Mary's College.
- 1.2 Since the previous inspection, the school has refurbished the nursery and remodelled the outside playground. Additional toilet facilities have been included to meet the growth of pupil numbers. A language classroom and an art, design and technology base have been created. Additionally, a new music room has been refurbished and the computer facilities have been upgraded, with Wi-Fi available throughout the school to support the developing use of tablet computers.

What the school seeks to do

- 1.3 The school's aims are grounded in the Jesuit vision and Ignatian characteristics of education: care for the person, the pursuit of excellence, integrity, maturity, holistic education, sharing joy and gratitude. It intends to know, understand, challenge and support its pupils, so that they can grow to be fulfilled, purposeful and happy members of society who care for others and themselves.

About the pupils

- 1.4 Barlborough Hall School is a Catholic school that draws families from the local community and outlying rural areas and welcomes pupils of all faiths. The school does not use academic tests to select pupils for entry. At the time of inspection there were 198 pupils in the school. This includes 23 boys and 25 girls in the Early Years Foundation Stage (EYFS), of whom 18 were part time students. In the remainder of the school, there were a further 150 pupils. Thirteen pupils receive additional support for special educational needs and/or disabilities (SEND). Eight pupils require support for English as an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-prep 2	Year 1
Pre-prep 1	Year 2
Preparatory	Year 3
Elements 3	Year 4
Elements 2	Year 5
Elements 1	Year 6

Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was an interim inspection in November 2010. The recommendations from that inspection were:
- Implement more formal systems of individual target setting for pupils to inform them of what they are required to do to further improve.
 - In the EYFS, continue to seek ways of developing the learning opportunities in the outdoor environment.
- 1.7 The school has addressed the quality of individual target setting through systems of monitoring and tracking but has not fully embedded this system into the marking of pupils' work. In the EYFS, the setting has enhanced the provision for outdoor play and the provision of free-flow play to enhance learning opportunities in the outdoor environment, successfully meeting the recommendation to do so in their previous inspection.

2. KEY FINDINGS

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

- Pupils are active learners and eager to make progress as they move through the school; they delight in their achievements and those of their peers.
- Pupils demonstrate excellent levels of knowledge, understanding and performance in the classroom, commensurate to and often well above their age level. This is strongly supported by academic target setting in class.
- All pupils have well developed physical and aesthetic abilities and take part successfully in a wide range of activities in school, nationally and internationally.
- Pupils have excellent verbal communication skills and are articulate.
- Pupils are not always clearly directed to their progress targets in some observed marking.

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

- Excellent confidence and perseverance is shown by pupils in and out of the classroom, which is supported by the Jesuit Pupil Profile (JPP) and the school-wide personal, social, health and economic education (PSHE) programme.
- At all levels of the school, pupils can make informed decisions and are empowered by strong peer and staff support.
- Pupils show respect for diversity, different faiths and cultures.
- Pupils show excellent behaviour and attitudes in and out of the classroom, which is a clear reflection of the school's aims and ethos.

Recommendation

2.3 In the context of these excellent outcomes, the school might wish to consider the following:

- In the upper school, emulate best practice with regard to marking to empower pupils to further progress and enhance their attainment.

3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 Pupils are well educated in accordance with the school's aim of knowing the pupils, understanding them, challenging and supporting them. They grow to be fulfilled, purposeful and happy members of society who care for others and themselves. They acquire excellent levels of knowledge, understanding and skill in their academic work and co-curricular activities. Pupils successfully employ the skill of independent learning which is taught from a very early age. For example, children in the EYFS have individual boxes, 'I-Boxes', containing personal items of interest which they individually collect and discuss with their peers, and Year 6 pupils used their understanding of coding along with internet research and peer discussion to make and share computer games.
- 3.3 The JPP programme and the school's PSHE curriculum empower pupils to strive for and achieve high levels of attainment and make excellent progress in curricular and co-curricular activities. Results for national tests at age seven for the most recent three years for which comparative data is available, show attainment to be well above the national average. At age 11, inspection evidence shows attainment to be above the national age-related expectations. Pupils joining the school from Year 3 who require SEND provision are empowered to successfully achieve attainment levels in line with their peers. They achieve success in the class environment and their other activities. They actively seek and receive support to gain understanding in their subjects from their teachers and classroom assistants in lessons, and through one-to-one teaching in the SEND department.
- 3.4 All pupils have benefitted from the efficient re-organisation of the day-to-day running of the school and the ongoing and rigorous development of the curriculum by the senior leadership team, heads of department and subject coordinators. They make progress due to arrangements which include the provision of pupil profiling and tracking of pupils as they move through the school. This enables academic progress, and successful intervention and support for any individual pupil's particular needs or difficulty in understanding a topic. Pupils who were interviewed during the inspection stressed how helpful the same day intervention was in enabling them to secure their understanding of the subject matter and progress in lessons. A large majority of parents who responded to the pre-inspection questionnaire recognised that the school provides pupils with opportunities to learn and make progress.
- 3.5 Pupils respond positively and attentively to opportunities to take advantage of the different teaching styles that their teachers use. They make progress in response to the challenging tasks observed in classes. In a mathematics lesson, pupils were given the opportunity to work at their own pace on a range of questions of increasing difficulty and worked hard to find the answers and move on. Pupils have a clear sense of purpose and co-operation. They move enthusiastically to lessons and quickly settle at the start, showing eagerness to learn, and they rapidly involve themselves in work. Pupils usually have a clear understanding of their targets, knowing what is necessary to achieve progress. These targets are displayed in classroom wall charts at all age levels; pupils make a note of these targets and personally contribute to the chart. Additionally, they write them in their homework diaries so that their parents may see them and be involved in the academic process. Targets are set by teachers through discussions with pupils, marking and end-of-year reports. In the questionnaire, a small minority of pupils expressed concern that they were unsure of how to make progress and that marking is not informative. Inspection evidence from scrutiny of pupils' work showed that marking and target setting are not always consistent and do not always enable pupils to be guided on how to make further progress.
- 3.6 All pupils listen and read well, and are able to reason and apply their knowledge effectively in and out of class. For example, pupils in Year 2 could distinguish between words such as 'too' and 'to' during an English lesson on homophones and children in the EYFS were attentive and responsive to

the instructions of their teacher. In a music lesson, pupils in Year 5 demonstrated excellent communication skills when discussing how to sing as a choir. Pupils are able to collaborate well, as observed during choral and orchestral practice, and on the games field, where they work together to achieve success. The mentoring and guiding of new pupils through a 'buddy' system enables their successful transition from one school setting to the next. Pupils have excellent numeracy and literacy skills, which they apply successfully, often showing skills that are well above their age. Their developing achievement and academic progress is further reflected in their excellent display work, which demonstrates increasing drawing skill and the use of more complex vocabulary to explain information and events. In Year 5, wall displays reflected on the myths and legends of Robin Hood with creative writing stories using rich vocabulary and excellent graphic illustrations. Pupils in Year 6 have good computer skills, are adept at using technical vocabulary and support each other through peer assessment. However, pupils have limited opportunities to consolidate such skills or apply them to their learning across the curriculum.

- 3.7 Pupils recognised as gifted and talented are enabled to fulfil their potential by listening to informative talks from outside speakers such as a musical composer and Olympic athletes. Pupils' musical achievement is excellent; pupils at an orchestra practice collaborated to achieve harmony and confidently took turns to conduct. Pupils attain further success by performing in joint musical stage productions with the senior school, as exemplified by their recent production of *Les Misérables*. Pupils successfully use other talents in theatrical productions, such as set making, sound and lighting, and costume design. Choral ability and achievement are further evidenced by a trip to St Peter's Basilica in Rome, with the senior school, to sing Mass. The school choir demonstrated their excellent choral ability when participating in the celebration mass on Patronal Feast Day.
- 3.8 Pupils enhance their healthy lifestyle by successful achievement in sporting activities, both as individuals and members of teams, as well as in physical education lessons and games. In the EYFS, access to the outdoors provides the stimulus for child-initiated activities and also an understanding of the need for rules when cycling and crossing roads.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils' attitudes are positive and lively. Pupils look out for each other, support each other and are respectful to adults. They readily share joy in their own success and in the success of others and co-operate together in and out of class. Pupils demonstrate confidence and maturity as they work in class or sensibly use their free time. This personal development reflects the school's aims to care for each pupil, support all pupils in the pursuit of excellence while instilling a sense of integrity and maturity, provide a holistic education, and create an environment where joy and gratitude are shared. Pupils are also achieving the school's further aim, which is to be fulfilled, purposeful and happy members of society who care in the proper sense for others and themselves.
- 4.3 Well written and illustrated displays of different cultural and religious festivals show that pupils have an excellent understanding of different cultures and beliefs. The school does much to develop this understanding and respect, through the introduction of major faiths in religious studies and providing meals relevant to special occasions, such as the Chinese New Year.
- 4.4 Pupils' spiritual development is strong; the JPP programme and the PSHE curriculum empower pupils to learn about who they are and what they stand for, as is evident in the displays of art, design and technology, class work and sport. Pupils' spiritual understanding and sense of purpose is furthered by the successful collaboration and participation in assemblies, chapel services, and house and formal gatherings, such as Patronal Feast Day. Collaboration is successful and leads to achievement in and out of the classroom. Inter-house matches enable skill and team work to be put into successful practice. The self-confidence that pupils have was demonstrated by Year 5 pupils who performed excerpts from *Les Misérables* in assembly. Pupils provide a very appreciative and supportive audience on such occasions. Pupils greatly appreciate school trips to widen their understanding of the values of British life. They learned about British values and institutions during a trip to London and a visit to the houses of parliament, where they were guided by a serving member of parliament. Respect for the community is evident in pupils' successful efforts to ensure neat and tidy classrooms as well as their calm and polite demeanour towards each other, staff and visitors as they move around the school.
- 4.5 Pupils' moral development is excellent. Respect for the school's values and good behaviour are the norm in and outside the classroom and at all ages. Parents overwhelmingly agreed that pupils are well behaved in their responses to the questionnaire. Pupils have a strong sense of right and wrong. Children in the EYFS understand the fairness of sharing favourite toys during outdoor play. In interviews, older pupils thoughtfully and sensibly discussed the fair and balanced use of rewards and sanctions in school. Pupils feel safe in the homely and friendly school environment; this was reflected in discussions with pupils and in their response to the questionnaire. The pupils have a strong sense of fairness and respect for the law, fostered through opportunities to consider a wide range of moral and ethical issues, such as poverty, diversity and culture in discussions in their PSHE lessons. Pupils are accustomed to hearing many approaches to a single issue and are respectful of the opinions of others. An overwhelming majority of parents and pupils recognised the school promotes an environment which successfully supports pupils' personal development in their response to the questionnaires.
- 4.6 Pupils demonstrate a clear acceptance of responsibility and a willingness to contribute to the school family and the wider community. Service and leadership are embedded in the school community. Older pupils successfully guide new pupils, acting as mentors to support them as they transfer from one class setting to another. Pupils actively support the charity work undertaken by the school through the house system. They sing and play music to senior citizens at a local luncheon club and supply them with cooked tasty treats. Service to the wider community is further reflected in fundraising to support refugees, and the provision of food parcels for the homeless. Pupils are actively committed and engaged in the school's support for an African village school and have raised

funds to provide a variety of essential materials and a clean fresh water supply. Pupil-led initiatives to raise funds include cake days, own clothes day and a film evening. During the inspection, pupils eagerly demonstrated their enthusiasm in helping the village school through an enthusiastic exchange of carol singing by both schools in a video conference call. Pupils thoughtfully and carefully made and collected Christmas cards, which were received by a representative of the African school.

- 4.7 In class and assemblies, pupils develop excellent social and political awareness by studying British democracy and how government in this country works. A display in a corridor showing election speeches and campaigning for the position of form representative on the school council reflected opportunities to experience democracy in action, which pupils use well. The pupils' opportunities to make their voice heard are further extended by suggestion boxes; these are thoughtfully used, for example to request a variation in vegetables at lunch and suggest ways of fundraising for charities. This demonstrates their understanding of the importance of a healthy lifestyle. Pupils benefit from the healthy meals offered by the school at the breakfast club, snack time and lunch, and healthy eating is an established part of the PSHE programme throughout the school. At snack time, pupils in Year 2 make informed snack and drink choices. The successful development of pupils' understanding of health was recognised by a large majority of parents and pupils in the questionnaires.
- 4.8 The pupils are respectful of their multi-cultural community. This is greatly valued by pupils, who say they enjoy the friendships formed with pupils from other cultures and faiths. Celebrations of food and costume include a Chinese New Year lunch and, in the EYFS, an investigation of the festival of Diwali. Wall and window displays, produced with pupil co-operation, show how pupils appreciate the customs and traditions of others. In religious studies, pupils study and reflect thoughtfully on the beliefs and traditions of major faiths. Pupils are appreciative and respectful of others, whatever their background. Pupils and parents recognise this and agreed overwhelmingly in the inspection questionnaires that the school promotes respect and tolerance.
- 4.9 Pupils make informed choices at all stages of their school lives and consider that they are well supported by the pastoral guidance offered by their teachers and tutors. Pupils understand how to keep themselves safe, including when using the internet, and are aware of the dangers of radicalisation. They have a strong sense of duty which also enables them to report issues of peer pressure and they were firm in their belief that the strong pastoral system enabled the fast conclusion of any anti-social issues. Pupils are well prepared for their transition to the senior school and are positive about meeting the challenges of the next stage of their lives. Visits by senior school staff, the close liaison of the senior management team, joint school events and chapel services contribute strongly to this preparation.