



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

The Royal School

September 2018



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School's Details

School	The Royal School			
DfE number	936/6054			
EY number	EY362488			
Registered charity number	1121303			
Address	The Royal School Farnham Lane Haslemere Surrey GU27 1HQ			
Telephone number	01428 605805			
Email address	admin@royal-school.org			
Principal	Mrs Anne Lynch			
Chair of governors	Mr Ian Much			
Age range	0 to 18			
Number of pupils on roll	459			
	Boys	174	Girls	285
	Day pupils	400	Boarders	59
	EYFS	74	Juniors	134
	Seniors	201	Sixth form	50
Inspection dates	19 to 20 September 2018			

1. Background Information

About the school

- 1.1 The Royal School is an independent day and boarding school for boys and girls aged from 0 to 19 years. It was formed in 1995 from the merger of the Royal Naval School in Haslemere and the Grove School in Hindhead. The school is administered by a board of governors.
- 1.2 The school comprises four sections: 'Little Sailors', for children aged from six weeks to five years; the junior school, for pupils aged from five to eleven years; the senior school, for pupils aged from eleven to sixteen years; and the sixth form, for pupils aged sixteen to eighteen years. The school teaches all pupils in the senior school, and some junior boys and girls, separately to each other through a 'diamond' model. It has three boarding houses; one each for senior school boys and girls, and one for sixth formers. The senior school and sixth form are situated in Haslemere, whilst the junior school is located in Hindhead.
- 1.3 Since the previous inspection the school has appointed a new deputy principal, a head of junior school, a director of studies, a head of boarding and a director of pastoral care.

What the school seeks to do

- 1.4 The school aims to deliver an education that is ambitious, teaching that is inspirational, and a curriculum that inspires pupils to become confident, independent, and adventurous young people, with qualities and qualifications that enable them to excel. It seeks to enable pupils to develop integrity, tolerance and a sense of social responsibility through the school's Christian ethos.

About the pupils

- 1.5 Most day pupils come from white British backgrounds, whilst most international boarders are Chinese in origin. Nationally standardised test data provided by the school indicate that the ability of pupils is above average, and that the ability of sixth formers is broadly average. The school has identified 118 pupils as having special educational needs and/or disabilities (SEND), 52 of whom receive additional specialist help for dyslexia, dyspraxia and other conditions. One pupil in the school has an education, health and care plan. English is an additional language (EAL) for 57 pupils, whose needs are supported by specialist EAL teachers as well as their classroom teachers. Data used by the school have identified 25 pupils as being the most able in its population, and the curriculum is modified for them and for 17 other pupils who have special talents in music, drama, dance, and sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

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 is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2017 have been in line with, and results in 2015 above, the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1-4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 Arrangements to safeguard and promote the welfare of pupils do not always pay due regard to current statutory guidance. References are not always received, and checks for prohibition from teaching and prohibition from management, where applicable, are not always undertaken before staff commence working at the school. The standards on child protection and staff recruitment and checks on other adults (NMS 11 and 14.1) are therefore not met.
- 2.12 The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–10, 12, 15 and 16 are met, but those in paragraphs 7(a) and (b) and 8(a) and (b) (safeguarding and safeguarding of boarders) and in NMS 11 and 14.1 (child protection and staff recruitment and checks on other adults) are not met.**

Action point 1

- **The school must ensure that references are received and that checks for prohibition from teaching orders, and prohibition from management of independent schools directions, when applicable, are completed before staff commence working at the school [Part 3, paragraphs 7(a) and (b), 8(a) and (b), and, for the same reason, NMS 11 and 14.1].**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14.2 to 14.6 are met.**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.18 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.19 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.21 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.22 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and the school actively promotes the well-being of the pupils.
- 2.23 The standards relating to leadership and management of the school in paragraph 34 (knowledge and skills, fulfilment of responsibilities and well-being of pupils) and, for the same reasons, NMS 13.1, 13.3, 13.4 and 13.5 are not met.**

Action point 2

- **The school must ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met and they actively promote the well-being of the pupils [Part 8, paragraph 34(a), (b) and (c); and, for the same reasons, NMS 13.1 and 13.3 – 13.5].**

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION

- 2.24 The overall effectiveness of Early Years Foundation Stage (EYFS) provision requires improvement.
- 2.25 All children in the registered setting make excellent progress relative to their individual starting points because of the inspiring educational experiences provided. Experienced and committed practitioners identify the children's interests and enthusiasms to provide well-judged learning activities that ensure rapid progress and effective preparation for the next educational stage.
- 2.26 Knowledgeable and committed staff use an exciting range of stimulating interesting resources to meet the needs of all the children who attend, including those with SEND. They are able to give the children close personal attention in welcoming surroundings. This enables warm relationships to be established so that the children, feel safe, secure and develop confidence. Children are happy and enjoy their activities and interactions with teachers and friends.
- 2.27 Leaders have a strong commitment to improving children's life chances. They have put in place thorough systems of self-evaluation in order to provide the highest standard of education. The school has met the previous recommendation to make sure that pupils' progress is uniform across all years of the EYFS setting. Staff demonstrate a strong sense of responsibility for protecting children. Welfare and safeguarding requirements are not fully met. Recruitment procedures do not ensure that all the necessary checks are made before staff commence working at the school. This was judged not to have a significant impact on children's safety because staff involved are always under the supervision of others.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- 2.28 The effectiveness of leadership and management requires improvement.
- 2.29 Leaders and managers have high aspirations for the achievements and development of the children in their care. They enable the highest standards of provision and use the supervision and performance management systems to ensure that staff are able to access high-quality training and opportunities. Staff spoke highly of the training and development opportunities they have been given and the way their ideas and suggestions have been implemented. Leaders have actively established contact with other providers to share and evaluate practice. Since the previous inspection, the setting has conducted rigorous self-evaluation which takes account of parental views. This has resulted in a culture of high expectations and continuous improvement. Almost all parents of EYFS children who responded to the pre-inspection questionnaire did so positively.
- 2.30 Leaders provide an excellent, broad curriculum which focuses particularly on the development of physical and personal skills, and the communication and language of the youngest children. High-quality planning is used to extend children's experiences and develop their language and skills. It takes full account of their interests and provides depth. This was seen when staff skilfully utilised children's interest in babies to further physical development when the children took their 'babies' for a walk, pushing the prams to the field.
- 2.31 Generous staff-to-child ratios enable all children to have significant interactions with adults, particularly their key persons. This ensures that language, physical and emotional development all develop well. Children are strongly prepared for the next stage of their learning. All children, including the very youngest, are clearly confident, secure, and able to smile and interact with adults, including visitors. They are encouraged to share and co-operate with each other, which they do very well for their age. This was seen when two children played with toy ducks and a bucket; one loaded the ducks while the other held the bucket. Great care is taken to ensure that all children make excellent progress. Children are closely observed, with extra support given if any concerns are noted.

- 2.32 Leaders have embedded the values and culture of the school and actively promote British values, guarding against extremism or radicalisation. Even the very youngest children are able to exercise choice and gain a sense that they are valued, and their decisions and views respected. Leaders promote excellent behaviour.
- 2.33 Strong procedures are in place to ensure that the premises are secure. Not all arrangements are effective in ensuring children are safeguarded because some staff who come into contact with children were permitted to begin work before all the necessary checks were made. This was judged not to have a significant impact on children's safety because staff involved are always under the supervision of others.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- 2.34 The quality of teaching, learning and assessment is outstanding.
- 2.35 Practitioners have extremely high expectations for every child. Great care is taken to chart the children's development and ensure that all make excellent progress. All adults in the setting exhibit strong understanding of the age group. They have excellent knowledge of the EYFS and children's stages of development. Staff are adept at working with the children, communicating their own subject knowledge to extend children's learning in enjoyable and engaging ways. This meets the recommendation of the previous inspection report to ensure that progress is uniform across all years in the setting.
- 2.36 Detailed assessments are used to track children's progress and guide planning for their future development. Assessment information is used to ensure that all children are making good progress and, if necessary, provide additional support where children may be a danger of falling behind. Staff are skilled at using these assessments. They use them together with their understanding of children's interests to identify and take full advantage of moments when children are receptive and learning is likely to progress quickly. Parents are consulted frequently and encouraged to share children's achievements. Some of these are displayed on the 'Wow board' in the entrance to the setting, demonstrating to the children that their interests and successes are valued both at home and school.
- 2.37 Staff are skilled at communicating their expectations to the children. Even the youngest children know the routines and what is expected of them, for example even very young children spontaneously fetch their coats before going outside. Staff respond with patience and skill to children who are just starting to communicate verbally, and they praise their achievements. For example, such children can add 'the scream' to the end of the rhyme '*Row, Row, Row Your Boat*'.
- 2.38 Daily sheets give parents detailed information about their child's day, food, sleep and nappy changes as well as an overview of activities. This enables parents to develop or reinforce learning. A comprehensive handbook and policies give parents suitable information. Regular meetings explain the curriculum and the ways parents can support and enhance learning. Parents are encouraged to ask questions and suggest ideas for further information evenings.
- 2.39 Staff promote equal opportunities and an appreciation of diversity. Classroom resources and toys are of high quality and sometimes use natural materials to develop children's appreciation of these. Their knowledge and understanding of such materials is not fully developed. The baby dolls represent diverse ethnicities and festivals from many cultures are celebrated.
- 2.40 Children are very well supported in their acquisition of language, mathematical and other skills. The high level of interaction with adults enables them to begin to identify and describe actions and feelings. They are inquisitive and explore new experiences enthusiastically. Children's learning and positive attitudes prepare them well for their next stages of learning.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- 2.41 The personal development, behaviour and welfare of children require improvement.
- 2.42 Throughout the setting children are clearly happy, secure and confident. They are confident when leaving their parents. This is because of the warm relationships between key people and children, and also because leaders and staff promote high and consistent attendance. Children focus well and demonstrate strong engagement. Staff are skilled in enabling children to gain in confidence and begin to understand how they learn. For instance, one child who was fascinated by a visitor's laptop was not discouraged from this exploration, but immediately provided with their own keyboard.
- 2.43 Adults in the setting are excellent judges of how and when to intervene to develop children's learning and independence. They respond to children's interests and respect the child's choices extremely well. When children show reluctance to try for themselves staff are persistent but thoughtful. For example, a child who was engaged but not willing to try making sounds on several pans himself eventually joined in enthusiastically after different strategies were employed. Children are able to direct their own activities, choosing to access outside areas independently.
- 2.44 Staff prepare children for transition extremely well. Children become familiar with their next room because they see the staff and children from there frequently. They become familiar and secure with other areas of the school such as the hall and the fields through regular visits.
- 2.45 Warm, secure relationships are evident throughout the setting, particularly between children and their key persons. Adults know the children extremely well and provide the emotional security that enables children to have the confidence to explore and try new experiences. Any crying is extremely rare and only lasts a short while.
- 2.46 Behaviour is excellent. The youngest children co-operate and share very well as a result of the praise that they are given for doing so. Adults use effective language with children to describe and comment on their actions and emotions, with the result that children begin to understand vocabulary related to feelings and behaviour. Children appreciate that other children have their own wishes and needs. They begin to learn to respect others and contribute to society.
- 2.47 Staff are enable children to make good choices which are respected, whether during meal times or play. Children learn to select food and eat healthily, for example because snacks provide a variety of nutritious options. During mealtimes, children are encouraged to try, but allowed to leave food if they wish. Children begin to understand why it is important to wipe their hands before eating. They happily engage in physical exercise, such as when holding onto the water table and challenging themselves to walk all the way around. Children start to learn how to keep themselves safe, including when using the computer, through the guidance offered by staff. Not all arrangements to ensure children are safeguarded are effective because some staff who come into contact with children were permitted to begin work before all the necessary checks were made. This was judged not to have a significant impact on children's safety because staff involved are always under the supervision of others.

OUTCOMES FOR CHILDREN

- 2.48 Outcomes for children are outstanding.
- 2.49 Children progress extremely well, from their different starting points. They meet and often exceed the level of development typical of their age. The youngest children understand that speech is important and can use their voices to attract attention. They can repeat phrases that an adult has modelled. They enjoy stories and songs and recognise familiar rhymes. Children can choose a favourite song by picking an animal out of the 'song bag'. They enjoy exploring out doors and can repeat pleasurable experiences such as throwing leaves into the pond. They co-operate with each other well such as when playing on the small seesaw. Children are beginning to be able to put on coats by themselves and enjoy pulling up zips. Some of the children recognise their own cup by looking at their picture. Displays show that they are beginning to be able to use paint and make marks with intent and meaning.

COMPLIANCE WITH STATUTORY REQUIREMENTS

2.50 In order to meet the requirements of the Childcare Act 2006 fully, those responsible for the registered provision must take the following action.

ACTION POINT FOR EYFS

- **The school must ensure that references are received and that checks for prohibition from the management of independent schools directions, when applicable, are completed before staff commence working in the setting [EYFS 3.7 and 3.9].**

RECOMMENDATION FOR FURTHER IMPROVEMENT

In addition to the above action points, the school is advised to make the following improvement to its provision for children in the early years:

- Further extend children's knowledge and understanding of natural materials.

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with 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 form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Steven Popper	Reporting inspector
Mr Vaughan Jelley	Accompanying inspector
Mrs Eithne Webster	Co-ordinating inspector for early years
Mrs Lorraine Johnson	Compliance team inspector (Deputy head academic, GSA school)
Mrs Caroline Pellereau	Team inspector for boarding (Former head of Lower College, GSA and HMC school)