



**INDEPENDENT SCHOOLS INSPECTORATE**

**CHRIST'S HOSPITAL**

**INTEGRATED INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Christ's Hospital

Full Name of School	<b>Christ's Hospital</b>
DfE Number	<b>938/6011</b>
Registered Charity Number	<b>306975</b>
Address	<b>Christ's Hospital Horsham West Sussex RH13 0LJ</b>
Telephone Number	<b>01403 247400</b>
Fax Number	<b>01403 255283</b>
Email Address	<b>enquiries@christs-hospital.org.uk</b>
Headmaster	<b>Mr John Franklin</b>
Chair of Governors	<b>Mr Michael Hiard</b>
Age Range	<b>11 to 18</b>
Total Number of Pupils	<b>847</b>
Gender of Pupils	<b>Mixed (429 boys; 418 girls)</b>
Number of Day Pupils	Total: <b>16</b>
Number of Boarders	Total: <b>831</b>
Inspection dates	<b>27 Nov 2012 to 30 Nov 2012</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in September 2009.

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) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://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.

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

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

## 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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited all the 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

Dr Anthony Dachs	Reporting Inspector
Mr Nigel Carr	Team Inspector (Deputy Head, HMC school)
Mrs Harriet Granville	Team Inspector (Deputy Head, GSA school)
Dr John Guntrip	Team Inspector (Deputy Head, HMC school)
Miss Karen Hollingdale	Team Inspector (Former Deputy Head, GSA school)
Mr Ian Lovat	Team Inspector (Director of Studies, HMC school)
Mr Rick Raumann	Team Inspector (Head of Department, HMC school)
Mr George Fisher	Team Inspector (Former Head, HMC school)
Mrs Cathy Williamson	Team Inspector (Former Deputy Head, GSA school)
Mr Adrian Underwood	Co-ordinating Inspector for Boarding
Mr Darrell Farrant	Team Inspector for Boarding (Former Head, HMC school)
Mrs Jean Gray	Team Inspector for Boarding (Former Senior Teacher and Boarding Housemistress, HMC school)

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## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Christ's Hospital was founded in Newgate, London in November 1552 by Edward VI and the then Lord Mayor of the City of London and was granted its first royal charter in June 1553. From the outset the school provided boarding accommodation for boys and girls in need. The girls were moved to Hertford in the 18<sup>th</sup> Century and the boys moved from Newgate to its present location in Horsham in 1902, where they were joined by the girls in 1985. Since 2007 the school has been an independent charitable company, alongside the original Foundation, with its own board of governors. Christ's Hospital receives limited funding from the City of London Corporation and twenty livery companies, but relies primarily on its endowment and its benefactors in order to provide means-tested bursaries for almost 90% of its pupils.
- 1.2 The school aims to provide an education of such breadth and excellence as will fit every pupil for work and service in society. It seeks to develop each pupil's academic and social skills in a caring, boarding community which fosters self-confidence, a respect for others, a sense of service and a love of learning.
- 1.3 The school's buildings, including boarding facilities, are modern and extensive, within easy reach of each other. Since the previous inspection in September 2009, the school has revised its governance and support arrangements to increase the school's direct access to these, for example in the management of admissions, marketing and development. Until September 2009, the only day pupils in the school were staff pupils and there were no overseas pupils. Since then up to a dozen local day pupils have joined the school each year, although many have converted to boarding by the end of their first year, and the school has recruited a small number of boarders (less than 50 total), primarily from Germany and Hong Kong. It has introduced study for diplomas of the international baccalaureate (IB) and developed the provision of information and communications technology (ICT) and careers advice. It has renovated its sports facilities and swimming pool.
- 1.4 The school currently has 847 pupils, 429 boys and 418 girls. All but 16 are boarders. They come from a wide variety of backgrounds, with the majority drawn from maintained primary schools in England. Admission to Years 7 or 9 is through a series of assessment tests, interviews and an exposure to boarding. A small number of pupils join in Year 12 on the basis of their achievement in the GCSE examinations and following an interview at the school.
- 1.5 Nationally standardised tests, which the pupils take shortly after beginning at the school, indicate that their average abilities are well above the national average. The school identifies 232 pupils as having a special educational need and/or disability (SEND), of whom 85 receive specific learning support with their studies. None has a statement of entitlement. Seventy-four pupils have English as an additional language (EAL), of whom 29 receive support from the school.
- 1.6 National Curriculum (NC nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

School	NC name
Second Form	Year 7
Third Form	Year 8

Little Erasmus	Year 9
Upper Fourth	Year 10
Great Erasmus	Year 11
Deputy Grecians	Year 12
Grecians	Year 13

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 The quality of the pupils' achievements is excellent. Throughout the school, pupils are keen to succeed so that they respond strongly to the committed teaching and coaching they receive. The overall quality of teaching is excellent, although some variation does exist between subject areas. Pupils are eager competitors, both in house matches and in local and regional fixtures. Literacy and numeracy skills are high. So too is performance in public examinations and competitions. Achievement in public tests and examinations is generally well above the national average for pupils in all maintained schools and above the national average of those in maintained selective schools. Sporting achievement is high and pupils excel in the Duke of Edinburgh's Award scheme, the combined cadet force, in art and music, drama and debating, and in service to communities at home and abroad. The curriculum is excellent, including subjects such as Latin and archaeology, and activities are plentiful. Pupils take part proudly in their traditional and ceremonial lunch-time parade. The school's resources, and the pupils' use of them, are excellent.
- 2.2 The quality of the pupils' personal development is excellent. Pupils respond keenly, not only to the guidance and support given to them but also to their perceived need to reach beyond the school boundaries and to welcome the frequent visitors to their school. Their courtesy and commitment are exemplary. Relationships between staff and pupils, and among the pupils themselves, are excellent. They keenly distinguish right from wrong, learn to respect each other and to share concerns or grievances. Each sees himself or herself as a valued and respected member of the community. Pupils are keen to exercise responsibility and to provide help. Excellent standards of welfare, health and safety ensure the well-being of every pupil, of whatever background or aptitude. Bullying is rare and identified by the pupils as wholly wrong. The quality of boarding is excellent; it establishes firm friendships and understanding, and it ensures happy, respectful relationships.
- 2.3 The quality of governance and of leadership and management is excellent. Governors have assumed active roles in promoting and protecting the needs of the school and its pupils, in ensuring its unique character and in securing the welfare, health and safety of all pupils. Regulatory issues identified at the time of the previous inspection, have been met and all policies are in place and followed carefully. Links with parents, carers and guardians are excellent. Parents responding to the confidential pre-inspection questionnaire showed enthusiastic support and appreciation. Leadership and management throughout the school are active and also supportive. Initiatives are keenly pursued to promote the learning and well-being of all pupils. At the same time they are precisely defined and refined to ensure the success of each, and success is huge. The school has met all recommendations made at the time of the previous inspection.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2011.

### **(ii) Recommendation for further improvement**

- 2.6 The school is advised to make the following improvement.
1. Ensure, through consistent monitoring by its academic leaders, the highest standards of teaching in all subject areas.

### **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 Pupils are keen learners throughout the school and ambitious to succeed in all that they undertake, whether academic or extra-curricular. They are committed learners in the classroom and, across the full range of abilities, make good and sustained progress. They engage enthusiastically with their teachers, seeking to understand challenging concepts and to complete a detailed research topic or a more routine coursework task. They apply themselves vigorously and independently to seek correct and interesting solutions. Pupils are highly articulate and they also listen carefully to the views of their fellows, eagerly helping and supporting each other. They are also highly independent thinkers, capable of presenting a solution and together seeking to implement it. Notable examples stretch from science lessons, where pupils share practical and group work keenly, to creative art, where they exhibit flair and individuality. The pupils' books and files are well organised and very carefully maintained. Pupils regularly gain academic scholarships and awards at British universities and colleges.
- 3.3 The pupils' achievements in the extensive extra-curricular programme are also excellent, for example in music, drama and sport. A very high proportion of pupils learn a musical instrument, and they participate in over 40 ensembles and orchestras. In games pupils represent county, regional and national teams in a variety of sports such as rugby, cricket and hockey as well as individual pursuits such as cross-country running, fives and squash. Pupils participate keenly and successfully in the Duke of Edinburgh's Award scheme and the combined cadet force. Most pupils from Year 13 gain places at their first-choice university, in the United Kingdom or abroad.
- 3.4 Pupils throughout the school display excellent subject knowledge and understanding. Those with EAL or SEND are carefully supported and encouraged so that their success is outstanding in relation to their individual learning needs. The most able are clearly identified and tackle extended work eagerly and successfully. All value the support and encouragement they receive from their teachers and house-parents.
- 3.5 The following analysis uses the national data for the years from 2009 to 2011. These are the most recent three years for which comparative statistics are currently available. The pupils' achievement at GCSE is excellent in relation to the national average for pupils in maintained schools and above the national average for pupils in maintained selective schools. In 2009 girls' results were exceptional in relation to the average for girls in all maintained schools. Results in nearly all IGCSE subjects, such as mathematics, ICT and geography, have been above worldwide norms. Results at A level were excellent in relation to the national average for maintained schools in 2011, and good in 2009 and 2010. Results were above the national average for maintained selective schools in 2009 and 2011, and similar to the national average for maintained selective schools in 2010. This level of attainment indicates that pupils make good progress in relation to pupils of similar abilities.

#### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.6 The contribution of curricular and extra-curricular provision is excellent.

- 3.7 The curriculum covers all major areas as well as provides a range of optional subjects as early as Years 7 and 8. Selection of subjects to study for IGCSE and GCSE examinations ensures a sustained balance. Pupils study a core of English, mathematics, science, at least one humanity subject, at least one modern foreign language, and physical education. A wide variety of subjects at A level allows generous pupil choice and opportunity to fulfil potential and to pursue particular interest. The introduction in 2011 of the diploma programme of the IB as an alternative to A-level study has further widened pupil choice.
- 3.8 Pupils' personal development is enhanced by the comprehensive and effective personal, social, health and citizenship education (PSHCE) programme, the allocation of time for which has increased since the previous inspection. This meets the requirement of that report. An extensive lecture programme for Year 13 pupils deals effectively with university applications and careers advice, as well as providing talks on a wide range of topics by visiting speakers. Pupils praise strongly the advice and support they receive in making wise subject choices and appropriate passage to further education. The pupils' use of ICT within the school has significantly increased since the previous inspection.
- 3.9 Pupils with SEND or EAL, and those who request similar support, receive excellent guidance from specialist staff. The most able receive extended challenge. This assists all to meet their full potential and meets the requirement of the previous inspection report. Moreover, 'supported prep' sessions invite pupils to seek early advice and guidance in their studies. Pupils regard these opportunities very highly, as well as further sessions for extension work or enrichment activities for the more able.
- 3.10 The extra-curricular programme is a major strength of the school. It aims to be both inclusive and to foster excellence so that the school offers a wide range of sporting and non-sporting activities which allows a significant degree of selection by the pupils. Talented pupils are encouraged strongly in their chosen fields. Drama is keenly supported and provided to a high standard. A new programme of expeditions for Year 9 pupils and their training in life skills is proving both popular and highly successful. The Duke of Edinburgh's Award scheme and the combined cadet force are active and well-supported. Throughout its provision, the school is sensitive to pupil interest and to encouraging adventure and keen participation by all.
- 3.11 The school's links with the wider community are exceptional. Pupils engage eagerly in an extensive programme of community service, which includes help in local schools, hospices, hospitals and charity shops. Musicians hold lunch-time concerts for local residents and support community choirs. Pupils host a sports club for young adults with special needs and their community service stretches abroad, in association with European partners.

### **3.(c) The contribution of teaching**

- 3.12 The quality of teaching is excellent.
- 3.13 Teaching is strongly effective in promoting pupils' learning and progress to an outstanding level of achievement. It fully supports the school's aim to develop the academic skills of every pupil and to instil in each a genuine interest in learning. Teaching is committed and teachers demonstrate outstanding subject knowledge, highly valued by their pupils. Lessons promote a caring and supportive ethos, which ensures excellent relationships between teachers and pupils.

- 3.14 Lessons are well-planned and stimulating. They promote enthusiasm, enjoyment and wide pupil participation. Learning aims and objectives are carefully defined, well focussed and clear. Classroom management is highly effective and requires from all pupils high standards of academic application and rigour. Lessons are taught at an appropriate pace, with a clear sense of direction and purpose. Teaching frequently praises pupils, which boosts their confidence well and achieves full engagement in the lesson.
- 3.15 A highly varied and clearly appropriate range of teaching and learning strategies are employed which focus on pupils becoming responsible for their own study and success. Many pupil-centred activities are provided which prompt excellent levels of thinking and reasoning. Numerous opportunities exist for guided independent learning. Question and answer techniques are well developed within discussion sessions. These encourage fine understanding. Teachers provide easy access to revision sessions and numerous opportunities for pupils to go beyond limited specifications. Consequently pupils engage keenly in lessons, which depend largely upon informal collaborative learning. They enjoy helping each other, sharing ideas and finding solutions together.
- 3.16 Teaching benefits from the school's excellent resources, in the library, in the sports hall and drama theatre, and in each classroom. These are all used very effectively and classrooms often contain vibrant displays of the pupils' work.
- 3.17 Assessment is careful. The best marking is outstanding: regular, consistent and highly diagnostic with praise and comment to aid improvement. In a few departments, the standard falls below the school's overall high level and it is not immediately addressed by the subject head. The pupils understand readily the grades they are given. They have a clear understanding of their levels of attainment and areas for further improvement.
- 3.18 Standardised test data is used well to evaluate the pupils' progress, and formal card assessments of each pupil in every subject every three weeks are keenly regarded and highly effective. Teachers are well aware of the range of abilities and the variety of needs in every lesson and they adjust their strategies to ensure effective learning. In particular they support those with SEND and EAL extremely well and they extend and challenge those identified as more able by additional tasks and higher reasoning demands.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Spiritual awareness and growth is at the heart of the school and its aims, reflecting admirably the ideals on which it was founded. Pupils engage positively in this. Chapel services include all staff and pupils, involving them in personal and communal prayer, to a background of uplifting music in an extraordinarily evocative location. Pupils participate keenly in their ceremonial parade each day. Highlighted on specific occasions such as Remembrance Day, this instils a clear awareness of spirituality and service. The pupils successfully reflect the Christian values of the school's founders, whilst they at the same time respect and understand the beliefs and values of other faiths. The buildings and carefully maintained grounds supplement the quiet reflection and generous giving that are hallmarks of the school.
- 4.3 The pupils' moral development is excellent. In a close boarding community, the pupils demonstrate a highly developed appreciation of considerate behaviour and what is acceptable and unacceptable conduct. All pupils carry a calendar which highlights this and they each sign a code of conduct which requires mutual respect and tolerance. Consequently moral conduct is outstanding. They are carefully concerned for each other and for their community. A recently improved tutorial system and an expanded programme of PSHCE have had an excellent effect, alongside the work of active house and chaplaincy staff. Many lessons engage pupils in moral debate. Pupils benefit from close links with the police force and they have a highly developed sense of personal and collective responsibility. An active school council has arranged comprehensive recycling on the site.
- 4.4 The pupils' social development is outstanding. Pupils are confident and proud of the traditions of their school and determined to preserve them. They assume positions of responsibility readily, leading house councils, the overall school council and other numerous committees. They engage in charity service and charitable giving, both through their chapel and their boarding houses. Formal community service permeates the school, stretching beyond its boundaries. Pupils are well aware of national and international issues and the generosity of the school's founders continues in the pupils of today.
- 4.5 The pupils' cultural development is excellent. Pupils benefit from a wide range of musical experience, including four orchestras and a pupil-driven Gospel choir. Art around the school is of a high quality and photography is of an exceptional standard. This is displayed proudly and viewed frequently. Drama plays an important role in school life. Pupils demonstrate awareness and acceptance of cultural diversity within the pupil population. Trips abroad, to Cologne for Christmas shopping or to New York, broaden the pupils' horizons and, in some cases, lead to university study there.
- 4.6 Pupils in their responses to the confidential pre-inspection questionnaire showed very high levels of approval for almost all aspects of the school's provision. They appreciated the progress made in their learning and the guidance of their teachers, the wide range of activities available to them and the opportunities to assume responsibility. A minority sought greater opportunity to take on more responsibility and to give opinion more readily to the school. Inspectors felt that the school encouraged responsible pupil leadership and service, and consulted pupil opinion

widely on important issues. Some pupils felt the school did not always consider their opinions and that sanctions might be harsh, but in their discussions with inspectors they acknowledged that these criticisms were relative and instances were rare. They appreciated overwhelmingly all that they received from the school. Pupils leave the school confident and assured, responsible and successful.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The school fully meets its aim to provide each pupil with a calm, caring and supportive extended family environment. The well-structured house system, together with a house-based tutor system, underpins the very high quality of pastoral care. This meets the requirements of the previous inspection. Two on-site counsellors provide invaluable support for pupils and communicate as necessary with staff. Teaching and learning support arrangements further reinforce the overall care given to each pupil. The pastoral care committee meets each week to ensure good communication between key personnel and to provide early and constructive intervention. Pupils speak most positively about their life at school and they enjoy their success. A community charter emphasises the high standard expected.
- 4.9 Relationships between pupils, and between pupils and staff, are excellent. Pupils consequently are open and trusting, across ages, cultures, religions and traditions. They feel able to approach any member of staff for guidance or advice. They are equally confident to approach senior pupils. Mutual courtesy and openness are evident.
- 4.10 The school encourages pupils to be healthy by developing good eating habits. The caterers provide well for this, with a wide range of nutritious meals and attractive displays of fruit and vegetables. Some pupils felt the school food might be improved; inspectors recognised that menus might be repeated but considered the quality of food and its variety to be excellent. Active and regular exercise is ensured by an extensive range of physical activity within the school grounds and inside the sports hall. Access for the disabled has been assessed and improved throughout the school and a suitable plan exists for future development.
- 4.11 The school's arrangements to guard against bullying and to promote good behaviour are excellent. Instances of poor behaviour or bullying are rare. They are also dealt with swiftly and effectively. Pupils commented on this strongly in their interviews with inspectors. They readily report any instance of bullying and are confident it will be dealt with promptly and effectively. Together pupils pursue a safe and happy community. Arrangements for the pastoral care of those with special needs are outstanding. These pupils are quickly identified and support is extensive. Information is shared with all relevant staff.
- 4.12 The school is sensitive to the views of pupils so that they feel they have always someone to talk to. The school council provides an open forum and it is used well. House councils supplement this. Pupils acknowledge that improvements are made in consequence of their opinions and suggestions. They feel a real and important part of the school.

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

- 4.13 The contribution of arrangements for welfare, health and safety is excellent.

- 4.14 The school is strong and active in its concern for the welfare, health and safety of each of its pupils. It takes careful measures to ensure that all members are safe and able to pursue their interests with ease and security. All concerns in the areas of safeguarding, registration of day pupils and ensuring the welfare of pupils in the sports hall, recognised at the time of the previous inspection, have been met and overcome. The school has introduced significant new procedures and initiatives that work well.
- 4.15 All staff, including those with specific responsibilities in safeguarding, receive regular child protection training and frequent welfare meetings take place to ensure the highest standards of care. A safeguarding monitoring group includes representatives from all sections of the school community and it meets regularly. Links with local welfare agencies are excellent and procedures are strong. Year 12 students receive training to help them identify problems and many volunteer as mentors to Year 7 pupils. The school recognises sensitively its responsibility and it discharges this with utmost care. Consequently pupils feel safe and secure.
- 4.16 Risk assessments covering all areas of school life are securely in place and regularly revised, including those for educational visits out of school. The health and safety committee meets regularly and is effective. Accidents are reported and recorded and appropriate measures taken to prevent repetition. All regulations concerning fire safety are carefully followed and fire drills are regular and well conducted. Visitor access is carefully controlled and managed.
- 4.17 The school's health centre is excellent and provides outstanding medical care, including for those with particular needs. The school has an appropriate number of staff who are trained in first aid.
- 4.18 All admission and attendance registers and records are maintained and preserved appropriately.

#### **4.(d) The quality of boarding**

- 4.19 The quality of boarding is excellent.
- 4.20 Outcomes for boarders are excellent. Boarders are confident, speak proudly of their school and enjoy playing their part in its colourful and ceremonial traditions. Boarders are loyal to their houses, and minor disparities between houses are of little concern as they confidently take such issues to house councils for resolution. Within the school community, boarders' individuality is respected and different cultures are celebrated. Attitudes towards the school's code of conduct are positive so that major sanctions seldom need to be applied within the houses. Boarders keep up-to-date with current affairs from house and library newspapers and from their access to televisions and internet news. Relationships between boarders are tolerant and mutually supportive, and between boarding staff and boarders positive and constructive. Boarders can rely on support from their friends and they can turn to many members of staff at any time of the day or night. Boarders know outside agencies that they can contact but say that, with all the help available in the school, they think it unlikely they would need to do so. Boarders are gradually given increasing responsibility during their time at school. Year 12 pupils, who play a significant part in the running of their house, are greatly appreciated and respected by younger members. The high quality of boarders' personal development, together with the experience of a 'transitional year' in a co-educational Year 13 house with its

greater freedoms and expert help in securing a place at university, ensures that boarders leave school as confident young adults.

- 4.21 The quality of boarding provision and care is excellent. Houseparents form an effective team with their assistant staff to ensure a safe and happy environment for boarders, who recognise that they always have someone to turn to for advice and support. A strong sense of community is fostered well so that individual qualities and idiosyncrasies are welcomed. International boarders are fully integrated without any feeling of discrimination. A thorough programme of induction makes new boarders immediately welcome. They are fully supported by staff and fellow-boarders who act as mentors during their first weeks in school. Medical care is provided in the health centre to a high standard. Doctors and dentists call regularly, their care supplemented by the dedication of house matrons. Systems for the safe storage and dispensation of medication are fully compliant. House security is strong and boarders have facilities where they can store their own possessions safely. Items seldom go missing, and boarders explain that these are mostly only borrowed briefly, because the houses instil a clear sense of mutual trust. Boarding accommodation is well-furnished, although the standard of decoration is not uniform because it is subject to a rolling programme of renewal. Study bedrooms, whether shared or individual, allow ample space for private study. Rooms may have personalised displays. Well-equipped kitchens in each house enable boarders to store and prepare their own food. Contact with families is easy by telephone and computer systems, and houseparents respond rapidly to parental communications. The school operates an extensive weekday programme of sporting and cultural activities, with a wide range of choice, in which all must participate. Houses also arrange a varied programme of enjoyable weekend activities designed to stimulate new interests and to foster a sense of belonging.
- 4.22 Arrangements for the boarders' welfare, health and safety are excellent. National requirements for safeguarding are fully met, with procedures implemented and managed effectively at every level. Recruitment checks for those working with boarders are fully carried out before work commences, meeting the requirement of the previous report. A comprehensive safeguarding policy, supported by up-to-date training ensures that all staff know the procedures to be followed in the event of a boarder seeking support. Boarders share in safeguarding their house and feel confident to ask strangers for identification. Security systems in all boarding houses ensure that access to any house is tightly regulated and monitored. Boarders clearly understand the school's high expectations for pupils' behaviour, and committed house staff quickly resolve any issue. Boarders report few instances of bullying and describe their community as tolerant and supportive. They appreciate their house staff and feel they are approachable, willing to listen and to give guidance. Staff supervision is comprehensive in all houses and, through effective signing-out procedures, the whereabouts of boarders is known at all times. An open and supportive atmosphere is evident within each boarding house.
- 4.23 The leadership and management of boarding are excellent and fully support the school's pastoral aims. Since the previous inspection the school has evaluated its boarding management systems and the boarding development plan has, at its heart, the quality of pastoral care. Houses evaluate each year their conformity to national minimum standards for boarding. Each of the eighteen houses has its own character but the school has effective systems to ensure uniformity of management and record-keeping. Senior leaders are fully engaged in the management of boarding and strongly support the house teams through committees and meetings. Boarding staff further confirm the strength of informal support received from the

school's senior leaders who regularly visit houses and engage directly with the house teams. Houseparents offer exceptional leadership and care for the boarders. House teams work effectively together and the school's new tutorial system, based on houses, has further strengthened the high quality of care by the house teams. Policies and procedures are clearly published on the web-site and are up-to date. The staff of each house strongly supports boarders' personal and academic development and boarders report that members of the house team are ready to help in any area of their lives. The recording of the boarders' progress is moving from a paper-based to a computerised system. It is robust. Houseparents are assiduous in managing the boarders' records and ensuring that information is shared appropriately with the house team. All boarding staff are fully aware of their roles and responsibilities. They have detailed job descriptions, supported by thorough induction procedures and further opportunities for pastoral training. Staff value the opportunity for additional training, although presently some restraint is necessarily exercised on financial grounds. The appraisal of boarding staff is well managed. The most recent Ofsted boarding review in October 2010 made no recommendations for improvement.

- 4.24 Responses to the boarder and parent questionnaires are very supportive of the boarding provided. Boarder parents are overwhelmingly delighted by their child's boarding experience and the contribution it makes to their personal development. They were very pleased with the ease and speed of communication and the houseparents' handling of any concerns. They state that their children are very safe and that they receive a very high level of care from the house teams. Boarders are very positive in their enjoyment of boarding, the strong relationships between boarders and how safe they felt in their houses.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is excellent.
- 5.2 This shows significant progress since the previous inspection. Since their formal and legal separation from the Foundation, the governors have set up effective and active committees, such as those for finance and general purposes and for education, which has overseen both an educational development plan and a detailed curriculum plan. They have approved courses in the IB, reviewed the structures of leadership and management within the school and established effective systems of appraisal for its leaders and managers. Together these have produced a keen sense of change and of advance, and an evident sense of participation and success in supporting the school's distinctive ethos. Governors have an excellent insight into the working of the school and they plan carefully and confidently for the future, including for new building. They ensure that the school has excellent human and material resources. They are well-known about the school and respected for their work on its behalf.
- 5.3 Governors discharge thoroughly and carefully their responsibilities for child protection and for the welfare, health and safety of all members, which they formally review each year. This meets the requirement of the previous inspection. They measure effectively, and they monitor carefully, academic performance each year so that they maintain the highest academic standards over a very wide curriculum. They review policies and arrangements each year so that they ensure the highest standards of pastoral care and that the school is secure and successful. Grounds and buildings are maintained to excellent levels.

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

- 5.4 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.5 Senior leadership is strong and unequivocal in fully supporting the school's aim to provide an outstanding boarding education that allows boys and girls to achieve their full potential to the betterment of themselves and society. Through this leadership the school has made significant progress since the previous inspection, in addressing all issues of safeguarding, in raising expectations of pupil behaviour, and in increasing academic standards and the quality of teaching. Pupils also benefit from the leaders' provision of very strong pastoral and emotional support, together with a clear sense of direction for the whole school.
- 5.6 A comprehensive development plan, which breaks down the planned actions of the school into the three headings of academic, pastoral and extra-curricular, demonstrates further the collective desire of the school's leaders to enhance the full educational experience of pupils. The school actively seeks their views in pursuing this aim effectively.
- 5.7 The leadership and management of welfare, health and safety and of pastoral care and boarding are excellent. Rigorous, thoughtful and meticulously documented procedures provide outstanding practice in these areas. Boarding houses are

notable for the extraordinary commitment of their managers. In addition, good communication and sensitive consultation ensures that staff, parents and pupils are all fully included in the development of their community. The senior managers provide clear direction and vigorous support, and those responsible for the detailed execution of the policy and programme maintain this strong impetus.

- 5.8 Academic management is good and many departments are led with vigour and great expertise, ensuring that coherent systems are in place to promote and secure pupils' learning and wide experience. For example, work scrutiny forms part of the school's formal appraisal system. Many, but not all, academic managers have responded keenly to the recommendation of the previous inspection and set up careful and comprehensive monitoring systems, including both arranged and unannounced lesson observation. This has included peer observation which takes place in some, but not all, subject areas.
- 5.9 Procedures for recruiting new staff are thorough and comprehensive, including checks with the Criminal Records Bureau. These meet the requirements of the previous inspection. Arrangements for the induction of new staff are similarly effective. These are comprehensive and thoughtfully designed to ensure that all staff feel welcomed, valued and readily integrated into the life of the school. All staff have appropriate training in child protection, welfare, health and safety each year and managers carefully ensure all safeguarding measures are fully in place.
- 5.10 A carefully managed budget for in-service training provides for the needs of staff, although some limitations on training for boarding staff exist. Many of these needs are identified by a thorough system of appraisal every two years, which uses a mixture of self-assessment, lesson observation and external review to agree a new set of objectives. Regular evaluation and review provides further reflection and refinement. The objective throughout is the continued benefit of the school, its pupils and staff.
- 5.11 Recent restructuring of the support staff, under the overall direction of the bursar, has led to their greater participation and involvement in the life of the school. This too is the consequence of energetic, clear-sighted and determined leadership. Support staff ensure the successful operation of the school and contribute significantly to its success through the high quality of facilities and resources made available.
- 5.12 Financial resources are well managed with clear budgetary delegation. Accommodation and facilities are to a high standard and refurbishment is well-established and routine. The school's grounds are maintained to the highest standards. They are also carefully secured and controlled.
- 5.13 The quality of links with parents, carers and guardians is excellent. Parents showed high levels of satisfaction with all areas of school activity in response to pre-inspection questionnaires. They praised all areas of academic provision and all aspects of pastoral care. They were highly satisfied with information received from the school and opportunities to raise concerns with it. They praised strongly the leadership and management of the school in all areas. The school has an appropriate complaints policy, which is seldom used. All concerns are dealt with promptly and well. This meets the requirement of the previous inspection.
- 5.14 The school operates a comprehensive web-site with a specific area for current parents, and a parents' portal which is used well. Parents receive regular newsletters and information on all aspects of school life. Parents join chapel

services and they are invited to sporting, musical and theatrical events. They receive regular reports on their child's academic progress, including effort grade sheets every three weeks. Detailed and constructive reports are sent to parents twice each year. Sports and music reports are included and every year group has a formal parents' evening each year. A number of parents looked towards greater opportunities to be involved with the life of the school.

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