



SHERFIELD
SCHOOL

SHERFIELD SCHOOL

ISI REPORT MARCH 2024



www.sherfieldschool.co.uk



In March 2024, Sherfield School was inspected by the Independent Schools Inspectorate (ISI) as part of their routine cycle of school inspections. After a thorough three-day inspection, we are pleased to announce the publication of an exceptionally positive report.

Under the new ISI inspection framework introduced in September 2023, independent schools no longer receive traditional one-word gradings. Instead, the focus is on ensuring that schools meet the statutory, with detailed reports highlighting areas of strength and areas for improvement. We are delighted to announce that Sherfield School met all statutory regulations.

During the inspection at Sherfield School, the ISI inspection team, made up of eight inspectors, demonstrated a meticulous approach, delving into every aspect of school life. They conducted questionnaires, discussions and interviews with students, parents and staff, made detailed observations during lessons and extra-curricular activities, visited all parts of the school, and scrutinised pupils' work and the school's documentation and records to provide a comprehensive assessment.

The report acknowledges Sherfield School's commitment to excellence across various domains, including academic achievement, pastoral care, extracurricular provision, and leadership effectiveness. It highlights the dedication of staff, the engagement of students, and the supportive community that underpins the school's ethos.

Key findings from the report include commendations for the school's innovative teaching methods, the effectiveness of its safeguarding procedures, and the inclusive environment that fosters the holistic development of every student. Additionally, the ISI recognised Sherfield School's robust governance structures and its proactive approach to continuous improvement.

Head of School, Mr Neil Richards, expressed gratitude for the dedication and hard work of the entire school community in achieving such positive outcomes. "We are delighted with the ISI's findings, which reflect our unwavering commitment to providing an exceptional educational experience for all our students,"

This document highlights some key extracts from the report. You can read the full report by clicking on the link below.

KEY FINDINGS



The **self-esteem, confidence and resilience** pupils demonstrate is fostered in the **considerate and compassionate environment** modelled by the school's leaders.



Pupils of all ages learn to be **compassionate and accepting of others**. They know to allow for differences, describing the school as a **very caring and enriching diverse community**.



Staff's **individualised support** for pupils leads to external examination results in the senior school which show that pupils make good progress from their starting points. Some pupils make rapid progress.





Pupils develop a **clear understanding of right and wrong** as a result of leaders' and staff' modelling of respectful behaviour and communication of clear, consistent expectations.



Leaders promote pupils' wellbeing effectively. The school's core value of connection with others is promoted through personal, social, health and economic (PSHE) education lessons and assemblies that focus on inclusion and equality. This results in **pupils believing in the importance of looking after others.**



HEALTH & WELLBEING



Leaders support pupils' wellbeing **beyond the classroom**.



Leaders, supported by governors, **promote the school's caring ethos effectively**. This is seen through the PSHE curriculum and assemblies which celebrate diversity and promote respect for others. Leaders have recently introduced professional counselling facilities for pupils. These are well used, allowing pupils to access mental health support quickly.



Pupils are provided with careers guidance which enables them to consider a suitable variety of pathways and develop an understanding of the world of work. In the **sixth form**, appropriate economic education **prepares pupils for life after school**.



Boarding staff know the pupils well and provide boarders with **helpful pastoral and academic support**.



Teaching in the **early years** is appropriately **personalised to meet children's needs**. This enables children to make good progress from their starting points.



Pupils of all ages are encouraged to make use of the **spacious grounds** for recreation and relaxation. The supervision of pupils of all ages is generously staffed. This results in pupils **feeling safe at all times of the school day**.



The school has adopted a 'sport for all' approach, which **benefits pupils' physical and mental health**.



Robust anti-bullying and behaviour policies are clearly understood and implemented consistently by leaders and staff, which results in **bullying being rare**. Pupils feel comfortable raising concerns. When cases arise, they are taken seriously and dealt with swiftly and compassionately. **Pupils' behaviour exhibits their genuine consideration of each other and their teachers.**

QUALITY OF EDUCATION



Teachers demonstrate good subject knowledge and **adopt a wide range of appropriate teaching strategies**, which result in pupils of all ages making good progress. Results at GCSE, BTEC and A level show that pupils make **good progress** in relation to their starting points, with some making **rapid progress**.



Pupils are provided with careers guidance which enables them to consider a suitable variety of pathways and develop an understanding of the world of work. In the **sixth form**, appropriate economic education **prepares pupils for life after school**.



Pupils are fully involved in the learning tasks which contain **high levels of challenge**.



Pupils of all ages praise the **encouraging nature of the teaching**. They recognise that this helps them to **grow in confidence** as they learn to use new skills and assimilate and apply knowledge.

CO-CURRICULAR



Timetabling ensures that there is enough free time during the school day in which all **pupils can relax, play or socialise**. After-school activities provide **enrichment, relaxation and the opportunity to learn new skills**.



Time spent in the **outdoor learning environment** allows younger children further occasions to **develop fine and gross motor skills**.



EARLY YEARS



Early years staff have high expectations of what children can achieve. They understand how children learn and develop and **provide engaging learning opportunities**, such as sharing stories and singing. This results in children gaining knowledge and developing their communication skills. They follow instructions successfully. The school's well-resourced and presented early years learning environment **fosters curiosity**.



Teaching in the **early years** is appropriately **personalised to meet children's needs**. This enables children to make good progress from their starting points.



Early years staff develop children's social skills and awareness by encouraging them to share and to listen to one another. As a result, **children are able to collaborate enthusiastically and effectively**, such as when surveying mini-beasts in the school grounds.



SIXTH FORM



Leaders ensure that the delivery of economic education in the sixth form, as part of their enrichment course, focuses on **important life skills such as weekly budgeting and an understanding of the housing market.**



Pupils are provided with careers guidance which enables them to consider a suitable variety of pathways and develop an understanding of the world of work. In the **sixth form**, appropriate economic education **prepares pupils for life after school.**



Pupils in the sixth form benefit from the **individualised expert support** they receive from their teachers, allowing them to make informed decisions about the future. **Their post-school destinations reflect the wide-ranging, impartial advice they receive.**



BOARDING



Boarders feel **well known and supported** and get to know school routines and expectations quickly through the comprehensive induction they receive on joining the community.



The **self-esteem, confidence and resilience** pupils demonstrate is fostered in the **considerate and compassionate environment** modelled by the school's leaders. This is particularly evident in boarding.



Boarders have access to an **independent listener** who is known through her visits to the boarding community.



Boarding staff know the pupils well and provide boarders with **helpful pastoral and academic support**.



Boarders learn to share communal areas and house tasks across the age range. They debate issues in boarding meetings. **These opportunities help them to learn to live harmoniously with others.**





SHERFIELD

SCHOOL