

3.1 The Quality of Pastoral Care, and the Welfare, Health and Safety of Pupils

The staff care effectively for all pupils' well-being and development, and are supported in this by an effective management structure.

3.1 Pre-inspection Commentary, including reference to relevant aims and improvement since the last inspection, together with a comment on the school's response to any recommendations from the previous report.

The school's stated aim is *Teaching a way of living*, which is to be realised by a commitment to the ten essential characteristics of the Benedictine way of life – discipline of daily practice, prayerfulness, stability in relationships, stewardship of creation; thoughtful and responsive obedience, humility, mutual service, love and forgiveness, hospitality, transformation of life towards full humanity. The school aims to promote values of respect for self, for others and for the world, to provide opportunities for spiritual growth and renewal, to develop a close partnership with parents. The school's objective is to develop young men and women who will understand and live by gospel values, be happy in their personal and family lives, make a distinctive contribution to society, take with them throughout their lives a sense of belonging to the community of St Benedict's and that they have 'learned how to live'.

The last inspection found that the arrangements for pastoral care, welfare and health & safety are good. The pastoral care is very good, and warmly appreciated by parents and pupils. Form teachers, sixth-form tutors, their year heads and their managers are highly committed to its success. Careers advice is appropriate and well considered. Suitable measures are taken to ensure good discipline and behaviour and promote the health and well-being of pupils. Health & safety procedures are appropriate.

Pre-inspection commentary: The great majority of pupils responding to their pre-inspection questionnaire are positive about the school. Aspects that the pupils are most positive about are (i) the effectiveness of teaching; (ii) the range of activities and the encouragement to be independent; (ii) help given to settle in when new; (iii) help with work problems. Overwhelmingly, pupils report that they like being at the school. Aspects about which the pupils are least positive are the fairness of rewards and punishments, staff listen and respond to pupils and my work is interesting (common). A small number of pupils added comments to their responses – about the positive, friendly and helpful ethos and about punishments being too strict and applied unevenly. (*One girl raised the issue of having a confidential listener/counsellor for girls as the boys have the monks/priests*).

3.1.1 Parents rated the quality of the pastoral care as of excellent quality and one of the strengths of the school.

3.1.2 The pupils' immediate pastoral care is in the hands of their form tutor. Form tutors work under the Division Heads (essentially heads of year), who meet regularly under the chairmanship of Sen Dep Hd. However, there are intermediate layers between the Div Hds and the Sen Dep Hd. Dom Thomas is Dep Hd (spiritual and counselling) and plays a significant pastoral role, whilst the Dir of 6th Form and the Hd of Upper & Middle Sch (Yrs 7 – 11) meet weekly with Div Hds to coordinate oversight of pupils' welfare and progress. Additionally, the Dir of Behaviour Mgt deals with pupils with behavior issues, offering programmes of support. *This complex matrix of responsibilities may work well but there must surely be a danger of confusion?*

3.1.3 Generally parents and pupils are very positive about the quality of relationships – with just a few comments that hark back to a less civilised 'boys will be boys' era.

3.1.4 Compliant anti-bullying policy in place. Parents mostly (but not all) satisfied with school response to any bullying incidents. We shall seek the views of pupils.

3.1.5(a) CHILD PROTECTION - a member of the monastic community was recently found guilty of abusing a pupil. This happened in the monastery where a pupil was working in the **DPA** under a private arrangement to gain experience of the religious life. This monk is currently in prison. Another monk was tried some two years ago for a similar offence and found not guilty; he currently lives in the monastery but is forbidden to enter the school. Following the recent case, the Abbot has asked the diocesan child protection team to conduct an independent investigation into what has happened and whether the steps taken to minimize risk are sufficient. The Jnr Sch RI and I have taken the view that we need sight of the investigation's outcome by the time of the inspection. We have expressed our