



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
ROYAL HOSPITAL SCHOOL**

INDEPENDENT SCHOOLS INSPECTORATE

Royal Hospital School

Full Name of School	Royal Hospital School
DfE Number	935/6056
Address	Royal Hospital School Holbrook Ipswich Suffolk IP9 2RX
Telephone Number	01473 326200
Fax Number	01473 326213
Email Address	headmaster@royalhospitalschool.org
Head	Mr James Lockwood
Chair of Governors	Mr Henry Strutt
Age Range	11 to 18
Total Number of Pupils	687
Gender of Pupils	Mixed (421 boys; 266 girls)
Numbers by Age	11-16: 502 16-18: 185
Number of Day Pupils	Total: 276
Number of Boarders	Total: 411 Full: 411 Weekly: 0
Inspection Dates	20 Jan 2015 to 23 Jan 2015

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 March 2012.

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.

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.

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 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

Mr Tony Halliwell	Reporting Inspector
Mrs Alison Bawden	Team Inspector (Deputy Head, HMC school)
Mr James Kazi	Team Inspector (Deputy Head, HMC school)
Mrs Pamela Simmonds	Team Inspector (Former Head, ISA school)
Dr Andrew Storey	Team Inspector (Head of Department, HMC school)
Mr Benjamin Vessey	Team Inspector (Head, HMC school)
Dr Helen Wright	Team Inspector (Former Head, Overseas school)
Mr Andrew Williams	Team Inspector (Deputy Head, HMC school)
Mrs Linda Trevethick	Co-ordinating Inspector for Boarding
Rev Graeme Rainey	Team Inspector for Boarding (Assistant Head, GSA school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Royal Hospital School was founded in 1712 by Greenwich Hospital for the education of the sons of seafarers. It moved to its present 200-acre site at Holbrook, near Ipswich, in 1933. The first girls were admitted in 1991 and day pupils were accepted in 2006 and since the previous full inspection the school has an increased proportion of overseas pupils. In September 2013 the two junior boarding and day houses, for the youngest boarders, in Years 7 and 8 became co-educational, and there is a co-educational Year 13 house. Six single-sex houses accommodate boarders from Year 9 to Year 12 and there is a co-educational day house. The school has a significant naval heritage; pupils participate in a daily flag ceremony and periodic formal parades called divisions. All pupils have the opportunity to learn to sail. The school is part of the Crown Charity Greenwich Hospital and the headmaster is directly responsible to its director. Oversight of the school is devolved to its own governing body and the headmaster is also responsible to the chairman of governors.
- 1.2 The school has clear aspirations for its pupils. It seeks to promote the attributes of inspiration, challenge and leadership in its pupils. The ability profile of the school is above the national average; that of the sixth form is in line with the national average for pupils in sixth form education. Pupils are encouraged to strive for academic excellence and to endorse the values of service, loyalty and commitment, whilst upholding the school's unique and rich heritage. The school encourages leadership and a sense of adventure and self-discovery. A high priority is the promotion of service both within the school and to the wider community. The school aims to foster creativity and imagination within a civilised, caring, Christian community, based upon high standards of behaviour, mutual respect, trust and courtesy between staff and pupils. The school cultivates a global outlook and sense of environmental responsibility. It aims to encourage pupils to develop fitness, wellbeing and enter into healthy competition.
- 1.3 The school has 687 pupils on roll, 421 boys and 266 girls. Of these, 411 are full boarders, and 185 are in the sixth form. The majority of pupils are of white British origin. About one in five boarders is from overseas, from a range of cultural backgrounds representing 28 nationalities, mainly from China, Germany and Eastern Europe. Of the 99 pupils who have English as an additional language (EAL), 55 receive specialist support. No pupil has a statement of special educational needs or Education, Health and Care plan. The school has identified 102 pupils with special educational needs and/or disabilities (SEND) and 29 pupils receive specialist support. Around 100 pupils are from services families eligible for financial support from the Ministry of Defence or similar sources.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The pupils' achievement and learning are excellent, in response to excellent curricular and extra-curricular provision. The Royal Hospital School is highly successful in achieving its aims in providing an academic and extra-curricular programme to encourage pupils to reach their full potential. A key development has been the introduction of computer tablets to nearly all year groups. This has greatly increased opportunities for the pupils' independent learning and has allowed them to think creatively, enhancing the use of information and communication technology (ICT) across the school. Pupil achievement in the creative arts, music, debating, sport, and within the Combined Cadet Force (CCF) is excellent. Pupils with SEND or EAL are given high levels of support. Provision for able, gifted and talented pupils has improved in focus but teaching of this group lacks academic challenge. Teaching is excellent, although not always adapted to best suit the full range of ability within class groups.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. Pupils show strong moral and social awareness and their sense of British values is highly tuned as a direct result of the school's links with the Royal Navy. The pupils are supported by excellent pastoral care and arrangements to ensure their welfare, health and safety. Pupils who responded to pre-inspection questionnaires are highly positive about the school. The quality of boarding is excellent and contributes outstandingly to the boarders' personal development and the overall ethos of the school.
- 2.3 Excellent leadership and governance promotes the school's aims strongly and supports the pupils' excellent achievement and personal development. The school management has overseen significant improvements since the previous full and boarding inspections including curriculum reviews, departmental audits and an increased focus on self-evaluation to better inform future planning. The governors are well informed about the school's operations and, in conjunction with the school managers, provide highly detailed and well researched strategic input into development plans. This fully supports the ambitious aims of the school's educational provision. Governors fulfil their responsibilities for oversight in those areas where they have legal responsibilities and have an excellent working knowledge of regulatory matters. The recommendations of the previous full and boarding inspections have been met. In pre-inspection questionnaires parents expressed extremely high levels of satisfaction with the education provided by the school, most especially in terms of their child being kept safe, being well looked after and being treated as an individual.

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 2013.

(ii) Recommendation for further improvement

2.6 The school is advised to make the following improvement.

1. Ensure that teaching consistently meets the needs of pupils of all abilities.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of pupils' achievement and learning is excellent.
- 3.2 Pupils are well educated and their achievements and learning are fully aligned with the school's aims to strive for academic excellence and to realise the potential of all pupils. Pupils demonstrate a clear grasp of numeracy and reasoning skills and display high levels of confidence in speaking and communication. The high quality of the pupils' writing abilities is apparent in their work across a range of subjects. In the classroom, creative experiences are strong in art, and independent thinking in classical civilisation and science. The pupils' use of ICT is excellent, strongly supported by the use of tablets, and this has improved core ICT skills.
- 3.3 The pupils' achievement in the wide ranging programme of activities is excellent. Significant success is achieved by pupils in a range of sports, including cricket, rugby and sailing with teams and individuals successful at county, regional and national levels. Achievement in the performing arts is excellent with many pupils gaining awards in music, ballet, and drama. Achievement in outward bound activities is excellent. Engagement within the wider community and global society is successful through an extensive community service programme and the Model United Nations (MUN). Intellectual challenges are encouraged through participation in mathematics competitions, drama, play writing and house film-making contests, resulting in regional and national success.
- 3.4 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above the national average for maintained schools and similar to the national average for maintained selective schools. Boys' results have exceeded girls in 2012 to 13, where girls' results were similar to the national average for girls in maintained schools.
- 3.5 A level results have been similar to the national average for maintained schools, and also similar to the national average for maintained selective schools. Results in 2011 were higher than in 2012 to 13, being above the national average for maintained selective schools. The level of attainment in A level and in lessons indicates that pupils make progress that is good in relation to pupils of similar abilities. The overwhelming majority of pupils proceed to university each year, the majority of these securing their first place choice in 2014. Approximately one quarter of Year 11 leavers proceed onto further education in maintained or other independent schools. These levels of attainment, and standardised measures of progress indicate that, overall, pupils make progress that is good in relation to the average for pupils of similar abilities.
- 3.6 Pupils with SEND and EAL make good progress in relation to their abilities and are well supported in their education. Performance in examinations compared with whole school performance, varies. A level results for pupils with EAL often exceed whole-school performance while GCSE results show a greater variance. Results in 2014 for pupils with SEND show results slightly below school norms at GCSE, which represents a marked improvement on previous years, in line with the increased focus on SEND pupil support. More able pupils make good progress, but not all are subject to sufficient academic challenge.

3.7 The pupils' attitudes to their learning are excellent. Pupils are committed to their academic learning, displaying a desire to engage actively with tasks individually and in groups, and are keen to extend themselves. They readily embrace opportunities beyond the classroom and relish the challenges offered. Behaviour in lessons is very good and relationships within the pupil body and with staff are extremely positive. The strength of these working relationships is a key feature in the pupils' success.

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

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

3.9 Since the previous full inspection there has been a major and successful curriculum review, resulting in restructuring of the balance of teaching time between subjects and extra-curricular activities. The curriculum is broad, balanced and tailored to the aptitudes and interests of the individual and contributes significantly to the pupils' achievements. It is successful in supporting the aims of the school. The pupils' personal development is enhanced by the personal, health and social education course (PHSE) and pupils in Years 7 to 9 also follow a course in thinking skills. The vast majority of parents who responded to the pre-inspection questionnaire felt that the school offers an appropriate range of subjects and experience.

3.10 The pupils' choices of option subjects and university courses are carefully guided through the careers element of the PHSE programme and by tutors and teachers. Pupils are able to choose from a wide range of A level subjects. The sixth form enrichment programme allows Year 12 pupils to study different subjects, for example Russian or critical thinking, or choose from a carousel including cooking on a budget and science awareness. Pupils' experiences are enhanced by the many talks, day trips and annual residential visits, such as choir tours to Rome and North Germany, a Year 9 and 10 cricket tour to Barbados and the annual Year 10 battlefields trip. This is a highly effective part of the school's promotion of academic enrichment both inside and outside the classroom.

3.11 Pupils with specific learning needs are identified at an early stage and appropriate support, including specialist lessons, is provided by a dedicated and experienced team. These lessons are organised to minimise disruption to the curriculum. The EAL department provides support for pupils on a withdrawal basis, up to a maximum of four periods per week. Subject teachers and pastoral leaders are given comprehensive information and guidance to help these pupils access the curriculum and achieve their potential. A programme for identifying, monitoring and challenging the able, gifted and talented is currently being implemented, together with study for the Extended Project Qualification (EPQ) in the sixth form.

3.12 There is an outstanding programme of extra-curricular activities. Nearly all parents who responded to the questionnaire feel that the school provides a good range of extra-curricular activities and the vast majority of pupils say that they can join in an excellent range of activities. A diverse selection of activities covers sport, music, drama and many other areas. Collectively these significantly enhance the pupils' educational and intellectual development and provide opportunities for leadership, personal development and challenge. All pupils are taught to sail during Year 7 and the CCF is compulsory for Years 9 and 10. Older pupils benefit greatly from the leadership training opportunities this provides, alongside the Duke of Edinburgh's Award Scheme, public speaking, debating and the MUN which is run by pupils themselves.

- 3.13 The school has a community action programme, and links with the local community are well established. Twice weekly, pupils help with swimming lessons for primary age children and once a week help with riding for those with disabilities. Pupils help disabled children locally in Ipswich and also support sailing for disabled people. Year 11 also attend a 'Disability Awareness' day and are games makers for an event for the disabled and disadvantaged in June each year.

3.(c) The contribution of teaching

- 3.14 The contribution of teaching is excellent.
- 3.15 Teaching enables the school to fulfil its aim to promote academic excellence and to realise the full potential of every pupil.
- 3.16 Teachers show good subject knowledge and present well-structured lessons. The school has successfully engaged external advisors in order to enhance areas of teaching and learning. Since the previous full inspection report, the school has promoted more training opportunities, a peer review programme and extensive work scrutiny in order to encourage the sharing of good teaching practice within and beyond departments. Teaching is rigorously reviewed within departments and across the school; however, the high standards of the most successful lessons are not consistently seen in a small minority of teaching. The most effective teaching demonstrates a variety of approaches delivered at a brisk pace that are effectively adapted to the needs of all pupils, including SEND and EAL pupils. The recommendation from the previous full report to ensure that pupils of all ages be motivated to learn more independently has been successfully addressed by introducing thinking skills in the lower school. The introduction of tablets to nearly all year groups, has further promoted independent learning. In a chemistry lesson revising metals, pupils worked at their own pace on a variety of ICT applications to excellent effect to consolidate their knowledge. The school's intranet is an excellent resource, used to set work and encourage better organisation and academic discipline. A well-resourced library provides an excellent venue for pupils to study and read for pleasure. Teaching deploys a wide range of strategies to ensure that pupils remain focused.
- 3.17 During interviews, pupils with SEND said that they value the strategic interventions recommended in support sessions and the assistance that is given with work. The most successful teaching caters for the pupils' abilities well through the provision of work of different levels of challenge, but in some teaching, work is not always well adapted to the needs of individual pupils. The school has made some progress in responding to a recommendation from the previous full inspection in providing extension opportunities for the able, gifted and talented pupils; however not all lessons provide suitable challenge. Teachers know their pupils well and pupils are readily able to seek support and advice when needed.
- 3.18 Marking is generally of a very high standard; however, work produced by gifted and talented pupils does not always benefit from the wider range and higher quality of commentary that is evident in the most effective marking. Comments are supportive and seek to direct pupils in ways in which they might be able to improve: the best observations are conversational and show a genuine attempt to engage with the pupil. The introduction of a new system of assessment, which includes challenge grades and performance indicators, has served to raise expectations amongst pupils across the school.

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 As a result of their experiences at the school the pupils reach an excellent level of personal development by the time they leave, in accordance with the aims of the school. Boarders contribute significantly to the high levels of self-esteem and confidence, demonstrated by pupils throughout the school.
- 4.3 The pupils' spiritual development is excellent. Pupils are very confident and self-aware. They are emotionally mature for their age, discuss issues openly with adults, and they are balanced and thoughtful in expressing their views. They conduct themselves extremely well in lessons and around the school. The strong Christian ethos of the school and regular whole-school chapel services develop in the pupils a high degree of appreciation of non-material aspects of life. Pupils are clearly committed to the spiritual life of the school: they listen attentively to spiritual and moral talks in chapel, and sing the hymns with enthusiasm.
- 4.4 The pupils' moral development is excellent. Pupils in year groups across the school demonstrate a highly developed sense of right and wrong. The naval tradition of service enables the pupils to develop strong moral and ethical values. These are strengthened by a comprehensive and flexible PHSE programme which pupils report to be interesting and inspiring. The popularity of the MUN programme demonstrates strong pupil interest in moral and ethical issues: senior pupils in a MUN session debated the issue of police brutality with sensitivity and respect for a universal moral code. Younger pupils see senior pupils as role models and appreciate the positions senior pupils hold as peer mentors, and in setting standards for younger pupils.
- 4.5 Pupils demonstrate excellent social development. Pupils of all ages accept high levels of responsibility, contributing to the society of the school and the world beyond. They play a willing part in the smooth running of the school through their involvement with school committees, house and extra-curricular responsibilities. They help those less fortunate than themselves through community service and working with disabled adults, raising significant funds for charities. They are particularly sensitive to the needs of others: on a number of occasions, pupils were observed responding immediately when their peers needed help. They develop excellent social, political, economic and cultural awareness in a wide range of curriculum subjects as they progress through the school. Younger pupils eagerly discussed sustainability and ecological footprints in geography, while sixth form pupils explored the presentation of White and Asian people in Britain during the 1980s with sensitivity.
- 4.6 Pupils develop an excellent appreciation of British values, in response to embedded traditions such as chapel and the daily flag-raising ceremony. These are deeply appreciated by the pupils, who speak about them with pride. Pupils develop a good understanding of British law, values of tolerance, non-discrimination and respect for the democratic process through debate and discussion in PHSE lessons. Additionally, pupils explore attitudes to sexuality and sexual issues sensitively. Pupils learn through religious studies to understand, respect and appreciate other faiths and cultures, and this is supported by the extra-curricular programme, through which pupils learn to appreciate their own and other cultural traditions. Pupils learn extremely well how to live harmoniously with all pupils regardless of social or cultural

background and develop a strong commitment to help them integrate. Younger pupils, for example, were observed in a pupil-led club actively preparing materials to help support EAL students.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 Highly effective support and guidance is given to pupils by house staff and tutors in accordance with the school's aim to nurture pastoral excellence. There is a strong sense of community in the school and pupils overwhelmingly say that they enjoy school life and feel safe.
- 4.9 Strong, supportive relationships exist amongst pupils and between staff and pupils, which successfully contribute to making pastoral care a real strength of the school. Older pupils act as peer mentors and prefects and offer help and advice to younger pupils. Teachers are committed to encouraging pupils to make the most of the wide range of opportunities offered by the school and to helping them overcome problems, whether academic or pastoral. Medical staff also offer sympathetic support. Pastoral structures include ready lines of communication to senior staff, provision is well co-ordinated, and robust records are kept.
- 4.10 All pupils take part in physical exercise at least twice a week and many are also involved in sports teams and other active pursuits offered in the extra-curricular programme. Together with the high quality range and choice of meals provided, this supports a healthy lifestyle. Healthy eating is promoted via the PHSE programme and the catering arrangements ensure a choice of healthy options at meal times, including catering for pupils with special dietary requirements.
- 4.11 Behaviour throughout the school is excellent. Pupils are polite and courteous and show respect for others. Behaviour policies and procedures are highly effective and supported by rewards and sanctions which are clearly explained in the pupils' handbook. In the pre-inspection questionnaire, a small minority of pupils said they feel that the teachers are not fair in the way they give rewards and sanctions. Inspection evidence does not support this view. Discussions with pupils and staff during the inspection indicated that most pupils feel that the system is fair. The school has recently been taking successful action to reinforce consistency across all houses and across the school. The recommendation from a previous inspection that sanctions for misdemeanours are consistently applied and recorded has been fully implemented and prefects no longer authorise any sanctions.
- 4.12 Pupils and staff reported that there is rarely any bullying or harassment in the school, and that if it does occur, it is dealt with quickly and effectively, and that all pupils are treated equally. The school implements effective policy and procedures to guard against bullying and there is an ethos of not tolerating bullying, of which all staff and pupils are aware.
- 4.13 The school has a suitable plan to improve educational access for pupils with SEND which includes clear and appropriate timescales.
- 4.14 There is a wide range of opportunities for pupils to express their views, including the school council, food committee, e-safety council and an EAL forum. Meeting minutes are made available on the school's intranet. A recent initiative introduced by the school council has resulted in new displays of artwork around the corridors,

and in response to the Food Committee Minutes more water cooler dispensers have been installed.

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

- 4.15 The contribution of arrangements for welfare, health and safety is excellent.
- 4.16 The school effectively meets its aims with regard to welfare, health and safety. Thorough arrangements are in place to safeguard and promote the welfare of pupils and staff adhere to a code of professional conduct. Regular training for all staff ensures a keen awareness of correct procedures and pays due regard to official guidance. Induction for new staff is thorough and arrangements exist to ensure that temporary staff and volunteers are made aware of the procedures.
- 4.17 Safeguarding records are comprehensive, appropriately stored and allow for concerns to be addressed expeditiously. Good relationships exist between school and the local safeguarding children board, with which the two designated safeguarding leads are in regular contact. Pupils are comfortable talking to a variety of staff and a general sense of well-being permeates throughout the school. Special attention has been paid to staff training in e-safety, including the production of a digital handbook for pupils and staff. The recommendation from the previous inspection report to ensure that full and accurate records of child protection training for non-teaching staff and support staff are maintained has been met.
- 4.18 The system for ensuring appropriate health and safety checks is rigorous and thorough, making good use of external consultants. Risk assessments are numerous and a bi-annual audit subjects the school to a stringent risk analysis. Recommendations are meticulously recorded, reviewed and systematically addressed. Whole school fire evacuations procedures are practised termly. Fire related documentation is clear and a fire safety consultant carries out inspections of the premises bi-annually.
- 4.19 A well-equipped medical centre can be accessed by pupils who are ill or injured, and this caters for all needs. A medical team including doctors, nurses and a school dentist provide all round 24-hour care and in addition many staff are trained in first aid. Due care is taken to ensure the health and safety of those with special physical or learning needs and boarding houses provide disabled access arrangements.
- 4.20 All staff undergo appropriate recruitment checks before commencing employment. The single central register is carefully administered and both admissions and attendance registers are properly maintained and correctly stored for the previous three years.

4.(d) The quality of boarding

- 4.21 The quality of boarding is excellent.
- 4.22 Outcomes for boarders are excellent. In line with the school's aims, boarding provides a caring community based on mutual respect, trust and courtesy. Boarders of all ages are very friendly, happy and confident. They speak affectionately about the experience of boarding and the strong friendships they develop. House loyalty is strong and is enriched by a friendly rivalry between the houses. Boarders' personal development is continuously promoted and behaviour is exemplary. Boarders are keen to take on roles of responsibility and leadership. Relationships among boarders and between boarders and staff are extremely positive, demonstrating

tolerance, care and consideration for others. International and day pupils attached to boarding houses, referred to as day boarders, are fully integrated into house and school life. Well-appointed social areas promote positive interaction among and between year groups. Boarders are content that when their views are canvassed they are listened to and their suggestions taken forward where possible. Boarders have access to the world around them through a variety of media.

- 4.23 The quality of boarding provision and care is excellent. The comprehensive induction process offers a wide variety of experiences to ensure that new boarders make friends and settle quickly. Excellent house-based pastoral care tailored to the needs of the youngest boarders gives them an excellent start. Intermediate houses foster positive relationships between year groups and encourage leadership by the older boarders. Prefects and peer mentors play a significant role in the running of the house and their contribution is valued by younger boarders. House prefects do not authorise sanctions, but are able to recommend rewards for good behaviour within the house. The sixth form house is particularly successful in preparing Year 13 boarders for life at university. Comprehensive and extremely high quality pastoral care underpins boarding life.
- 4.24 There is highly effective co-operation between house staff, tutors, the school pastoral team and the health centre. Boarding staff work hard to provide very high quality care and supervision based on a thorough knowledge of each boarder as an individual. Boarders have full confidence in the adults looking after them and are happy to seek help as and when they require it. Arrangements for prep are appropriate for each year group, and help is available in the boarding houses if required. Diversity is celebrated and appreciated. Rewards and praise are frequently used. Sanctions are appropriate and used effectively to promote good behaviour. All appropriate records are kept and there is excellent communication and co-operation with academic staff. An independent listener is available, with contact details available on house noticeboards, along with details of other pertinent agencies. A counsellor is also available.
- 4.25 The excellent health centre is a strength of the school. Frequent communication between the boarding houses and the health centre ensures high-quality care for boarders who are unwell. Medication is correctly and appropriately stored and there are suitable arrangements and risk assessments in place for boarders to self-medicate. Boarders are able to approach medical staff confidentially, and are secure in the knowledge that they will be well looked after. A doctor attends regularly and various local specialist medical services are accessible.
- 4.26 Meals are taken in the dining hall. Menus are rotated regularly and provide for all dietary requirements. Kitchen staff are aware of pupils with specific requirements, and food is accurately and well labelled. In pre-inspection questionnaire responses, a small minority of pupils expressed dissatisfaction with the food and availability of snacks outside meal times, however boarders interviewed did not support this view. Meals are of high quality and nutritious. Drinking water, fresh fruit and a salad bar are available, and a healthy range of snacks and drinks is provided in the houses. In questionnaire responses, a small minority of pupils expressed dissatisfaction with the balance of free time and activities in the evenings and at weekends. Pupils spoken to did not confirm this view and pointed out that, in addition, Sundays now provide time for rest and relaxation, and that those who want to spend time alone are able to do so. Inspectors found the balance of free time and activities to be appropriate.

- 4.27 The houses are well equipped and help provide a comfortable, warm, welcoming and friendly environment. Frequent shopping trips are organised and boarders can purchase personal items from the school shop. Boarders confirm that their belongings are safe, either in their own lockable space or in the care of staff. There is a high level of satisfaction with the excellent laundry arrangements. Accommodation is of a consistently high standard, with appropriate gender separation. Bedrooms are bright, clean, appropriately furnished, comfortable, and adequately heated. Boarders take pride in their rooms, keeping them very tidy and personalising their own areas. Washing and toilet facilities are plentiful and of a high standard. Boarders contact parents with ease, using mobile telephones or the internet, and have appropriate levels of privacy when they do so.
- 4.28 The effectiveness of arrangements for welfare and safeguarding is excellent. Individual needs are met through an holistic approach, the foundation of which is excellent collaboration and information sharing. Houses are secure, keypads are used to gain access during the day and at night all external doors are alarmed. All visitors are supervised appropriately so that boarders are protected. House staff strongly promote trust, honesty and kindness towards others. Bullying is not tolerated, as posters and written information in the pupil handbooks make clear. Boarders confirm that should it occur, bullying is challenged by staff and their peers. They have a clear sense of right and wrong and actively look after each other, helping to keep their houses safe and welcoming.
- 4.29 Boarding houses are very well maintained and there is a very effective electronic system for reporting faults, which are dealt with promptly. All electrical equipment in houses is suitably checked. Fire risk assessments and fire prevention measures are rigorous. Regular fire drills take place during boarding hours and are appropriately recorded and monitored. Signing in and out is a well-established routine and the missing child policy is understood by all staff, who know the procedures to follow. Boarding staff have separate accommodation within or adjacent to the houses and agreements are in place for additional adults living in boarding houses, and the required checks carried out. Boarders are confident they can access a member of staff easily during the night.
- 4.30 The effectiveness of the leadership and management of the boarding provision is excellent. High quality handbooks and policies reflect the strong commitment to providing a boarding experience which makes a positive impact on all boarders' lives, preparing them for the future. Senior staff with responsibility for boarding, health centre staff, resident and non-resident tutors, non-teaching staff and academic staff, work together to ensure there is a consistency of approach to promote the safety and physical and emotional well-being of all boarders.
- 4.31 Information is appropriately shared electronically about boarders' welfare and their academic progress. Diligent recording of welfare plans indicates that vulnerable individuals have excellent support. There are regular reviews of boarding provision, practice is monitored and regular appraisal of staff is undertaken. There is a robust school development plan incorporating boarding and minuted meetings allow frequent opportunities for house staff to contribute ideas for improvement. Training records are efficiently kept and boarding staff have access to a range of appropriate courses. In their responses to the questionnaires an overwhelming majority of parents expressed satisfaction with their child's boarding experience.
- 4.32 The school has responded successfully to the recommendations of the previous boarding report.

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 provides strong and focused support for the school's aims; it promotes the school's distinctive ethos and is wholly committed to improvements in the school, including the raising of academic standards. The school has an effective relationship with The Crown Charity Greenwich Hospital; the local governing board highly successfully fulfils its role as the operational authority tasked with the day-to-day oversight of the school.
- 5.3 Four sub-committees provide appropriate challenge and ensure that the pupils' excellent personal development is sustained. Governors view the school's work as an integrated whole and provide focused support to ensure that the educational and boarding aims of the school are fully realised. Governors receive appropriate induction, including child protection training, and some take part in whole school training sessions. Many visit the school on a regular basis and support an extensive range of school activities, including ceremonial days and chapel services.
- 5.4 The governing body includes an excellent range of experience and a nominations committee monitors the appointment of new governors. Regular presentations to governors by senior leaders provide the governing board with high quality information about the school's activities and current educational issues, including any regulatory changes. Governors undertake their duties diligently, they regularly visit lessons and boarding houses and many have delegated monitoring responsibilities.
- 5.5 Governors review welfare, staff recruitment, and health and safety arrangements regularly, including an annual review of safeguarding policy and procedures by all governors. The school buildings, many of which are listed, are well maintained and a steering group is effectively developing an ambitious 10-year capital development programme to provide additional school facilities to further improve, academic, sporting and residential accommodation. Well-informed strategic planning allows the governors to support the school's long term development whilst providing support for the school in its current state.

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

- 5.6 The quality of leadership and management, including links with parents, is excellent.
- 5.7 Strong leadership and highly effective management ensure that the school fulfils its aims. The excellent achievement and personal development of the pupils reflects the high quality of leadership at all levels.
- 5.8 Since the previous full inspection the school has made significant progress in many areas, facilitated by specialised focus groups. At the forefront of these have been the strategic planning groups, both pastoral and academic, which are highly effective in generating ideas to stimulate progress and guide the direction of the school. Staff, parents and the prefect body feel that they are able to contribute to the vision

of the school. The effective links between management and planning groups is excellent ensuring that the school moves forward as a whole.

- 5.9 The school has a clearly articulated, ambitious, strategic development plan that is promoted by senior leaders and managers at all levels and has the whole-hearted support of the governing body. The plans are shared with all staff and the implementation of several new initiatives has started to have a positive impact on teaching and learning. The introduction of whole school Wi-Fi and mobile learning technologies enables pupils to organise and plan more efficiently and teaching to provide more engaging activities. The recent curriculum review has given more focus on core subjects in Years 7 to 11 and paved the way for the introduction of new subjects at GCSE and in the sixth form. The introduction of challenge grades and performance indicators enables the focus of reports to be on aspiration and engagement, making the process more informative for pupils and parents.
- 5.10 Departmental self-reviews are thorough and extensive. Within departments and across the school standardised assessment data is used very effectively to continually improve teaching and learning. Extensive lesson observations, both formal and informal, ensure that teaching is reviewed regularly, and strategies tailored to meet the needs of most pupils. The co-ordination and documentation of observations by senior and middle managers is excellent.
- 5.11 A recently introduced staff appraisal system allows for very effective monitoring of performance and identification of areas for improvement. On-going dialogue between managers and staff runs alongside target setting based on both pupil and parent feedback. This has improved the pupils' attainment. The school appoints well-qualified teaching and non-teaching staff throughout the school. Change and development of staff has been managed successfully and professional development needs are met through access to a wide range of documented training.
- 5.12 New staff have excellent induction, including child protection training, and whole staff training in welfare, health and safety is supportive and comprehensive, covering issues such as self-harm, mental health, child protection, social media and extremism. The school is rigorous in its approach to staff recruitment and all checks are completed appropriately. The use of tablets in the classroom has been a recent focus of staff training and enables staff to use mobile technology to improve the educational experience of the pupils.
- 5.13 Parents' responses to pre-inspection questionnaires show extremely high levels of satisfaction with the education and support provided for their children, and with the quality of communication with the school. Parents report particularly high levels of satisfaction with how the school keeps their children safe, treats them as individuals, and looks after them. Additionally, both pupils and parents are overwhelmingly positive about the range of extra-curricular activities on offer. No areas of concern were raised by significant numbers of parents. An appropriate complaints procedure is provided, and correctly implemented on the occasions when this is necessary.
- 5.14 The school maintains a very constructive relationship with parents in accordance with its aims, and handles any concerns with care. Concerns, when raised, are addressed immediately and satisfactorily resolved. In response to the recommendation of the previous full inspection that the school should communicate more effectively with the school community, comprehensive biennial parental satisfaction surveys have been introduced. These are used to inform and shape school strategy. The school is also making extensive use of online and social

media, including a new school community website, a regular blog, and other electronic means of communication, to communicate with and respond quickly to parents including about any major changes.

- 5.15 Parents have excellent opportunities to be actively involved in the work and progress of their children. They can follow their children's progress through an online profile, are invited to parents' talks and annual parent-teacher meetings, and are able to contact house staff, tutors and teachers directly. An active parents' association, to which all parents belong, runs excellent events at school.
- 5.16 Parents of pupils and of prospective pupils are provided with the required information about the school. This information, including an excellent parent guide, which is comprehensive. Parents receive clear and useful reports about their children's work and progress. Reports are detailed and informative, and the challenge grade is used well to relate progress and achievement to the abilities of individual pupils.

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