



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
ROYAL RUSSELL SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Royal Russell School

Full Name of School	Royal Russell School
DfE Number	306/6009
Registered Charity Number	271907
Address	Royal Russell School Coombe Lane Croydon Surrey CR9 5BX England
Telephone Number	020 8657 4433
Fax Number	020 86579555
Email Address	headmaster@royalrussell.co.uk
Headmaster	Mr Christopher Hutchinson
Junior Headmaster	Mr James Thompson
Chair of Governors	Mr Ken Young
Age Range	3 to 19
Total Number of Pupils	962
Gender of Pupils	Mixed (551 boys; 411 girls)
Numbers by Age	3-5 (EYFS): 75 5-11: 236 11-18: 651
Number of Day Pupils	Total: 831
Number of Boarders	Total: 131 Full: 127 Weekly: 4
Head of EYFS Setting	Mrs Amanda Flynn
EYFS Gender	Mixed
Inspection Dates	15th March 2016 to 18th March 2016

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI boarding inspection was in January 2014 and the previous ISI standard inspection was in February 2010.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is**

'exceptional' that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with governors, observed a sample of the co-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Bill Burn	Reporting Inspector
Mr John Aguilar	Team Inspector (Principal, SoH school)
Mr Paul Bate	Team Inspector (Former Head, ISA school)
Mrs Kathryn Burrows	Team Inspector (Head of Juniors, GSA/HMC school)
Mrs Elizabeth Cairncross	Team Inspector (Head, HMC school)
Mr Mike Crossley	Team Inspector (Head, IAPS school)
Mrs Linda Griffith	Team Inspector (Former Head, IAPS school)
Mr William Trelawny-Vernon	Team Inspector (Head, IAPS school)
Mr Paul Vanni	Team Inspector (Deputy Head, GSA/HMC school)
Mr Stephen Willis	Team Inspector (Director of staff development, GSA school)
Dr Stephen Bailey	Co-ordinating Inspector for Boarding
Ms Patricia Griffin	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Royal Russell School was founded in South London in 1853. The school moved to its present parkland site of 110 acres in Croydon in 1924. It educates girls and boys aged from three to eighteen years. It aims to provide an outstanding, academic co-educational experience and an extensive programme of co-curricular activities, as the family school of choice in South London. The junior and senior schools occupy separate groups of buildings on the same site, and share some facilities, such as the dining room and the sport facilities. In the senior schools there are three boarding houses for pupils aged eleven to eighteen, one for girls and two for boys, which are all within the main school site. Some day pupils are accommodated in the boarding houses, and the majority of day pupils have their own houses.
- 1.2 At the time of the inspection, there were 962 pupils on roll, with slightly more boys than girls. The junior school, for pupils between three and eleven years of age, educates 311 pupils. Of these, 75 are aged under five years and comprise the Early Years Foundation Stage (EYFS). The senior school, for pupils aged between eleven and eighteen years of age, educates 651 pupils, of whom 180 are in the sixth form. Day pupils are largely drawn from the area of South London, and the 127 boarders from twenty-eight different countries. A majority of pupils are of white-British origin, about a sixth are of Asian origin, and a tenth are of African or Caribbean origin.
- 1.3 The ability of the pupils is above the national average in both junior and senior schools, with the sixth-form pupils' ability being in line with the national average for pupils in sixth-form education. There are 126 pupils who speak English as an additional language (EAL), and 68 receive specialist support from the school. In total, 248 pupils have been identified as having special educational needs and/or disabilities (SEND), of whom 32 receive additional support from the school. Two pupils have an education, health and care plan.
- 1.4 Since the previous inspection, a new headmaster has been appointed. In addition, the medical centre has been refurbished and the Nursery (EYFS) has been rehoused. Provision for games has been extended by building new artificial playing surfaces; a performing arts centre has been opened; and a social area has been created for sixth-form pupils.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school is highly successful in meeting its aim to provide an outstanding academic education and an extensive range of co-curricular activities in the context of a family school. Throughout the school, from the EYFS to the sixth form, pupils' achievement in academic subjects is excellent. Pupils take full advantage of opportunities beyond the classroom to excel in physical activity, cultural pursuits and the development of leadership skills. Pupils are skilled learners, displaying excellent levels of creativity, logical thought and independence. The academic curriculum is excellent, and is flexible enough to cater extremely well for pupils' diverse interests, abilities and needs. Pupils benefit from excellent teaching, which is carefully planned, and shows strong subject knowledge and high levels of enthusiasm. Teachers have an excellent understanding of their pupils, and adapt their style and material to draw the best from pupils with SEND, EAL, and the most able.
- 2.2 At all ages, pupils' spiritual, moral, social and cultural development is excellent. They are self-aware, confident, tolerant and respectful. Relationships throughout the school are excellent. Pupils benefit from excellent systems of pastoral care, which depend on all staff to support and guide pupils and contribute to the family atmosphere. The school has excellent measures in place to ensure that pupils are safe and healthy, and it discharges in full its duty for safeguarding and child protection. There are inconsistencies in the application of sanctions and rewards, as indicated by a minority of senior school pupils in the pre-inspection questionnaire, and in the way in which different houses structure the tutorial and peer mentoring systems. The boarding provision and outcomes for boarders are excellent.
- 2.3 Governance, leadership and management make an excellent contribution to promoting pupils' achievements and personal development. The school has highly effective means of self-evaluation. Planning is based on a detailed knowledge of opportunities for improvement, and ensures that every aspect of the school's provision is kept under review. The school has met in full the recommendations of the previous inspection to monitor more effectively teaching and learning, to develop further the system of appraisal for teachers, and to encourage pupils to become more independent learners. The school has formed an excellent partnership with its parents.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendation for further improvement

- 2.6 The school is advised to make the following improvement.
1. Improve the consistency of pastoral and disciplinary procedures in senior school houses.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the pupils' achievements and learning is excellent.
- 3.2 In the EYFS, children achieve extremely well. They are enthusiastic about their learning and are gently encouraged always to do their best. They make good progress in their learning and development relative to their individual starting points, needs and abilities. All children reach the developmental levels typically expected for their age. At the end of Reception most children reach the Early Learning Goals set for this age group, and many exceed them. Children with particular needs and those with EAL also make good progress because of the individual support they receive from dedicated staff. The most able children are appropriately challenged by the activities provided, and are able to think critically and independently. The younger children communicate effectively and listen attentively. They particularly enjoy activities that allow them to be active learners, as was seen when children found worms and examined them with magnifying glasses. Older children develop an increasing knowledge of phonics, which they apply well to their reading and independent writing. They work confidently with numbers up to twenty, and far beyond in some cases, and they add and subtract accurately. Their information and communication technology (ICT) skills develop well, and they are highly creative.
- 3.3 Pupils throughout the junior and senior schools are particularly well educated and show excellent levels of subject knowledge, skill and understanding in line with the school's aim to provide an outstanding academic education. They speak and write fluently and persuasively and are articulate and confident in their oral communication. They enjoy individual and co-operative learning, both inside and outside the classroom. They are excellent listeners and logical thinkers, whether debating the morality of the bombing of Dresden or striving for closer teamwork on the netball court. Pupils demonstrate excellent enthusiasm for all aspects of their work and, with appropriate support and guidance, maintain a productive balance between academic work and the demands of the co-curricular programme. Throughout the school pupils show initiative and they express ideas and understanding of concepts with refreshing ease. Pupils have excellent levels of skill and understanding in numeracy, literacy and science. A group of pupils attended a recent national science fair, one of them delivering a presentation. They present their work with a high degree of pride in its appearance and organisation. Pupils show a high level of proficiency in the use of ICT, for instance in editing photographic material or refining physical routines on screen in physical education lessons. Their creativity is strongly evident in music, art and drama. Their reasoning skills are excellent at all ages. Pupils' levels of achievement in physical activity are generally excellent.
- 3.4 Pupils' individual and team achievements are excellent in a wide range of co-curricular activities. Teams are increasingly competitive and have reached, for example, national finals at table tennis, netball and football. Junior school pupils have been successful in biathlon, gymnastics and trampolining. In the senior school, pupils have achieved excellence in the Model United Nations (MUN), in the growing success of the pupils' newspaper, charity work and fund-raising, and the Duke of Edinburgh's Award scheme (DofE). Pupils achieve excellence in music and drama.
- 3.5 In the junior school, it is not possible to measure pupils' attainment in relation to average performance in national tests. However, on the evidence available, it is

judged to be excellent in relation to national age-related expectations. The pupils respond extremely well to a demanding curriculum, and their performance in lessons, scrutiny of their written work and curriculum interviews confirm this judgement.

- 3.6 During the years 2012 to 2014, the most recent three years for which comparative statistics are available, results in GCSE examinations have been above the national average for maintained schools. Results for girls were higher than for boys in 2014. Overall, International GCSE results are higher than worldwide norms. Results in A-level examinations are above the national average for maintained schools. In relation to their starting points, pupils at both GCSE and A level make good progress relative to the average for pupils of similar abilities. Results overall have improved in both 2014 and 2015. Pupils with SEND and EAL, and the most able, make progress that is at least good in relation to their abilities. This is demonstrated by their performance in public examinations, and confirmed by progress observed in lessons. On leaving the school at age eighteen, almost all pupils gain admission to their first-choice university, including those with the most demanding entry requirements. A very large majority of parents and pupils expressed satisfaction with the progress pupils make.
- 3.7 Pupils have excellent attitudes to their learning. They are positive and energetic in their approach to lessons and to their work beyond the classroom. In the junior school pupils become effective learners and the benefits are mirrored in the senior school. Pupils are supportive of one another and of their teachers, and attach a high value to the opportunities on offer. They are always keen to improve their skills for learning.

3.(b) The contribution of curricular and co-curricular provision

- 3.8 The contribution of curricular and co-curricular provision is excellent.
- 3.9 In the EYFS, the curriculum offers excellent coverage of the seven areas of learning and ensures that pupils achieve consistently high standards. The varied, interesting and challenging programme helps all children to reach, and sometimes exceed, appropriate levels of development. The hatching of ducklings in Reception offered an opportunity for excellent cross-curricular links. A suitable balance of adult-led and child-initiated tasks provides excellent opportunities to show independence and initiative, both indoors and outdoors. The woodland area significantly enhances the curriculum, enabling children to explore, to take appropriate risks and to solve problems. The curriculum is further enhanced by specialist teaching in music, computing, dance, swimming, PE and French. Children with SEN or EAL benefit from staff focusing on their individual needs, providing extra support and working closely with their families. Careful liaison between staff in the EYFS and those in Year 1 prepares children well for the next phase of their education.
- 3.10 The academic curriculum throughout the school is characterised by flexibility and is appropriate for the needs and aptitudes of the pupils. Each stage of the school prepares them effectively for the next stage of their learning. The curriculum covers all the required areas of learning throughout the junior school and up to GCSE, and offers an excellent range of subjects besides. Since the previous inspection, the junior school has introduced MFL in the EYFS and computing from age three and specialist taught science from Year 3. The school has introduced triple-award science at GCSE; and A-level courses in media studies, photography, music technology, and computer science. German, Japanese, economics and creative

writing further enrich the curriculum at A level. A vocational course in sport and exercise science has also been introduced recently, thus enhancing further the way the school caters for pupils' diverse interests. All pupils benefit from a highly effective programme of personal, social, health and economic education (PSHEE). At appropriate stages all pupils receive excellent guidance about higher education and comprehensive information about possible future careers.

- 3.11 The curriculum for pupils with SEND, EAL and those identified as high achievers supports their learning needs particularly well. In addition to support in small groups, the senior school ensures that any pupils for whom a particular subject is inappropriate attend instead carefully staffed and well-planned developmental support sessions under the heading of curriculum assistance. The most able pupils benefit from a developing programme of tutorial support appropriate to their abilities, and attend enrichment sessions which are both subject-based and of more general interest. The introduction of a virtual learning environment has enabled learning to be more closely matched to individuals' abilities.
- 3.12 The programme of co-curricular activities is excellent in range and quality, in line with the school's aim. This ensures that all pupils have excellent opportunities available to them in sport, music and drama. The provision in these areas meets the needs of expert performers and novices alike, and is carefully monitored and managed with that in mind. In addition, there are excellent opportunities to develop leadership qualities through the established links with the MUN and the growing popularity of the DofE. The MUN is now available to pupils from Year 6, and the DofE can now be undertaken independently of the combined cadet force (CCF). The CCF provides a productive link with another local school. The programme of visits and exchanges further enriches the curriculum, and includes language exchanges and links with projects in Africa.
- 3.13 Pupils embrace with enthusiasm opportunities to give time and energy to charitable causes and to raise funds for them. They are closely involved in selecting which charities to support, and these are often linked to the local community. Most parents and pupils responding to the questionnaire felt that the school provides a good range of curricular and co-curricular opportunities.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 In the EYFS teaching is enthusiastic and energetic. It demonstrates excellent knowledge and a secure understanding of how young children learn and what they can achieve. It engages and stimulates the children, and cultivates a highly positive attitude to learning. Teachers take advantage of the rich and stimulating environments available indoors and outdoors. They use an excellent variety of carefully planned activities to enable children to explore and to investigate independently, and to develop their problem-solving and imaginative skills, as was seen when children in Reception made toast on an open fire in the woodland learning area. Teachers have consistently high expectations to ensure that all children achieve high standards. Teachers use detailed planning and regular assessment to plan individual programmes of learning. This means that children make good and sometimes rapid progress. They are extremely well prepared for the next stage of their learning.

- 3.16 Teaching throughout the school is successful in supporting its aims. Teachers' excellent subject knowledge and enthusiasm for learning lead to lessons which motivate pupils well and frequently inspire them. In the questionnaire pupils were overwhelmingly positive about how the school enables them to learn and make progress. Strong and supportive relationships between teachers and pupils make an excellent contribution to pupils' learning. Most teaching is characterised by a brisk pace and high levels of challenge for the pupils.
- 3.17 The school has acted successfully on the recommendation of the previous inspection to develop opportunities for pupils to learn independently and think for themselves. The emphasis in teaching now ensures that pupils' learning and progress are at the centre of lesson planning. Marking throughout the school is detailed and constructive, attaching equal importance to acknowledging good work and to offering advice on how to improve. Pupils take full advantage of the opportunity to add their own comments. A minority of pupils in the questionnaire indicated that their homework did not help them to learn. Inspection evidence did not support this view. The scrutiny of pupils' work and interviews with pupils confirmed that homework tasks are generally appropriate in supporting their learning.
- 3.18 The junior school deploys subject specialists and teaching assistants to excellent effect. Teaching encourages all pupils to take responsibility for their own organisation and learning. Lessons throughout the school benefit from highly detailed planning and effective management of time. Teachers take care to include a variety of teaching styles and tasks to ensure that lessons are well suited to different learning styles and levels of ability. In some lessons teachers are adept at challenging pupils to think in unconventional ways and use their knowledge to explore and extend their thinking. A lesson about the parable of the seed and the sower, for example, was linked into recent science learning about planting and germination, and about the way democracy works when the class had to decide as a whole where to plant their seed.
- 3.19 Teachers know their pupils well, and are able to adapt their teaching to suit the needs of different groups of pupils, notably those with SEND, EAL and the most able, and including any with an education, health and care plan. A few parents in the questionnaire indicated that the most able pupils did not receive appropriate support. Inspectors found that the high achievers in mainstream classes are given extension tasks, and homework assignments that pupils can develop in a variety of ways. Pupils benefit from an increasingly common approach to learning support across the junior and senior schools. In learning support lessons, teachers use a variety of successful approaches to teaching; and in the curriculum assistance programme in the senior school pupils receive structured support where they have discontinued a subject.
- 3.20 Teaching makes excellent use of a wide variety of resources as well as the well-stocked libraries in both junior and senior schools. Teaching makes effective use of ICT, especially when pupils are enabled to work independently using appropriate technology.
- 3.21 Teaching promotes tolerance and respect in accordance with the diverse character of the school community, and this is reinforced in the junior school by posters and displays. Teaching also ensures non-partisan coverage of political matters.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 In the EYFS, children's personal, social and emotional development is outstanding. From the very beginning of their time in the school, they become resilient, persistent learners who co-operate, share with one another and behave in an exemplary manner. Staff act as excellent role models. Relationships are highly positive, resulting in a happy and inclusive community. All children respect one another in this culturally diverse setting. Everyone celebrates cultural festivals. The school encourages children to recognise and empathise with the needs of those who are less fortunate than themselves by raising money for charity.
- 4.3 The whole school successfully achieves its aim to nurture, promote and enhance the personal development of the pupils. Throughout the school, pupils respond well to the active promotion of values such as tolerance and respect. By the time they leave, pupils have acquired an excellent standard of personal development.
- 4.4 The pupils' spiritual development is excellent. Pupils are self-aware and confident, and appreciate the non-material aspects of life. They communicate their interests with passion. Pupils gain an excellent understanding of different religious traditions through religious education lessons, the highly effective programme of PSHEE, and through the rich diversity of the school community. Pupils value the opportunities for quiet reflection offered by the chapel, and by weekly faith debates.
- 4.5 Pupils' moral awareness is excellent. Pupils have a clear sense of right and wrong, and they develop strong values and principles. They acknowledge the need for a code of conduct and for school rules. They respond well to these and consider them fair. Pupils empathise with the needs of those less fortunate than themselves, and are fully engaged, for example, with projects in aid of their linked schools in Uganda and Kenya. In lessons, they discuss with vigour and insight the moral aspects of matters such as crime and punishment, and racial discrimination.
- 4.6 Pupils' social development is excellent. Their behaviour is well-mannered, engaging and lively. They show mutual respect as a matter of course. In all sections of the school, pupils show high levels of co-operative skills and the relationships between pupils of different ages are excellent. Pupils enjoy the opportunity to contribute to the school by acting as representatives on committees, or in leadership roles. The pupil parliament and school council which serve the junior and senior schools, and the food committee, are effective and influential. In the questionnaire, a small minority of pupils, primarily in Years 7 and 8, felt that they were not given sufficient opportunity to take on positions of responsibility. Inspectors found that this feeling was a consequence of the enhanced opportunities available at the senior stage of the junior school.
- 4.7 Pupils have a strong understanding of public institutions, how democratic society works, and the rule of law. They develop this through lessons, where debate about history and politics is well informed, through mock elections, assemblies, visiting speakers and educational visits. The school is a leader in hosting MUN conferences. The school has remained faithful to one of its founding principles, encouraging pupils to be 'not for oneself but for all'.

4.8 Pupils show particularly well-developed cultural awareness. Their respect for faiths and cultures other than their own is excellent. The school is a harmonious community that celebrates its wide range of ethnicities and religions. Pupils benefit from excellent opportunities to travel abroad, to attend concerts and exhibitions, and to enjoy cultural events. These range from Chinese New Year to European languages day to an especially popular flamenco evening for boarders.

4.(b) The contribution of arrangements for pastoral care

4.9 The school's arrangements for pastoral care are excellent.

4.10 In the EYFS staff are committed to providing an extremely happy, caring and stimulating environment, built on mutual trust and respect. Key people form strong bonds with children and all adults work together to promote high standards of behaviour and courtesy. Children learn about being healthy as they enjoy nutritious lunches and healthy snacks. Children relish the regular opportunities to take exercise in play sessions, PE, swimming and dance.

4.11 On progressing to Year 1, pupils are quickly made to feel part of a supportive community. Across the school, the pastoral system supports and guides pupils extremely well, exemplifying the school's aim to feel like a family. It successfully integrates individuals across all year groups, manages the transition from junior school to senior school with sensitivity and enables both day pupils and boarders to feel equally valued as part of the school community.

4.12 The excellent tutorial system in the senior school is linked to the house structure, to which all pupils belong. Pupils feel that where they have the opportunity, they benefit from peer mentoring arrangements when newly arrived in the senior school, and from remaining with the same tutor for more than one year. Not all houses make this possible, however. Communication between housemasters and housemistresses and their tutorial teams is excellent, and achieved largely through daily meetings in each house. In the junior school, a new initiative offers pupils a nurturing environment where they can talk to a member of staff other than their form teacher. Relationships are excellent, between pupils and staff, and among pupils.

4.13 The range of food on offer at meal times is good, and promotes a healthy lifestyle. There are abundant opportunities for exercise through a wide range of games and excellent facilities.

4.14 Pupils' behaviour, manners and appearance are all excellent. A small minority of pupils in the questionnaire felt that teachers did not use rewards fairly, and a minority felt similarly about sanctions. In the senior school, inspectors found that there were inconsistencies of approach between houses over, for example, lateness to registration. Pupils accept the need for occasional sanctions to deter poor behaviour. A small minority of parents and pupils indicated that the school does not always deal effectively with bullying. Following scrutiny of records and conversations with pupils, inspectors found that the rare cases of bullying, including cyber-bullying, were handled swiftly and effectively, in line with the school's robust anti-bullying policy. A system of rewards enables pupils' achievements to be celebrated corporately, for example in weekly whole-school assemblies.

4.15 The school has a suitable plan to improve educational access for pupils with SEND.

4.16 The school attaches importance to the pupils' opinions, although a minority of pupils in the questionnaire did not recognise this. Both junior and senior schools have

school council and pupil parliament which meet regularly, circulate minutes, and publish proposals which have been implemented by the school. These include more printing facilities, bag storage, and menu suggestions.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.17 The contribution of the arrangements for welfare, health and safety is excellent.
- 4.18 In the EYFS, the provision for children's well-being is excellent. The well-trained staff and friendly, welcoming and purposeful environment strongly promote the welfare of each child. The school also promotes prompt and regular attendance.
- 4.19 Safeguarding policies and arrangements throughout the school, including the EYFS, are fully in line with official guidance, including measures to prevent radicalisation and extremism. The school has taken excellent steps to ensure that child protection is firmly established in the thinking of every member of the school community. All staff have received regular and appropriate training to enable them to fulfil their obligations. All staff recognise their responsibility to promote and safeguard the welfare of every pupil. The designated safeguarding lead and twelve other identified senior staff in both the junior and senior schools have been trained to an appropriately higher level. The school has also made excellent links with local safeguarding agencies.
- 4.20 The school is meticulous about the measures taken to reduce the risk from fire and other hazards. A governor sits on the health and safety committee, which monitors effectively the school's processes for assessing and managing risk. The committee ensures that shortcomings are identified, addressed and recorded. The school makes suitable arrangements for external contractors and consultants to check, for example, the condition of fire equipment and portable appliances. Risk assessments for areas of the school and for off-site trips are thorough and effective. Welfare provision for pupils who are ill or injured, and for those with SEND, is excellent.
- 4.21 The school has excellent methods of monitoring attendance and follows up unexplained absences without delay; records are kept and suitably stored. Likewise, the admission register is maintained in line with statutory requirements.

4.(d) The quality of boarding

- 4.22 The quality of boarding is excellent.
- 4.23 The outcomes for boarders are excellent and reflect successful implementation of boarding aims and principles. Boarders are fully integrated into the pupil body and almost all stated in questionnaires and interviews that they enjoy boarding. Relationships across the community are outstanding, characterised by confidence and tolerance. Boarders identify a wide range of appropriate adults to turn to over personal issues: these include boarding house staff, senior leaders, academic teachers and the independent listener. All boarders encountered during the inspection were courteous, self-assured and very supportive of one another. Boarders feel a strong sense of loyalty to their house and to the school. Many celebrate boarding enthusiastically, enjoy belonging to the community, and make a positive contribution to it. Pupils' development is enhanced by their experience of boarding. Those with particular responsibilities such as being a prefect are not burdened by their additional commitments. Those boarders with SEND or EAL are extremely well supported. Boarders have a variety of means by which their views

can be heard, and they feel that their opinions carry weight and are acted upon. Older boarders feel a sense of responsibility towards the younger ones, and ensure that they adjust quickly to their new environment.

- 4.24 The quality of boarding provision and care is excellent. The atmosphere promotes empathy and relationships are excellent. New boarders benefit from an extensive induction process. The school sends excellent documentation in advance and activities on arrival are welcoming. Noticeboards are colourful, and informative about events and routines in the house and the wider school. They also display the necessary contact details of those who are available to discuss any concerns boarders may have. Meals are varied, nutritious and of high quality, and meet all dietary requirements, whether medical, religious or cultural. Themed meals are provided on special occasions. Inspectors found the food to be well balanced, healthy and varied. A minority of boarders were critical of the food in the questionnaire, and in interviews they said that this was because of the provision for some meals at weekends. Each house provides ample refreshment and snacks for boarders in the evening, although there is some inconsistency between houses about when these are available, and when the house kitchens are open. The diverse variety of opportunities for leisure and available facilities are excellent, both in the evenings and at weekends. Boarders appreciate informal activities such as pool and table tennis, as well as the extensive outdoor and sporting facilities available during boarding time.
- 4.25 All boarding houses are well appointed, dormitories are well furnished and welcoming, and boarders make their own accommodation homely with posters and photographs. Suitable toilet and washing facilities are provided for all boarders. In the questionnaire, a minority of boarders indicated that their possessions were not safe in the houses. Inspectors did not agree with this view, as boarders have a lockable space to secure valuables. The pathways to the houses are well lit. A small minority of boarders indicated in the questionnaire that they were not well cared for when ill or injured. Inspection evidence did not support this view. The service provided by the medical centre is excellent, and the staff are highly qualified. The school counsellor attends one day each week. Clothing and bed linen are laundered on the school premises, and boarders have the use of a washing machine in their house. Boarders are able to contact their families and friends using a range of media. They have specific time set aside each evening for the recreational use of electronic equipment and games consoles. Each house makes telephones and computers available as well as those brought to school by boarders. Access to the internet is appropriately restricted and monitored to ensure that boarders are kept safe. Boarding staff communicate effectively with parents, carers and guardians by telephone, email and newsletters, and face to face.
- 4.26 The arrangements for welfare, health and safety are excellent. Extensive, well-considered procedures and practices ensure that boarders are well cared-for, and all boarders interviewed said that they felt safe at all times. The school complies with all official requirements with regard to safeguarding and recruitment checks. All adults associated with boarding have undertaken appropriate training for safeguarding. Health and safety arrangements are effective and fire evacuation drills are carried out at least once each term in boarding time. An effective anti-bullying policy is well implemented. Bullying is rare and boarders are confident that house staff will deal promptly and effectively with any issues that arise. Behaviour in houses is excellent overall and sanctions are seldom needed. Interviews with boarders indicated that some sanctions are applied at different thresholds in different houses, and that some local rules exist only in certain houses. The school ensures

that risks are assessed and managed when trips and visits away from the school are being planned. House staff monitor boarders' whereabouts and staff are fully familiar with the procedure to follow if a pupil is missing. Suitably trained staff are at all times responsible for supervision of boarders and at least one adult in each house can easily be contacted by boarders at night. Access to houses is restricted appropriately and the school site in general is well managed. The houses are secure and comfortable. The school does not appoint guardians.

- 4.27 Leadership and management of the boarding provision are excellent. Staff are familiar with all documentation, systems and policies, which are up to date and well implemented. A statement of the school's boarding principles and practice is made available to parents, pupils and staff through a comprehensive range of handbooks. Supervising adults have a strong understanding of their roles and responsibilities. The school has an effective system for reviewing the performance of all adults in boarding. Daily meetings for the boarding team in each house ensure a full and current appreciation of the issues facing members of the house. Skilled and enthusiastic stewardship of boarding ensures that the high standards of provision for boarding are sustained. The school has met in full the recommendations of the previous boarding inspection report concerning aspects of health and safety and the house annual review process.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 In the EYFS, the governor with a special interest in the setting visits regularly and has a full understanding of the requirements. The governor offers effective support and ensures that the governing body as a whole is kept abreast of recent developments.
- 5.3 The governing body provides excellent oversight of the educational direction of the school as a whole in line with its aims. Nominated governors take a special interest in particular areas of the school, including safeguarding and child protection, health and safety, and boarding. This enables the governing body to understand and monitor effectively educational standards. Governors collaborate highly effectively with senior leaders to formulate a strategic plan, which is continuously monitored and evaluated. Governors ensure that financial planning enables the school to support its educational aims with accommodation, resources and staff of the required quality.
- 5.4 The governors have developed a highly effective system which enables them to have an excellent insight into the way the school operates. They have fully satisfied the recommendation of the previous inspection to monitor more effectively the junior school curriculum. They make regular visits to boarding houses, to lessons, and to meet informally pupils and staff. In addition, board meetings include regular presentations on particular topics or aspects of the school's work. Communication with senior leaders in the school is excellent, and the annual review of achievements and targets, along with the formal arrangements for appraisal, provide highly effective support, stimulus and challenge.
- 5.5 Governance benefits from a rigorous approach to training. Two highly effective committees assume responsibility for much of the business of governance, and ensure that the governing body as a whole is fully informed about matters of compliance. The governing body is scrupulously effective in discharging its responsibility for statutory requirements, including the annual review of safeguarding and child protection arrangements throughout the school. This supports fully the school's aim to promote actively the well-being of pupils.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management is excellent.
- 5.7 In the EYFS, leadership and management provide clear and ambitious direction, as reflected in the excellent quality of the children's education and personal development. Leaders monitor the educational programmes regularly and to excellent effect. This ensures that planning and assessment across the setting enables all children to achieve extremely well, in a welcoming, safe and secure environment. All staff aspire to improve their practice and the school ensures that opportunities for professional development are available. The senior leaders form a cohesive team, and have excellent systems for self-evaluation of the provision. The setting has met in full the recommendation of the previous inspection to provide

direct access to the outdoor learning environment. Leaders and managers have excellent procedures for the supervision and appraisal of staff, which has a positive impact on children's learning and development. The designated lead for safeguarding in the EYFS has a clear understanding of the role and staff are well versed in how to discharge their responsibilities. The setting provides helpful information for parents about ways they can be involved in their children's work and progress. This is achieved by means of thorough documentation and by regular informal conversation. All staff actively promote equality, diversity and values felt to be typical of life in Britain, to create an inclusive setting.

- 5.8 In the junior school, the leadership team is highly committed to enhancing pupils' achievements and personal development. They are readily available to help both pupils and other staff. Its members communicate a clear vision in support of the school's aims. Their roles and responsibilities are clearly defined. New posts have improved their ability to provide effective management. The structure now enables leaders to enhance the pupils' education and personal development as well as communicate effectively with staff.
- 5.9 Junior school staff value the importance attached to their views, and this contributes to heightened commitment and enthusiasm. They embrace the aspiration of the senior leaders to set demanding targets for the pupils and enable them to become effective learners. Across the junior and senior schools, one-third of pupils now have individually tailored learning plans, including all pupils with SEND and EAL, and the most able. This ensures that pupils have a clear sense of how they are progressing in relation to their targets, and means that tutors are able to support pupils' learning by identifying what they need to do to improve.
- 5.10 The school leadership team, which includes the junior school head, provides strong direction for the whole school. It works well to further the school's aims and nurture its ethos. Since the previous inspection, it has introduced initiatives to enhance pupils' learning and to improve systems of pastoral care. Self-evaluation processes are highly developed and ensure that every aspect of the school's provision is kept under constant review. This review process forms the basis of comprehensive strategic planning to extend the facilities and to improve outcomes for pupils. Departmental planning reflects closely the priorities identified in the school's overall plan. In response to the recommendation of the previous inspection, middle managers now monitor the quality of teaching and learning throughout the school, ensuring a process of constant improvement. Senior leaders are closely involved in professional development and regularly observe lessons and review marking.
- 5.11 The school is successful in recruiting and developing staff of high quality. Recruitment procedures are rigorous and thorough and are documented appropriately. Staff receive regular training and guidance in safeguarding, and promoting pupils' welfare, health and safety. New staff undertake an excellent induction scheme, and then enter the two-year cycle of staff appraisal. Findings are linked to training needs and addressed methodically.
- 5.12 Senior leaders ensure that all statutory obligations for the safeguarding, welfare, health and safety of pupils are met in full. They carry out periodic reviews of policy and support the governing body effectively in making sure they are suitably informed about changing requirements.
- 5.13 The school fosters highly constructive relationships with parents, carers and guardians. In the questionnaire, parents expressed great satisfaction with almost all

aspects of the school. They particularly approved of the availability of information about the school, and overwhelmingly felt that their children are well looked after, happy and safe at school. Most indicated their satisfaction with the way the school is led and managed. Parents' opinions are sought through forums and focus groups and informal discussions over lunch. A small minority of parents suggested in the questionnaire that the school did not always handle their concerns satisfactorily. Inspection evidence did not support this view. Staff are asked to respond to emails within twenty-four hours, and evidence indicates that the vast majority of queries or concerns are dealt with promptly. The very small number of formal complaints raised by parents are handled appropriately in accordance with the school's published policy, which sets out procedures and timings.

- 5.14 Parents have good opportunities to be involved in the work and progress of their children. Daily reading records and, for older pupils, homework diaries ensure beneficial communication between home and school. Information evenings provide good opportunities for parents to keep abreast of developments in teaching and learning. Full and informative reports are sent twice each year, and are supplemented by parents' meetings to discuss pupils' academic progress. The junior school sends weekly emails to all parents to supplement newsletters and bulletins. The excellent website, school prospectus and parents' handbooks provide all current and prospective parents with necessary information.
- 5.15 The school encourages parents to support a variety of events, including school and house sports competitions, concerts and plays, family days, chapel services and celebration assemblies. In addition, they assist on outings, and help in the library and in junior school classes.

What the school should do to improve is given at the beginning of the report in section 2.