

School inspection report

30 January to 1 February 2024

St John's College School

73 Grange Road

Cambridge

Cambridgeshire

CB3 9AB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

The extent to which the school meets the Standards

Standards relating to leadership and management, and governance, are met.

Standards relating to the quality of education, training and recreation are met.

Standards relating to pupils' physical and mental health and emotional wellbeing are met.

Standards relating to pupils' social and economic education and contribution to society are met.

Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

ensure the quality of teaching is consistent across all subjects and year groups, so that pupils receive a consistent experience across year groups and subjects.

develop the Emotions for Learning programme in the senior school to meet the needs of the older pupils.

ensure that the recent improvements to the recruitment processes are embedded so that all required checks are undertaken in a timely manner.

Section 1: Leadership and management, and governance

9. The governors ensure that leaders and managers have the knowledge and skills necessary to ensure that the Standards are met consistently. Policies are implemented effectively and consistently. Governors ensure that each area is scrutinised regularly through visits and reviews of policy and practice. The promotion of pupils' happiness and wellbeing is a key determinant in all decisions taken by the governors, leaders and managers.
10. Leaders aim to include, inspire and challenge all pupils to achieve highly, and this is evident in pupils' positive attitudes to their learning and the good progress they make. In some cases, leaders do not ensure that teachers' planning follows the school's policies.
11. The characteristics taught through the school's E4L programme are evident in the attitudes of the pupils. This is particularly the case with the younger pupils, who are provided with the tools to develop their emotional literacy and to self-regulate their emotions. Staff are very proud of this culture and are passionate about leading by example. They favour discussion when issues arise and in most cases this has the desired effect. Leaders recognise a need to develop this programme further to support the needs of older pupils.
12. Leaders in the early years plan carefully to create an environment in which activities are well matched to children's interests and needs. Children enjoy coming to school, where they feel safe and happy, and grow in confidence through positive interactions with the adults around them.
13. Leaders and managers ensure that all the information that needs to be made available to parents and parents of prospective pupils is accessible through the school website. Parents receive information about their children's progress through regular

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

in a range of situations using a rich array of vocabulary. A range of open-ended resources helps to develop children's physical skills. Adults interact appropriately with children while they undertake guided play in the outdoor environment, keeping them safe and promoting their language acquisition. As a result, children make rapid progress against their early learning goals.

28. Pupils benefit from an extensive range of extra-curricular activities before school, during lunchtimes and after school. These activities enable them to develop their talents and interests beyond the classroom and in areas that they particularly enjoy. The choice currently ranges from jewellery making and real tennis to music and dance clubs. The additional Thursday afternoon enrichment programme encourages pupils to work independently and research a variety of topics. The wide range of other activities from sports leadership to mindfulness, interview practice to philosophy enriches the experience of the pupils.

The extent to which the school meets Standards relating to the quality of education, training and recreation

29. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Pupils feel safe at the school, supported by leaders and staff who have built a culture based on kindness and mutual respect. Staff know the pupils very well, and all play a part in ensuring each individual pupil is understood and all are supported in line with the school's aims
31. Governors, leaders and staff prioritise emotional and social wellbeing. Each lesson begins with a mindfulness moment which helps pupils to be calm and be ready to learn. Pupils are well motivated and behave well. They treat one another with respect and work collaboratively towards a common goal. As a result, they develop their self-confidence and self-esteem.
32. The E4L programme enables pupils to self-regulate their emotions so they can begin to solve

38. Admission and attendance registers are maintained as required. Leaders monitor and promote attendance, with the result that rates of attendance are high. The required reports are made as pupils join or leave the school.

39. Governors and I4 0 Td (are)Tj 1j66.. 449u66449u66449u66449u66449u66449urg-jD8663 0 Td ()Tj 2.7130127 0

Section 4: Pupils' social and economic education and contribution to society

42. Leaders are successful in promoting pupils' social and moral development. Pupils demonstrate a mature approach to moral issues, understand the difference between right and wrong and are encouraged to accept responsibility for their behaviour. Pupils are proud that they are able to manage conflict amongst themselves first. Such attributes equip them well for their future lives and enable them to contribute positively as responsible and caring citizens.
43. Pupils' leadership skills through activities such as a pupil forum in the senior school, and a similar forum for the younger pupils. The elected pupils meet weekly and value this opportunity to share their opinions and ideas with others and believe they make a difference to their community. The older pupils also benefit from opportunities to hold positions of responsibility, such as house captains, and to stand on a charity committee, with responsibility for planning events to raise money for charities. Leaders promote inclusive relationships between pupils by creating opportunities for different age groups to mix in after-school clubs and in sport. Pupils in Year 8 are buddied up to support a younger pupil, as are Year 4 pupils who buddy with pupils in the junior section of the school.
44. Pupils contribute to a range of local and overseas charities, as voted by the pupils' charities committee. For example,

School details

School	St John's College School
Department for Education number	873/6004
Registered charity number	1194790
Address	St John's College School Grange Road Cambridge CB3 9AB
Phone number	01223 353532
Email address	shoffice@sjcs.co.uk
Website	https://www.sjcs.co.uk/
Proprietor	St John's College School, Cambridge
Chair	Lindsay Dodsworth
Headmaster	Mr Neil Chippington
Age range	4 to 13
Number of pupils	435
Number of boarding pupils	26
Date of previous inspection	21 September 2021

Inspection details

Inspection dates

30 January – 1 February 2024

61. A team of five inspectors visited the school for two and a half days.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders

- observation of registration periods and assemblies

- observation of a sample of extra-curricular activities that occurred during the inspection

- discussions with the chair of governors

- discussions with the head, school leaders, managers and other members of staff

- discussions with pupils

- visits to the learning support area and facilities for physical education

- visits to boarding houses accompanied by pupils and staff

- scrutiny of samples of pupils' work

- scrutiny of a range of policies, documentation and records provided by the school.

63. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

The Department for Education is the regulator for independent schools in England.

ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.

ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.

For more information, please visit www.isi.net.