



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
CHELTENHAM COLLEGE**

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Cheltenham College

The preparatory school was inspected at the same time and a separate report published.

Full Name of School	Cheltenham College
DfE Number	916/6033
Registered Charity Number	311720
Address	Cheltenham College Bath Road Cheltenham Gloucestershire GL53 7LD
Telephone Number	01242 265600
Fax Number	01242 265630
Email Address	headmaster@cheltenhamcollege.org
Headmaster	Dr Alex Peterken
Chair of Governors	The Revd John Horan
Age Range	13 to 18
Total Number of Pupils	653
Gender of Pupils	Boys and Girls (383 boys; 270 girls)
Number of Day Pupils	Total: 123
Number of Boarders	Total: 530
	Full: 427 Weekly: 103
Inspection Dates	26 Jan 2016 to 29 Jan 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 intermediate inspection was in May 2014, the previous ISI interim inspection was in September 2010 and the previous ISI second cycle inspection was in October 2006.

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

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. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' 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 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

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Mr Magnus Bashaarat	Team Inspector (Headmaster, HMC school)
Dr Eric Boston	Team Inspector (Head of Department, ISA school)
Mr Richard Honey	Team Inspector (Head of Department, HMC school)
Mr Henry Rickman	Team Inspector (Deputy Head, GSA school)
Mr Michael Streat	Team Inspector (Deputy Head, HMC school)
Ms Diane Martin	Co-ordinating Inspector for Boarding
Mr Jon Hammond	Team Inspector for Boarding (Housemaster, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cheltenham College is a co-educational selective independent boarding and day school for pupils between the ages of 13 and 18. It has many buildings dating from the Victorian period and is situated in extensive grounds near the centre of Cheltenham. It was established in 1841 as a school for boys, founded on Christian principles; girls were admitted into the sixth form in 1981 and the school became fully co-educational in 1998. The school has 653 pupils on roll, comprising 383 boys and 270 girls. About four-fifths of pupils are boarders. There are eight boarding houses, three for girls and five for boys, each house providing for the full age range of the senior school. In addition there are two day houses, one for girls and one for boys, providing a pastoral, social and study base.
- 1.2 The overall aim of the school is to equip pupils to lead fulfilled and purposeful lives by providing an excellent all-round education, founded on Christian principles. In order to do this, the school seeks to foster in pupils intellectual curiosity, academic rigour and the ability to learn independently. Additionally, it aims to develop: talents and interests beyond the academic; the knowledge, skills and attitudes to succeed in a complex, fast-changing, multi-cultural society, with compassion, sound judgement and integrity; spiritual, moral and aesthetic awareness; commitment to the service of others; and a readiness to contribute to the common good, with respect for people and the environment.
- 1.3 The governing body of the school is known as the Council; its members are trustees and its chair is the president. The headmaster of the college has overall responsibility for the preparatory and senior schools. The senior leadership team of the senior school has expanded since the previous inspection, with the introduction of three assistant heads responsible for learning and well-being, for co-curricular activities and for academic matters, to complement the headmaster, as well as the bursar, second master, director of admissions and marketing, and deputy head responsible for pastoral matters.
- 1.4 Day pupils come from families living in Cheltenham and surrounding Cotswold towns and villages. Most pupils come from families who are economically advantaged, but a substantial proportion receive assistance through the school's scholarships and bursaries. About a third of the pupils come from the preparatory school, originally opened in 1865. The remaining two-thirds come from local preparatory and secondary schools, or from overseas; a considerable number join the school at the start of the sixth form. Approximately one-sixth of pupils come from other countries, and most pupils are of white British ethnicity.
- 1.5 The ability profile of the school, as measured by a standardised national test, is above the national average, but illustrates a considerable spread of ability. The school has 139 pupils who come from families who speak English as an additional language (EAL), and 114 of these receive specialist English support. A total of 60 pupils have been identified with special educational needs and/or disabilities (SEND), of whom 27 are receiving specialist learning support, mainly related to dyslexia. No pupil has an education, health and care plan or a statement of special educational needs.

- 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 NC equivalence are shown in the following table.

School	NC name
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Cheltenham College is very successful in meeting its aim of equipping pupils to lead fulfilled and purposeful lives by providing an excellent all-round education. Pupils are receptive and attentive learners who enjoy the challenges of independent learning, which is promoted rigorously. Results in public examinations are similar to the national average for maintained selective schools and pupils' extra-curricular achievements are excellent. The tracking and monitoring of pupil progress are well developed, and purposeful interventions take place very effectively to maintain pupils' progress. Staff use information and communication technology (ICT) effectively in lessons; however, pupils are not always given the opportunities to fully utilise ICT to support their learning. Extra-curricular success is encouraged by the strong commitment of all staff to promoting excellence in all areas of school life. Pupils' high academic achievement is supported by excellent teaching. New approaches to teaching are encouraged and, as a result, a range of novel approaches creates interest and engagement for pupils. The curriculum and extra-curricular programme are excellent, having both balance and real breadth throughout the school, including the sixth form.
- 2.2 Pupils' personal development is excellent. Pupils are enthusiastic about their school life and speak warmly about relationships, in terms of both their peers and staff. Their boarding experience is outstanding, particularly through the high quality pastoral care and also the support and guidance they receive through the house system. Day pupils are fulsome in their praise of the house system and feel wholly involved in the life of the school. Pupils are compassionate young people, committed to the needs of those less fortunate than themselves. Pupils who responded to the questionnaire were very positive about their academic progress, the wide range of extra-curricular activities and all aspects of their boarding experience. They were less satisfied with the quality of food, the consistency of the awarding of rewards and sanctions, and how their voice is listened to and acted upon. Inspection evidence did not support their view on the quality of food or on sanctions. Inspection found some differences across the school with opportunities for rewards, and that while pupils' views are heard and acted upon, the outcomes of discussions are not comprehensively communicated.
- 2.3 Governance is excellent and provides astute strategic guidance to the executive of the school, alongside rigorous oversight in its monitoring role. Leadership and management are excellent. The excellent progress made by the school since the last inspection is reflected in the successful implementation of a large number of changes, with a particular focus on pupils' welfare, including the appointment of new senior staff, the expansion of the curriculum and the increased emphasis on good classroom practice. The school has an excellent relationship with its parents, demonstrated in their very strong responses to the questionnaire. The overwhelming majority are very pleased with all aspects of school life and, most particularly, the boarding experience.

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) Recommendations for further improvement

- 2.6 The school is advised to make the following improvements.
1. Develop more effective communication strategies for explaining to pupils the outcomes of the school committees' deliberations.
 2. Extend pupils' use of ICT through the curriculum to promote learning.
 3. Implement an appropriate rewards system for senior pupils in the school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils are well educated, their achievements and learning being very much in line with the school's aim to foster intellectual curiosity and independence in learning, as well as to enrich their talents and interests. Pupils are articulate and curious, keen to embrace the opportunities provided, and rise to the challenges set by dedicated teachers, for example through the independent study opportunities provided by the extended project in the sixth form. Reading and writing are well developed across the curriculum. Independent thinking is particularly evident in the sixth form in the humanities, where a questioning approach based on lively debate is both encouraged and expected. Numeracy skills and logical thought are well grounded in Years 9 to 11 through mathematics and science in particular, with an emphasis placed on securing rigorous foundations through accurate application of techniques. When opportunities arise, ICT is used skilfully.
- 3.3 The pupils' achievement in extra-curricular activities is excellent, and is wide ranging in scope. Many pupils pursue sport at regional or national standard; teams compete successfully locally and internationally, with opportunities to represent the school provided at all levels of ability. Talented individuals are encouraged and helped in pursuing regional and international honours. Excellent achievement in the performing arts is exemplified by the high number of music and drama awards, the high quality of the orchestras and choirs, and well-received performances at, for example, the Cheltenham Festival. The Combined Cadet Force (CCF) and The Duke of Edinburgh's Award scheme are both popular, and pupils successfully aspire to positions of responsibility, both through activities and within the school generally.
- 3.4 The following analysis uses the national data for 2012 to 2014, the most recent three-year period for which comparative statistics are currently available. Results in GCSE examinations are above the national average for maintained schools, and similar to the national average for maintained selective schools. Since 2012 just under 60 per cent of grades awarded were A* or A. International GCSE results have been higher than worldwide norms overall. At A level, results are above the national average for maintained selective schools. These levels of attainment, standardised measures of progress and inspection evidence indicate that pupils make progress that is high overall in relation to the average for pupils of similar abilities. There is no significant gender imbalance in results at either A level or GCSE. Most pupils proceed to university each year.
- 3.5 Pupils with SEND or EAL respond well to the wide range of interventions and support strategies available, both academic and pastoral, which are designed both to help them succeed in the classroom and integrate into the school community. Monitoring of their academic performance is regular and pays close attention to their particular needs. Advice to staff is bespoke and well tailored, and disseminated through regular updates. Training is given to staff to help them understand and manage particular needs. Examination results are separately analysed for pupils with SEND or EAL, and outcomes are at least in line with those of other pupils.
- 3.6 Pupils greatly appreciate all that is on offer at the school, and have a very positive attitude towards all that they undertake. They respond well to a range of lesson approaches, quickly settling to their tasks with little wasted time, and take advantage

of help available outside class. Independent work, for example, collaborative experimental measurement of critical angles in physics and mind mapping in economics, is well developed. Pupils exhibit a passion for their subject and bring imagination and energy to their studies; for example, Year 9 pupils used dice and room-crossing bunting streamers to expand the variety and complexity of language use in a Spanish lesson. Pupils talk of their busy lives with pride, keen to demonstrate that they can balance the competing demands of study and play. In this they succeed: their ability to manage their time is excellent, supported as they are by the strong pastoral care and advice on offer. The school's stated aim to foster the attitudes to succeed in a complex society is well met.

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

- 3.7 The contribution of curricular and extra-curricular provision is excellent.
- 3.8 The curriculum is broad and balanced and offers a wide range of subjects, suitable for the age and ability of the pupils. It facilitates the attainment of high standards of subject knowledge, understanding and skills, while fulfilling the school's aims of promoting intellectual curiosity and independent learning. Extensive provision is included for all elements of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, along with a balanced presentation of opposing views in the coverage of political issues in both curricular and extra-curricular activities.
- 3.9 In Year 9 the curriculum includes a range of modern foreign languages, along with classical civilisation and Latin. The provision for public examinations has recently been enhanced by the addition of classical civilisation at GCSE and Greek at both GCSE and A level, and of psychology at A level. Sciences are taught as separate subjects and ICT is taught within curriculum subjects. Provision for the creative subjects is excellent, with facilities that are well suited to developing technical skills and originality, while artists and directors in residence offer practical advice and inspiration to the pupils. Since the previous inspection, headmaster's research projects have been introduced in Years 9 and 11, and there is a compulsory independent project in Year 12 which provides excellent opportunities for self-regulated independent learning.
- 3.10 Pupils' personal development is enriched by a comprehensive personal, social, health and citizenship education (PSHCE) programme, focused closely on the needs of specific age groups, which encourages collaborative working very effectively. This is enhanced by the well-being programme, which encourages pupils to support each other and to view challenges and setbacks as positive opportunities for personal and academic development. An extensive and well-resourced careers programme uses an online occupational analysis scheme to assist pupils in making informed choices at each stage of their education.
- 3.11 Talented and more able pupils are catered for using extension work in regular lessons and are supported further by regular self-selected activities within an academic enhancement programme of events after school. Talented pupils in the arts and sport are provided with excellent opportunities to develop their strengths. The talented athlete and scholarship programmes provide significant challenge for the most able and, supported by a network of professionals and experts, these pupils are keen to act as ambassadors and role models to others in their own areas of expertise. Pupils with SEND or EAL are given excellent support by a specialist department and through curricular planning across all subject areas, which ensures

that their needs are well catered for in regular lessons. They have access to the full curriculum, including a foreign language in the majority of cases, and learning support provision was seen as a strong area by parents and pupils in their responses to questionnaires. The curriculum is adapted to their needs, with a reduced GCSE programme if appropriate, to ensure that they have time to develop their understanding effectively in core areas.

- 3.12 Pupils benefit from a far-reaching extra-curricular programme, which incorporates sport, the arts, practical activity and community service. These represent excellent opportunities for pupils to find areas that motivate them, to challenge themselves and to offer service to the wider community. The sporting programme offers a vast choice of competitive team and individual sports, including rowing, rackets, shooting and golf. A wide range of additional activities is available, including house choral competitions, drama productions, sculpting and public speaking, alongside business and charity ventures. Many such activities are offered through societies, including a travel award programme which offers grants to Year 12 pupils, following a rigorous application process. The Duke of Edinburgh's Award scheme, the CCF and the Third Form Challenge are popular, offering excellent opportunities for personal growth. Further enrichment in many areas is provided through trips, visits and expeditions, activities about which parents' questionnaire responses were overwhelmingly positive.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 The teaching helps the school to realise its aim to foster intellectual curiosity, academic rigour and the ability to learn independently. At its best it encourages passionate discussion and rigorous debate, and otherwise rarely fails to deliver highly structured learning in a calm and productive atmosphere of co-operation. Pupils' behaviour is, as a result, almost always excellent, and discipline in class is maintained with a very light touch.
- 3.15 Teachers demonstrate good, and often excellent, subject knowledge. Lessons are carefully prepared, imaginative and well structured. Humour and the encouragement of peer support and constant self-reflection feature frequently. Questioning is suitably focused to allow all to contribute; for example in a Year 13 art history lesson, the most able pupils were asked to offer multiple observations rather than being satisfied with one. Skilful use of ICT enhances learning in some lessons, notably in English, modern foreign languages (for example, web-based classrooms) and chemistry. However its use as a teaching resource is uneven across subjects. Relationships between pupils and staff are excellent and contribute to the positive atmosphere of shared endeavour in lessons.
- 3.16 In the best lessons, pupils have plentiful opportunity to work independently and learn from each other, guided by the teacher. A very small number of lessons observed concentrated on the acquisition of rote techniques, offering insufficient opportunity to investigate the underlying theory.
- 3.17 Both class work and homework are well presented, and marking is regular and usually thorough; where there is more detailed feedback, it shows pupils what has gone well and what could be improved. This has addressed recommendations from the previous inspection. Pupils frequently appraise their own work and set appropriate targets for improvement; for example, in biology, internal tests have a

formal process of dialogue between teacher and pupil, focused on the pupil's self-review. Homework is set regularly and, in most cases, offers pupils the chance to develop the work undertaken in class rather than to simply reinforce it.

- 3.18 Since the previous inspection, the school has invested considerably in professional development for teachers, supported by peer observation and staff 'learning lunches' to enable the sharing of good practice. Teachers' understanding of how to support pupils with SEND or EAL has benefited from regular in-service training, and guidance from the learning support department.
- 3.19 Excellent monitoring of teaching and learning ensures that provision for the talented and more able is a priority for all academic staff; for example, art scholars benefit from studying with older pupils to develop advanced skills and understanding. Whole-school assessment is highly detailed, regular and comprehensive, and supports the work of teachers well. Pupils know that their progress is closely monitored, and the information shared effectively. Any academic concerns are quickly addressed, reflecting improvements since the previous inspection. Both pupils and their parents appreciate the support that teachers provide.
- 3.20 Teachers offer considerable additional support to pupils outside classes, both individually and in small groups or clinics. Pupils' responses to questionnaires and in discussions during the inspection showed their appreciation for their teachers' support. All teaching promotes the values of tolerance and respect, and the appreciation of other faiths and cultures. Teaching is non-partisan in the coverage of political issues.

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 Throughout their time in the school, pupils develop a strong understanding of personal responsibility, fully in line with the school's aim to develop high levels of self-esteem and the confidence to be adaptable and tolerant. Pupils achieve an excellent level of personal spiritual development. Christian values are pivotal to the ethos of the school and pupils benefit from regular worship in the school chapel, itself architecturally inspiring, where they take an active part in music, readings and prayers, and where all faiths or none are respected. The chapel acts as a focus for a keen sense of humanity and tolerance. Pupils further benefit from regular chaplaincy visits to houses. They are self-aware and respectful of each other. They fully appreciate non-material aspects of life.
- 4.3 Pupils develop a strong moral sense. They understand the difference between right and wrong, and benefit greatly from the strong set of core values which the school presents as a practical code to enhance life within and beyond its community. Pupils have good opportunities to discuss and reflect upon moral and ethical issues. They understand and respect the civil and criminal law of England. Older pupils lead by example; they often help younger pupils as they progress through the school. Pupils value relationships, and they treat both each other and members of staff with respect. Pupils feel secure in their relationships and know where to seek guidance and support if required. They feel that there is always a 'listening ear' available. Pupils show exceptional maturity, confidence, articulacy and openness, both around the school and in discussions. They support a range of house and school charitable activities, including cycle rides and treks linked to good causes, and weekly collections in chapel.
- 4.4 The social development of pupils is excellent. They have a very strong and well-expressed view of their school as a vibrant and supportive community and of its place in the wider world. Pupils have a broad general knowledge of the public institutions and services of England. They have good and developing links with the town and the wider community. Leadership is an active and key concept that runs through the school and its houses; it is reiterated in lessons and other activities, including the CCF, extra-curricular pursuits, games, clubs and societies. Pupils benefit from opportunities to show leadership, whether through the house system or as mentors to younger pupils. Older pupils particularly see the latter as an important role. Questionnaire responses, however, showed that a small minority of pupils felt that they do not have the opportunity to take on positions of responsibility. Inspection evidence showed that prefects are a key part of the school's success and that pupils appreciate their status and guidance by example.
- 4.5 Cultural awareness is strong and evident across the school. There is a secure awareness of and respect for a range of cultural traditions. Pupils gain understanding of other cultures through the curriculum and also through educational and sporting trips at home and abroad. International pupils are welcomed and integrated into the school's everyday life. All pupils appreciate the range and variety of artistic, musical and dramatic opportunities on offer, both within and outside the school. Pupils have a secure understanding of democracy, the rule of law, individual liberty and British institutions, civic and political, reinforced by the PSHCE programme. They appreciate the virtues of democracy, human rights, tolerance and

other such values, respecting other people, particularly those with characteristics protected by the Equality Act 2010, and they understand the importance of identifying and combating discrimination. Pupils also have a good understanding of political and economic issues, and they debate and discuss such ideas intelligently. They are confident, respectful and reflective, with a strong social awareness and an evident appreciation of the wider world. The shared values of the pupils are a strong and unifying feature of the school. They assume a personal responsibility for ensuring that their school is a friendly and happy place, so that, by the time they leave, they have an outstanding level of personal development.

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

- 4.6 The contribution of arrangements for pastoral care is excellent.
- 4.7 Academic and pastoral staff provide a very high standard of support for both boarders and day pupils, in line with the school's aim, thus creating a climate of tolerance and respect. Pastoral care contributes extremely well to pupils' personal development. The school's pastoral arrangements are based on secure policies and procedures, with effective monitoring by senior pastoral management. Houses are allowed to develop their own identity within a whole-school structure. The school is highly successful in promoting good behaviour and guarding against bullying and cyber bullying. When misbehaviour does occur, a range of appropriate sanctions are imposed and recorded. In response to the questionnaire, a minority of pupils expressed a view that teachers are inconsistent in the way that sanctions and rewards are given. Inspection evidence showed that this was based on differences across the school rather than ineffective practice. Sanctions and rewards are carefully and effectively monitored by the senior management team, but the school is currently seeking to increase opportunities for giving rewards.
- 4.8 The quality of relationships between staff and pupils is excellent, as are the relations amongst pupils, with older pupils acting as mentors for the younger ones. There is a mutual respect evident within the house system. Pupils feel well looked after and valued as part of their school community, and the pastoral team knows them very well.
- 4.9 Pupils are actively encouraged to lead a healthy lifestyle by taking part in the diverse sporting activities available to all. Pupils are also encouraged to eat healthily, and this is taught in PSHCE lessons.
- 4.10 The school fulfils its duties and has an appropriate policy and plan for pupils with SEND.
- 4.11 Pupils' views are regularly sought and the pupils lead a large number of committees. In response to the questionnaire, a minority of pupils did not believe that their opinions are acted upon and that greater clarity about outcomes is sometimes required. Inspection evidence showed that pupils' views are listened to and regularly acted upon, but that outcomes of committees' deliberations are not comprehensively communicated.

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

- 4.12 The contribution of arrangements for welfare, health and safety is excellent.
- 4.13 Safeguarding of pupils is central to the school, and its comprehensive policy is implemented most effectively, taking into account all the current official guidance. All members of staff, trustees and volunteers receive regular and highly effective child protection training. All the required recruitment checks have been carried out in an exemplary manner. Excellent induction programmes for new staff ensure that up-to-date information about the school's procedures is very effectively disseminated. E-safety has been well developed, both from the educational point of view and in the use of appropriate monitoring software. There is a close and fruitful relationship with local agencies, including children's services when appropriate, and active measures have been taken in preventing radicalisation. Records relating to any concerns about pupils' welfare are carefully stored. The pupil welfare committee is highly effective in ensuring that pupils' welfare is of paramount importance in the life of the school. The school has highly developed strategies for supporting pupils' physical and mental well-being.
- 4.14 The necessary measures in place to reduce risks from fire and other hazards are extremely thorough, and they are rigorously documented and monitored. Exemplary leadership in this area permeates the culture of the school. Fire risk assessment and training records are up to date, fire drills are held regularly at different times of the day and evacuation procedures are clear. Risk assessments are thorough and detailed, supported by ongoing monitoring and review by an outside agency. The health and safety committee meets regularly, and its recommendations are considered and implemented by the school leadership. A high level of monitoring ensures that the governing body has a full awareness of all issues pertaining to the health and welfare of pupils and takes action where required.
- 4.15 The suite of first-aid policies provides very clear guidance for the care and welfare of all pupils who are ill or injured, or who have special educational needs and/or disabilities. The new medical provision for pupils is excellent. The majority of members of staff are first-aid trained and their training is updated appropriately. Accidents, illnesses and provision of medication are recorded rigorously. Registration of the pupils throughout the school takes place effectively and any unexplained absences are followed up quickly. The admission and attendance records are appropriately maintained and correctly stored for the required three-year period.

4.(d) The quality of boarding

- 4.16 The quality of boarding is excellent.
- 4.17 Outcomes for boarders are excellent. Boarders are extremely well cared for, in line with the school's boarding principles. They are articulate, confident and appreciative of boarding at the school and have respect for each other and for the staff. Both staff and boarders say that there is a supportive atmosphere in the houses. The boarders are outstandingly polite and co-operative, and they display tolerance and a caring attitude to each other. They say that the different ages are well integrated within the houses. Vertical 'families' of pupils work together very successfully. The boarders' voice is heard at the committee meetings run by senior boarders and also at Council meetings, with several notable outcomes, such as the renewal of the paving by the chapel. Every house has a suggestions book in which boarders can write, as well as a 'You might like to know' box. House masters and house mistresses read and comment regularly on the remarks made.
- 4.18 Prefects and heads of houses are recruited through selection by both boarders and staff, and receive a comprehensive training programme. They say that they try to manage the other boarders through 'friendship respect'. Boarders spoken to agree that there is always someone to talk to should they need to do so. All relevant safeguarding and counselling telephone numbers are posted on notice boards and in telephone booths, so that boarders can contact someone outside school should the need arise. There is ample opportunity for boarders to contact their families by telephone and email or through other internet means of communication.
- 4.19 The quality of boarding provision and care is excellent. New boarders have considerable contact from their houses before arrival; they receive information and have the opportunity to stay in their houses and get to know other new arrivals before the term starts. There are clear induction plans for international, Year 12 and other boarders, which ensure that integration is a smooth process. Day pupils may stay overnight on occasion, and appreciate the ways in which their day house is run like a full boarding house.
- 4.20 The protocols for the management of sick boarders are excellent. Staff are appropriately qualified and provide 24-hour cover from nurses and matrons. There is a daily doctor's surgery and the doctor is very involved in all aspects of medical care in the school. Health plans are thorough and circulated as necessary. Handovers at the beginning and end of the day are enabled through an electronic record of any medications given at any time and have successfully addressed the issue raised at the last boarding inspection.
- 4.21 Accommodation in the houses is well maintained and issues are dealt with through a maintenance staff book, where staff and boarders can enter requests. A check of this and the houses is made daily by the maintenance staff and matron. A majority of boarders said that they do not enjoy the food. Inspection evidence showed that the menus are well planned, with ample choice, especially at lunchtime, and that two extra dining spaces with alternative menus are provided. Special diets are catered for and themed nights are frequent and enjoyed. Also in questionnaire responses, a minority of boarders criticised the availability of snacks and drinks. Inspectors found that there is a suitable range of snacks and drinks available in each house. The school uses an efficient outside laundry, though many pupils use the ample facilities in the houses to do their own. The boarders all have the facility to be able to lock away any possessions they may wish to keep safe.

- 4.22 The wide range of voluntary evening activities is well attended, both during or after prep time. In response to the questionnaires, a minority of boarders said that they do not feel there are enough activities at the weekend. In discussions, boarders' opinions were very varied. Inspection evidence showed that there is a suitable range of activities available, but no compulsion to take part, so the boarders have a choice as to what they can do. Newspapers are available in the houses every day so that boarders have access to outside events.
- 4.23 The quality of arrangements for welfare and safeguarding is excellent. There is an appropriate safeguarding policy; staff receive initial training and the necessary updates regularly. Recruitment of boarding staff is carried out as required. All adults who live in boarding accommodation, but are not employed by the school, are appropriately checked, and they have a code of conduct certificate that they sign. In questionnaire responses, a very large majority of boarders said that they feel safe in their boarding house and that they enjoy boarding. The comprehensive behaviour management policy works well across the school, and a very large majority of boarders consider that staff treat them fairly. Behaviour is excellent. Records of minor and more serious misdemeanours are monitored regularly. Bullying is not a concern and boarders know that anything of that nature would be dealt with rapidly and well. Suitable records are kept. The school has appropriate risk assessments for the houses, activities and trips, and fire drills are carried out appropriately. Boarders' whereabouts are known through the signing out system, and if any boarders are ill at night they know how to access a member of staff. The welfare management team comprises appropriate members and meets fortnightly; after discussion it decides on any actions, which are transmitted to the relevant staff and parents.
- 4.24 Excellent leadership and management ensure that the school's boarding aims and principles are fulfilled. The houses are extremely well run, with suitably qualified personnel and adequate staffing levels. Policies and procedures are well implemented. For example, the issue highlighted at the last inspection, of ensuring that logs of disciplinary incidents, including those for bullying, are in a consistent format, are up to date and facilitate an accurate overview, has been fully addressed. The positive atmosphere in the houses ensures that boarders feel that they are supported and results in their efforts to do their best. All the required records and other documents are maintained and monitored appropriately. All staff receive both job descriptions and regular appraisals, and are made aware of external training that is available to them. Matrons and resident staff meet with house masters and house mistresses over a fortnightly lunch and receive informal training covering a number of relevant issues. The system for regular reviews of house structures and practice feeds into a robust development planning cycle. Checks on compliance are carried out in house, peer inspected and followed up by the head of boarding. As all staff except matrons are school tutors, there is substantial information in houses concerning the boarders' academic progress and well-being, which is used effectively. Daily bulletins are sent by email to house masters and house mistresses, with details of any commendations, merits and demerits given in school that day. In questionnaire responses, parents were overwhelmingly supportive of boarding at the school.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance promotes the aims of the school exceptionally well and strongly contributes to school development at all levels. The Council has developed, with the leadership of the school, into a strong cohesive partnership, providing a dynamic group for effecting change. This has taken place through the strategically astute guidance of the Council's leadership, which provides highly effective and dependable oversight of all sections of the school. Carefully selected trustees are appointed who have appropriate skills, coupled with a commitment to promoting excellence in the school. The training and development of trustees, linked to appropriate succession planning, are strong. Trustees maintain robust oversight of the educational standards, financial planning, and investment in staff, accommodation and resources of the school extremely effectively by drawing up and monitoring a carefully constructed strategic plan.
- 5.3 The Council contributes strongly to strategic planning. For example, the implementation of a new format for Council meetings, enabling trustees to spend time with staff and pupils, ensures that the trustees gain a first-hand understanding to inform their strategic planning and monitoring role. The new committees' structure enables well-researched contributions and challenge to school development, and ensures that regulatory functions are satisfied appropriately, whilst promoting good communication between the Council and the school.
- 5.4 Trustees fulfil their statutory responsibilities effectively, providing rigorous oversight of policies and practice, through the development of the safeguarding trustee role and the annual review of the safeguarding policy. When appropriate, the Council makes excellent use of external professional audits to support the school's further development. Through their support, policy and practice, the trustees ensure that pupils' well-being is central to the school's work.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 Leadership and management are highly effective and successful in fulfilling the aim of the school to provide an excellent all-round education, with academic rigour at its heart. Senior leadership, which provides strong, clear and well-articulated educational direction for the school, identifies areas for development and strengthens them with a well-expressed clarity of mission and notable drive whilst encouraging respect for others and democracy in the ethos of the school. Management and leadership teams at all levels throughout the school are committed to implementing a clear vision for its development, which they have been directly involved with shaping. Senior leaders know the school, its staff and pupils extremely well. Job descriptions and lines of management have improved since the previous full inspection to ensure that the aims of the school are fulfilled successfully. Managers evaluate performance and set targets for improvement through regular formal and informal lesson observation, through critical and informed analysis of examination results and through analysis of other test results. The detailed and coherent school development plan, which helps to inform department planning, successfully identifies targets for development and also sets out criteria for judging its successful delivery. The development plan is created by and shared amongst the senior leadership team, drawn both from teaching and support staff, and it is regularly evaluated by trustees.
- 5.7 Academic middle managers respond positively to the detailed analysis of their performance and the targets that are set by senior leadership. In the most innovative and successful areas of the school, academic middle management is creative in developing and extending the school's range of subjects on offer. Overall, heads of department play a significant role in shaping academic policy and in ensuring the quality of teaching and learning. The school has a new and evolving professional development scheme for teaching staff which aims to give teachers greater responsibility for their own development. An attitude of shared educational enterprise and openness to new ideas characterises the school's educational philosophy, which begins with the senior leadership team and permeates through the school. The excellent induction procedures for all newly appointed staff allow all staff to learn from each other. Middle managers show care and commitment in their desire to develop the competence and confidence of newly appointed staff and to integrate them effectively.
- 5.8 Pastoral leadership and management are excellent. The involvement of the pupils in nominated positions as prefects and peer mentors has been instrumental in the effective delivery of the school's pastoral care provision. The school's leaders and managers are very attentive to their roles in promoting and ensuring the pupils' safeguarding and welfare. The structure of the senior leadership ensures that accountability for the school's delivery of pastoral care is clear, enabling all staff to feel well supported in their work with the pupils.
- 5.9 Support staff play a key role in ensuring that the school is a happy, well-presented and secure environment. There is a clear and effective interface between the support staff senior managers, the senior leadership team and the trustees, which ensures that all departments of the school have a clear and well-defined role in helping to achieve the school's aims and sharing in its successes.

- 5.10 The school maintains a highly constructive relationship with parents and its communications with them are clear and highly informative. Parents are able to communicate with all members of staff directly by email, and contact between parents and house staff and academic tutors is regular and productive. An overwhelming number of parents who responded to the questionnaire expressed a high level of satisfaction with the education and support provided by the school for their children. There were no areas of concern for significant numbers of parents. Reports on pupils' academic progress are sent regularly to parents and are both helpful and informative. Academic targets are set clearly and regularly, and parents are actively encouraged to become involved in the monitoring and review of their children's progress through an online parent portal. Parents' concerns are dealt with swiftly and professionally.
- 5.11 Parents are kept well informed through the school's social network pages, regular newsletters, weekly bulletins and videos. Overseas expeditions and sporting tours often have their own social media area so that parents can follow the progress of their children whilst they are away from home. Parents have a wide range of opportunities to become involved in the life of the school. Events organised by the school are well supported, and parents are encouraged to attend sports fixtures, house social events and musical concerts, together with drama productions and more formal dinners. Parents of prospective pupils receive excellent information about the school, and there is a highly comprehensive induction programme to school life for both pupils and parents.

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