

EDUCATIONAL QUALITY INSPECTION

CHARTERHOUSE

APRIL 2017



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SCHOOL'S DETAILS

School	Charterhouse			
DfE number	936/6041			
Registered charity number	312054			
Address	Charterhouse Godalming Surrey GU7 2DX			
Telephone number	01483 291600			
Email address	reception@charterhouse.org.uk			
Headmaster	Mr Andrew Turner			
Chair of governors	Mr Peter Norris			
Age range	13-18			
Number of pupils on roll	806			
	Boys	653	Girls	153
	Day pupils	31	Boarders	775
	Seniors	382	Sixth Form	424
Inspection dates	26 to 27 April 2017			

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

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 following their inspection 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.

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.

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 an EDUCATIONAL QUALITY inspection, reporting on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors including the chair, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel. Inspectors visited boarding houses 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

Mrs Flora Bean	Reporting inspector
Mr Roger Shaw	Team inspector (Senior master, HMC school)
Mr Paul Bate	Team inspector (Former headmaster, ISA school)
Dr Steve Bailey	Team inspector (Headmaster, IAPS school)
Mr Andrew Lee	Team inspector (Former senior master, HMC school)
Mr Adam Pettitt	Team inspector (Headmaster, HMC school)
Mrs Sandra Clemens	Team inspector (Former deputy head, GSA school)

1. BACKGROUND INFORMATION

About the school

- 1.1 Charterhouse is an independent boarding and day school for boys aged between 13 and 18 years and girls from age 16 to 18 years. It was founded near Smithfields in London in 1611, and moved to its current site near Guildford in 1872. The school has admitted girls to the sixth form since 1971. The school is a charitable company limited by guarantee, of which the governing body are the trustees.
- 1.2 Since the previous inspection, the school has opened a sixth-form boarding house. The construction of a new Chemistry building, the first phase of a project to provide new facilities for Science and Mathematics, began in January 2017. The school now offers the International Baccalaureate diploma program as an alternative sixth form curriculum. It also offers Mandarin teaching to pupils in all year groups.

What the school seeks to do

Charterhouse aims to be an academically-focused, all-round school. It seeks to stimulate independent enquiry and intellectual curiosity, to enrich spiritual awareness, to match physical fitness with a love of the arts, and to promote individuality, together with a sense of duty and commitment to friends and society.

About the pupils

- 1.3 Pupils come from a range of professional backgrounds, mostly from British families. Boarders come mainly from the South East of England and from 46 countries overseas. The School has identified 140 pupils as having special educational needs and/or disabilities (SEND), 90 of whom receive additional support. No pupil in the School has an education health and care (EHC) plan. There are six pupils who have English as an additional language (EAL) and all receive additional specialist help with English. The most able pupils' needs are met within lessons and through academic extension programmes. Nationally standardised test data provided by the school indicates that the ability range of pupils in the school is above average.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Fourth Form	Year 9
Remove	Year 10
Fifth Form	Year 11
First Year Specialists	Year 12
Second Year Specialists	Year 13

2. KEY FINDINGS

2.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils, including those with SEND and EAL, develop excellent knowledge, skills and understanding across the curriculum and achieve highly.
- Pupils' successes in external competitions, in academic distinctions and in sport, music and the creative and aesthetic arts are exceptional.
- Pupils make rapid progress.
- Pupils read widely and extensively which inspires them to achieve beyond the demands of the curriculum across a wide range of subjects.

2.2 The quality of the pupils' personal development is excellent.

- Pupils are highly-confident, self-assured independent learners who are well prepared for the next stage of their lives.
- Pupils actively support one another, recognising individual differences and needs.
- Pupils demonstrate an excellent understanding and appreciation of diversity in their community and of the individuals within it.
- Pupils' social development is outstanding. They show admiration for the achievements of others, and understand the differing needs among their peers.

Recommendation

2.3 In the context of the excellent outcomes, the school might wish to consider the following recommendation:

- Develop peer observations to ensure that all teaching is informed by the best practice, thereby enabling all pupils to maintain high levels of progress.

3. THE QUALITY OF THE PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- 3.2 The school successfully fulfils its aim to provide pupils with an all-round education that stimulates independent inquiry and intellectual curiosity. As a result, pupils' academic and other achievements are high and often exceptional. They achieve highly because senior leaders have established a firm and secure foundation for academic and extra-curricular excellence within a caring community. Academic teaching, often of the highest calibre, stimulates pupils' interest and inspires them to deepen their knowledge. Pupils demonstrate an increasingly rigorous and independent approach to academic study as they move through the school and are well prepared for the next stage of their education. In the sixth form the wide variety of subjects and range of examination boards ensure that pupils work at an academic level which suits them best. This builds confidence and promotes success. The boarding experience contributes extremely well to pupils' independence and self-determination to achieve highly. Pupils with SEN and EAL make great strides in their learning. They develop excellent skills and strategies for learning and also achieve highly. They benefit from teaching which employs strategies to meet their individual needs.
- 3.3 The following analysis uses the national data for the years 2013 to 2015. These are the most recent three years for which comparative statistics are currently available. Results at GCSE in Year 11 examinations have been well above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms. Results in A-level examinations have been above the national average for maintained schools. Results in International Baccalaureate examinations have been higher than worldwide norms. Results in Pre-U examinations have been in line with the national average.
- 3.4 Data for 2016 provided by the school show that pupils with SEND make progress that slightly exceeds that of pupils of similar age and ability in the school. Pupils with EAL perform in line with their peers and in some areas exceed them. The learning support department ensures that pupils' needs are known to teaching staff, who monitor their progress well in lessons. A number of pupils receive additional one-to-one support from trained staff. Regular liaison with staff, ensures that pupils sustain high levels of progress and know how to improve in their work. Where necessary, pupils with EAL receive specialist teaching to ensure they are enabled to access all aspects of the curriculum. More able pupils achieve exceptionally well. They are challenged to think critically and analytically in highly demanding lessons through the extended academic programme, including in the extended essay research project, and the exceptional extensive creative arts and music programmes. All pupils increasingly learn to take responsibility for their learning which contributes significantly to their success.
- 3.5 From results at GCSE and standardised measures of progress that are available, pupils make excellent progress in relation to the average for pupils of similar abilities. From the results at A-level and standardised measures of progress, sixth form pupils make excellent progress in relation to the average for pupils of similar abilities. In pre-inspection questionnaires, most parents and pupils agreed that the school provides pupils with opportunities to learn and make good progress. A very large majority of pupils agreed that most lessons were interesting and that the marking of their work helped them to improve. In the great majority of lessons observed pupils were motivated and inspired to learn. In a very small number of lessons where teaching did not focus pupils' attention wholly, progress was slower.
- 3.6 Pupils demonstrate excellent linguistic skills. They are articulate and show high levels of competency in speaking, listening, reading and writing. In English, they read a wide range of literature, poetry and drama texts. They extend their critical and analytical thinking and ability to discuss and debate. They read widely beyond the demands of the curriculum and achieve,

for example, high levels of success in the in-house course for the Charterhouse Literature Certificate. They build confidence in participating in inter-house and local debating competitions and in drama and verse speaking competitions. Pupils, including those with EAL, develop fluency in their spoken communication through the wide and varied opportunities available to them in discussions in lessons, in societies and in the boarding house competitions. Older pupils displayed increasing confidence in projecting voice, speaking with clarity and developing a sense of interplay of space and movement. They spoke Shakespeare's English clearly during drama rehearsals. In modern languages, older pupils demonstrated a wide range of relevant vocabulary and command of grammar to articulate sophisticated arguments with an excellent grasp of idiom. When learning Spanish, pupils develop excellent levels of fluency and proficiency because of the teachers' use of the target language. Results in external speaking and debating competitions include a high number of distinctions. Writing is also highly developed, as seen through the oldest pupils' incisive and sensitive response to Ted Hughes' translation of Ovid, demonstrating their ability to write coherently and persuasively. All sixth form pupils undertake the extended essay project and develop their research and writing skills very well including using their information and communication technology skills (ICT).

- 3.7 Pupils demonstrate excellent numerical and analytical skills. At the highest level, the more able pupils take part and succeed in external competitions where they solve highly complex mathematical problems and take part in Challenge competitions. Less able mathematicians demonstrated excellent numerical and algebraic skills and applied their skills to solve complicated algebraic linear equations involving negatives and fractions in lessons observed. Pupils display confidence and competence in their ability to apply mathematical and scientific knowledge across relevant curriculum subjects. In an extended project in physics, the oldest pupils successfully investigated how the initial velocity changes with respect to the mass ratio between trolleys connected by a spring. In design and technology lessons, pupils demonstrated advanced technical skills and excellent knowledge of the design history timeline.
- 3.8 Pupils exhibit excellent knowledge, skills and understanding across a wide range of subjects. Their learning develops strongly as a result of their excellent independent study and research skills. For example, the oldest pupils researched and wrote in depth and with precision about Stanislavski's rehearsal techniques. In a geography lesson, which included an earlier visit to the Olympic Park in London, younger pupils planned their project essays using key vocabulary and appropriate technical geographical terms. Pupils ask focused questions and listen attentively. They make their own notes, carefully guided by the teacher. Information and communication technology (ICT) is well used by pupils to research and extend their learning. Pupils' excellent results demonstrate highly developed independent research skills using ICT. Artwork and ceramics displayed within the school represent the high level aesthetic and creative skills of pupils of all ages, which are further developed in lessons as they experiment with different mediums and approaches.
- 3.9 Pupils' achievements in external competitions and in sport, music and the arts are exceptional. In the past year pupils have achieved distinctions and other outstanding results in Challenge competitions in mathematics, the sciences and design technology. Pupils are successful in achieving national music and academic awards to diploma level. For pupils with musical and instrumental talent they develop their expertise in an extensive range of groups, from small ensembles to the whole symphony orchestra. They sing in a range of choirs and specialist groups which enriches their musical experiences and extends their musical knowledge. Pupils extend their artistic skills further in drama or art and related arts such as ceramics, sculpture and design. They take part in Aritfex, the annual arts festival which raises money for particular charities each year. They attend an innumerable number of interesting societies, often led by

senior pupils and with an array of invited prestigious speakers. Pupils' highly developed physical skills are demonstrated in an extensive range of sports. Individual pupils achieve notable success and representative honours in an extensive range of sports from swimming and cricket to lacrosse, water polo and cross-country running. Pupils succeed in achieving regularly commended entries in Erasmus, university essay prize competitions, and success in speaking competitions. Many achieve the Duke of Edinburgh's Award scheme gold and silver awards, and those in the Combined Cadet Force (CCF) have succeeded well in the Exmoor 30:30 challenge as well as in other CCF activities and camps.

- 3.10 School records show that, over the last three years, almost all pupils who chose to apply gained university places, with the majority achieving their first choice. Others who sought to pursue music or art have gained places at music conservatoires or at drama school or art college.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 Pupils make an excellent contribution to their school community. They build exceptionally strong relationships and friendships through their boarding houses. They support each other fully in their academic work and in team games, showing excellent levels of sportsmanship and team spirit. They rehearse together well for their drama devised pieces and house plays. They prepare thoroughly as teams for competitions and support one another with enthusiasm and commitment when working towards examinations and life beyond Charterhouse so that the school's aims are fulfilled.
- 4.3 Pupils of all ages and abilities develop high levels of self-confidence, are self-reflective and able to express a frank but sophisticated awareness of their strengths and weaknesses. They show strong resilience in the face of academic and extra-curricular challenge. Older pupils learn to prioritise their time well. They balance academic work and extra-curricular commitments together with a leadership role in school, ably supported and guided by senior house staff and tutors. For example, sixth form pupils may support younger pupils as peer mentors, take a leading role as a house monitor or lead a society for which they have a particular passion. Pupils with SEND understand that their learning can be more challenging. Encouraged by tutors, they demonstrate a determined approach and perform at a similar level to their peers. Pupils gradually learn to adapt to new situations with ease and resilience. In discussion with inspectors, pupils said that as well as having the support of their tutors and house staff, they expect to take responsibility for their own learning. In this way pupils develop tenacity and a sense of purpose, making the most of the extensive array of opportunities available to them.
- 4.4 Many pupils show a mature awareness of the philosophical and spiritual aspects of life. They care for one another in the positive times and in the rarer times when they need support. Pupils demonstrate an exceptional aesthetic and cultural consciousness. They appreciate the non-material aspects of life, expressed in their art and music and in the opportunities provided in chapel and in the small groups who meet to discuss the spiritual aspects of life. Pupils discuss and deepen their understanding of life and its complexities through literature and drama, history and philosophy, theology and the work of the chaplaincy. They extend their spiritual awareness through the mysteries and imaginings of playwrights and poets, biblical scholars and those of other faiths. They are invited to speculate and create their own world view, to reflect upon themselves and their place in the world.
- 4.5 The moral development of pupils is excellent. They learn to take full responsibility for their own behaviour in lessons where, for example, younger pupils discussed crime and punishment to explore the rule of law and how to abide by it. Pupils are polite, courteous and respectful of one another and of the adults who care for them. Relationships between pupils and staff are excellent. Boarding plays a significant role in establishing a supportive community where pupils' mutual respect and tolerance are the norm. Pupils acknowledge and respect the systems of rules in place for their safety. They know and acknowledge right from wrong and help one another to develop as mature and well-balanced moral citizens.
- 4.6 Pupils contribute exceptionally well to their boarding houses and to the school. They actively support one another, recognising individual differences and needs. Older pupils take on leadership conscientiously, contributing to their preparation for later life as responsible citizens. Senior pupils take on roles as peer mentors or as monitors in their house, and support younger pupils extremely well in their duties. Pupils learn life skills by participating in the Duke of Edinburgh Award scheme and the CCF where pupils from the school act as mentors to children with special needs. At all ages, pupils take on roles of responsibility in inter-house competitions, in teams and societies. Within their boarding house and when representing the

school, pupils display excellent team spirit, strong sportsmanship and an ability to enjoy success or failure in a game and applaud the winners.

- 4.7 Pupils show a high level of commitment to pupil-initiated house projects, an excellent example of which is the refugee project set up to raise money for those in need. Pupils engage regularly in charitable and service activities. Pupils are aware of their social responsibility and as a result they work together as a boarding house to support house projects. For example, in a cross-cultural and environmental project, Cadets recently planted trees on the school site as part of the centenary of the First World War to remember former pupils of the school. Termly charities, and new House Charities Programme allow pupils to choose which causes they support, including for example, a recent project set up to raise money for autism. Pupils visit a number of local residential homes regularly where charity concerts are given each year. Art scholars recently visited the subjects for a private view of portraits celebrating local people with disabilities. School council and house committees provide opportunities for pupils to have a voice and to help lead in their school or house.
- 4.8 Pupils appreciate their own and others' cultures, and demonstrate unstinted tolerance and respect towards those from different backgrounds and traditions. They celebrate all members of the school community regardless of background, race or belief. Boarding houses have international pupils representing 46 countries worldwide. Pupils appreciate the insight into different cultures and the experiences that this diversity brings. They share cultural experiences, broadening their horizons and delight in a world which has opened their eyes to the experiences of others and a world beyond their immediate experience.
- 4.9 Pupils lead active and healthy lives at school. They participate and take advantage of the numerous opportunities for sport and exercise. They know the importance of a healthy diet. This is because healthy eating has been promoted in the school in personal, social and health education (PSHE) lessons and in lectures from visiting speakers. Almost all pupils who responded to the questionnaire said that they understood how to keep safe on-line. Regular PSHE lessons with tutors and in-house discussions ensure that pupils have a clear understanding of how to stay safe and to keep each other safe.
- 4.10 Pupils mature into independent and self-motivated pupils over the course of their time at school and are extremely well prepared, not only for the next stage of their lives, but also to contribute to society at large. A very large majority of parents who responded to the questionnaire agreed that the school promotes an environment which successfully enriches and supports their children's personal development.