



ST CATHERINE'S SCHOOL
— TWICKENHAM —



ISI Report Summary
July 2024



Foreword



Dear Parents

In November 2023, St Catherine's was visited by the Independent Schools Inspectorate (ISI) for a routine inspection. Under the new inspection framework schools no longer receive a one-word judgement of grade; instead, reports determine whether each section of the inspection was 'met' or 'unmet' during the inspection.

You will see, from the many very positive comments in this summary, that St Catherine's is a safe, productive and happy environment for all those who learn and work here. I would also like to acknowledge the dedication of St Catherine's staff whose hard work and care led to all the strong outcomes you will read about in the pages that follow.

There were two unmet standards for the School relating to the regulation to notify the local Authority about non-standard pupil joiners. This matter has now been addressed by the School.

Yours sincerely

Johneen McPherson
Headmistress

'Leaders respond promptly and effectively to pupils' concerns and ideas, and hear and understand the views of parents.'

Summary

"Leaders nurture pupils' talents through a challenging academic curriculum in the context of a strong Catholic Christian community in which all pupils are encouraged to be compassionate, courageous, ambitious and outward-looking."

"Leaders are committed to providing teaching of a high standard."

"Teachers challenge pupils to think for themselves."

"Teachers plan effectively and set realistic but ambitious expectations of the pupils. In response, pupils are conscientious learners. They take pride in their work and are keen to find ways to improve."

"Staff at all levels are well trained and understand how to recognise and report safeguarding concerns. As a result, pupils feel safe in school and are confident that their teachers know them well."

Leadership and management, and governance

"Governors work collaboratively with leaders on effective arrangements to support pupils' wellbeing and to provide an inclusive education that is suited to the needs of all pupils."

"Staff are well-trained in risk assessment, so they effectively assess and mitigate risk to pupils on the school site and on trips."

"Governors are diligent in monitoring the effectiveness of safeguarding arrangements."

"Staff throughout the school respond quickly and sensitively to any pupil who raises a concern about their wellbeing and, as a result, pupils speak appreciatively about how they feel supported and affirmed as individuals within a caring community."

"Governors and leaders respond to any complaints in a timely and effective manner and are keen to hear and understand the views of parents through regular formal and informal meetings."

"Appropriate policies are in place and are implemented effectively so that almost all of the relevant standards are met consistently. However, leaders were not aware before the inspection of their duty to notify the local authority when they added a pupil to the admission register at non standard transitions and, consequently, were not making these notifications." [This matter has now been addressed by the School.]

'Leaders readily support pupils' initiatives. For example, pupils recently planned and organised a highly successful 'Unity Week' to celebrate diversity in the school.'



Quality of education, training and recreation



"Leaders plan the curriculum carefully so that a wide range of subjects is offered, appropriate to the needs of pupils. As a result, pupils experience a range of linguistic, mathematical, scientific, technological and creative subjects as they progress through the school. Pupils develop a firm grounding in all key areas of the curriculum."

"Pupils appreciate how teachers are willing to offer additional support out of lessons to help them understand or improve, which helps them to be more confident in their learning."

"[Pupils] are confident speakers, articulate and fluent when presenting. They express their ideas persuasively and clearly and enjoy, when given the opportunity, working together in pairs or in larger groups to explore ideas or to solve problems."

"Throughout the school, the individual support offered by teachers gives pupils who have SEND and those who speak EAL greater confidence in their learning and helps them to succeed."

"[Teachers] encourage pupils to take risks in their learning and to think for themselves, pupils rise to the challenge and make rapid progress."

The inspectors recommend that "Leaders should provide pupils with more opportunities to think for themselves in lessons so that they develop their critical thinking skills". [St Catherine's staff are committed to the continued development of teaching and learning.]

'Involvement in house events offers leadership opportunities and [pupils] appreciate the chance to try new activities without fear of failure.'

Pupils' physical and mental health and emotional wellbeing

"The curriculum provides an extensive programme of personal, social and health education (PSHE), including relationships and sex education... It contributes to the kindness and respect shown by pupils in their day-to-day interactions with their peers and their warm and open relationships with staff."

"Leaders provide a wide and varied programme of physical education to meet the needs of pupils."

"Pupils with particular talents and interests in sport are coached to develop their skills to a high level, while other pupils enjoy physical activity for relaxation."

"Leaders and managers set clear expectations of pupils' behaviour, and pupils of all ages respond accordingly."

"Serious misbehaviour and bullying are rare. If bullying does occur, it is dealt with effectively."

"Leaders' implementation of the school's ethos enables pupils of all faiths and none to value spiritual contemplation and reflection."

"Pupils of all ages grow in confidence when leading or representing others in their form, house or at a more senior level in the school."

"School staff report to the local authority any pupil who is removed from the admission register at a non-standard transition but leaders were unaware before the inspection of their duty to notify the local authority when adding a pupil's name to the register at a non-standard transition time." [This matter has now been addressed by the School.]



'Admission and attendance registers are maintained effectively.'



Pupils' social and economic education and contribution to society

"[An] extensive programme of personal, social and health education (PSHE), including relationships and sex education, which meets pupils' needs. It contributes to the kindness and respect shown by pupils in their day-to-day interactions with their peers and their warm and open relationships with staff."

"Leaders provide a wide and varied programme of physical education to meet the needs of pupils. Pupils with particular talents and interests in sport are coached to develop their skills to a high level, while other pupils enjoy physical activity for relaxation."

"[Pupils] have a discerning understanding of current affairs and learn to appreciate the importance of hearing a variety of viewpoints."

"Effective teaching about respect for other people is evidenced in the way in which pupils speak maturely about their understanding of those whose background or lifestyle is different from their own."

"Leaders encourage pupils to be ambitious and to plan carefully as they consider the next step in their education."

"Pupils are enthusiastic about their service in the local community and further afield, reflecting their understanding of the aims of the school."

'Staff offer individualised guidance and support for pupils at each stage of their education.'



Safeguarding

"Arrangements to safeguard and promote the welfare of pupils are effective."

"Staff are knowledgeable in child protection procedures."

"Records are kept appropriately and show that any reported safeguarding concerns are acted upon promptly."

"Pupils are taught how to stay safe online, and effective filtering systems are in place."

"All staff and volunteers receive safeguarding training as they join the school, and this is updated at regular intervals."

"Leaders provide a well-resourced counselling service, and pupils appreciate the positive impact this has on their mental wellbeing."

'Pupils feel safe in school and know that there is an adult they can speak to if they have any concern.'