



#### **Academic and Curriculum**

Pupils are self-motivated and interested in their work, so they achieve well.

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Leaders have developed a curriculum that is aspirational, broad and responsive to pupils' needs and interests across all phases of the School.

In the early years, provision is carefully tailored to children's individual development needs, with a clear focus on communication, literacy, numeracy and early independence.

In the Junior School, leaders have developed a broad and balanced curriculum which reflects the School's aims to develop confident, well-rounded learners who are equipped for senior school.

In the Senior School, the curriculum effectively spans linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Careers education is well structured and supports pupils effectively in preparing for their futures.

Senior leaders use a range of assessment information to track pupils' progress effectively and parents are well informed about their children's progress.





### Co-curricular and Enrichment

Pupils' social and cultural development is promoted effectively through a rich programme of enrichment activities.

These opportunities combine effectively with their academic programmes to underpin their good progress.

The range of clubs on offer, both academic and co-curricular, provide pupils with opportunities to extend their learning beyond the classroom and promotes collaboration, curiosity and confidence.

As a result, pupils develop additional skills and knowledge, experience new areas of learning and develop self-confidence.

Pupils are encouraged to contribute to the wider community through structured service opportunities. A school-wide expectation of completing 100 hours of service during their time in the School, contributes to pupils' understanding of community needs and their role in contributing positively to society.





#### **Culture and Values**

Leaders promote a deep culture of kindness, respect and inclusion. This is evident in pupils' conduct and their interactions with others.

Pupils demonstrate empathy, tolerance and an understanding of difference, reflecting the community's commitment to equality, cultural diversity and respect for people who are different from themselves.

Pupils benefit from a wide range of opportunities to develop their **spiritual**, moral, social and cultural understanding.

Pupils develop a clear moral understanding, appreciation of rules, and compassion towards others, encouraging a responsibility for their own actions.

**High expectations are reinforced** in assemblies, PSHE lessons and Form Time.





# **Pupil Wellbeing**

Leaders ensure that pupils have opportunities to be mindful and to develop their spiritual awareness and understanding.

Activities such as mindfulness, woodland walks, quiet areas and gardening provide pupils with opportunities to develop their appreciation of the non-material aspects of life. As a result, pupils demonstrate mature self-awareness and self-esteem.

Across the School, leaders promote pupils' physical wellbeing effectively through a wide range of exercise opportunities, including weekly games sessions and a broad programme of after-school clubs.

Leaders promote a **strong safeguarding culture** and place safeguarding at the centre of the School's work.

A wellbeing centre at the heart of the School provides pupils with a quiet and safe space where they can access the school nurse and counsellors.





## Leadership

Pupils are encouraged to participate in decision-making and leadership activities.

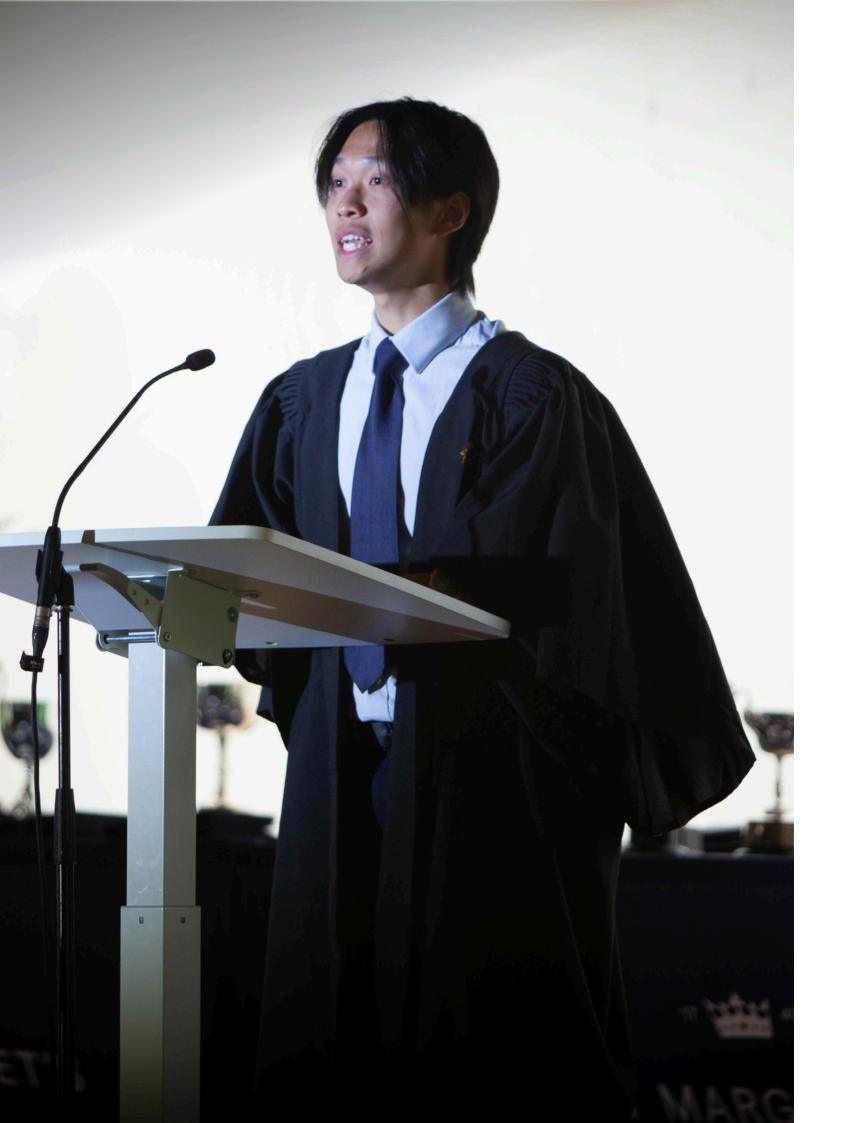
Leadership opportunities foster respect for diverse viewpoints and prepare them well for life in modern British society.

Roles such as Junior and Senior prefects, Form Captains and year-group leaders enable pupils to take responsibility within the School community.

Older pupils act as subject mentors and provide pastoral support to younger pupils. This contributes positively to the development of leadership skills and peer support.

The School Councils and the role of Form Captains provide valuable opportunities for pupils' views to be represented in school decision-making.

Pupils take an active role in planning and presenting assemblies, particularly in the Sixth Form. This develops their leadership skills and promotes the celebration of diversity.



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ST MARGARET'S

SCHOOL