



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report  
For Schools with Residential Provision**

**Royal Russell School**

**September 2022**

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## School's Details

<b>School</b>	Royal Russell School			
<b>DfE number</b>	306/6009			
<b>Registered charity number</b>	271907			
<b>Address</b>	Royal Russell School Coombe Lane Croydon Surrey CR9 5BX			
<b>Telephone number</b>	0208 657 4433			
<b>Email address</b>	reception@royalrussell.co.uk			
<b>Headmaster</b>	Mr Chris Hutchinson			
<b>Chair of governors</b>	Mr Andrew Merriman			
<b>Age range</b>	3 to 19			
<b>Number of pupils on roll</b>	1182			
	<b>Day pupils</b>	999	<b>Boarders</b>	183
	<b>EYFS</b>	60	<b>Juniors</b>	246
	<b>Seniors</b>	610	<b>Sixth Form</b>	266
<b>Inspection dates</b>	27 to 29 September 2022			

## 1. Background Information

### About the school

- 1.1 Royal Russell School is an independent co-educational day and boarding school. It was founded in 1853 and moved to its current parkland site in Croydon in 1924. The school is a charity whose patron, until shortly before the inspection, was Her Majesty the Queen. It is overseen and governed by the Russell School Trust.
- 1.2 The school has three sections, the Early Years Foundation Stage, the junior school and the senior school. They are located in distinct buildings and share some facilities.
- 1.3 There are four boarding houses; two for male pupils, and two for female pupils with an additional boarding annex currently used for male pupils. Pupils board from the age of 11.
- 1.4 Since the previous inspection, the school has added boarding and day accommodation providing additional learning and community spaces, science laboratories, a health and wellbeing centre, a forest school area and additional classrooms in both the junior and senior sections of the school.

### What the school seeks to do

- 1.5 The school aims to provide an outstanding academic education and to nurture pupils' intellectual and personal development. It sets out to help every member of its community strive for their vision of success and to take a wider view of what their personal ambitions are. It seeks to help each pupil to understand who they are and who they might strive to be. It aspires to be the family school of choice, one which embraces and supports the community and appreciates its diversity, inclusivity and international connections.

### About the pupils

- 1.6 Boarders come from 27 countries and day pupils are drawn largely from local professional and business families and reflect the social and cultural mix of the surrounding area. Nationally standardised test data provided by the school indicate the ability profile of pupils is above average. The school has identified 183 pupils as having special educational needs and/or disabilities such as dyslexia and other learning, emotional and physical disabilities, 13 of whom receive additional specialist help. Two pupils have an education, health and care plan. English is an additional language for 180 pupils, 71 of whom receive additional support for their English. The school has identified 253 pupils who are the most able, and their needs are met through the curriculum and supported by an enrichment programme.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase pupil numbers from 1,150 to 1,250.

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 standards 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 the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 GCSE and A-level results in the years 2019 to 2021 confirm that teaching enables pupils in the senior school to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], 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 3, 5–12, 15, 16 and 20 are met.**

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

- 2.12 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.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 and 23 are met.**

## **PART 6 – Provision of information**

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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.
- 2.17 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

- 2.18 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.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

### 3. Recommendation with regard to material change request

#### Summary of findings

- 3.1 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures. They have a suitable knowledge of the thresholds for reporting potential issues and allegations of sexual harassment. Staff are aware of who to go to if they have a concern or receive a disclosure and also that they can make a direct referral to children's services if necessary. They take appropriate action when necessary. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.2 The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. Records show that testing of electrical, water and other utilities is regularly undertaken. Staff are trained effectively in health and safety and deal promptly and appropriately with accidents if they occur, including through the reporting of serious accidents. Systematic records ensure trends are identified and steps taken to mitigate recurrence of any health and safety issues. There are appropriate assessments of risk for in-school activities, school visits, and for the needs of individual pupils both while in school and in the surrounding area, and appropriate action is taken to mitigate risks identified. The school has a fire risk (prevention) policy which includes the elimination or reduction of risks from dangerous substances. A fire risk assessment of all buildings has been undertaken by a suitably qualified person. Fire procedures are understood by, and training provided for, staff. Termly fire drills are carried out and recorded. Pupils are appropriately supervised by qualified and trained staff. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.3 All the required checks on staff and governors are carried out and completed before they take up their posts. Contractors send the school up-to-date information on checks they have undertaken on their employees, and the school makes appropriate further checks on arrival. The school maintains correctly an accurate single central register of appointments which includes the dates on which all checks have been completed. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.4 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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 good for the needs of all boarders, and safeguards and promotes their welfare. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers.
- 3.5 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 3.6 In the concurrent focused compliance inspection, all standards were met.



## **Recommendation**

- 3.7 It is recommended that the material change request submitted to the Department for Education be approved.

## 4. Educational Quality Inspection

### Preface

The **EDUCATIONAL QUALITY** inspection reports 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

### Key findings

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

- Pupils make strong progress over their time in the school.
- Pupils are excellent communicators.
- Pupils' information and communication technology (ICT) skills are extremely highly developed.
- Pupils demonstrate excellent attitudes to learning.
- Pupils' ownership of their learning is sometimes limited in the junior school and a small minority of senior pupils are less engaged than others in lessons.

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

- Pupils' development of their self-knowledge and confidence is excellent.
- Pupils' social development and collaboration skills are well-developed.
- Pupils' behaviour is excellent, and they show respect towards others in the school community.
- Pupils in the senior school feel their voices are not always heard and suitably responded to. They appreciate the diversity of their school but feel strongly about a lack of consistent understanding about diversity issues.
- Pupils understand about staying safe and know who to turn to if they are concerned.

### Recommendations

4.3 The school is advised to make the following improvements.

- Enable all pupils to develop independent learning skills.
- Enable all pupils to have confidence that their voices have been heard.
- Enable all pupils to have confidence that all aspects of diversity in their community are embraced, understood and respected.

### The quality of the pupils' academic and other achievements

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

4.5 Pupils demonstrate excellent levels of academic achievement as a result of the undoubted commitment of senior leaders and teachers to ensure all pupils achieve their potential in externally

standardised tests and public examinations. Pupils with SEND and EAL attain equally good grades, often from considerably lower starting points. Most pupils gain entry to their first-choice universities to study a wide range of subjects. Pupils make strong progress over their time in the school. Well-managed tracking, monitoring and intervention systems contribute to value being added to pupils' progress and academic outcomes. Pupils with SEND and EAL achieve excellent levels of progress and the most able pupils' results demonstrate appropriate stretch and challenge throughout the curriculum.

- 4.6 Pupils' attainment at A level in 2022 was strong, with four-fifths of results achieving the top three grades and one-third of results achieving an A\* or A, and top grades in the BTEC sport, media and business diplomas. All pupils studying Chinese, Russian, drama, history, media studies and religious studies gained A\* to B grades. This high level of attainment is roughly in line with the centre and teacher-assessed results in 2020 and 2021 when four-fifths of results were achieved at one of the top three grades and nearly a quarter at A\*. In 2022, nearly three-fifths of GCSE results were at the highest three grades, and in 2020 and 2021, in the centre and teacher-assessed assessments, over a half and two-thirds of results were graded at these high levels respectively. Data analysed show that almost all pupils achieve higher GCSE grades than expected for their ability on entry. This represents good progress in their knowledge, skills and understanding as they move through the school. The performance of boarders is equally as strong as that of their day school peers. This high level of attainment is a consequence of an aspirational learning environment enhanced by excellent teaching in well-resourced accommodation, fulfilling the school's ambitious aims. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching, including any online provision, enables their children to make progress. Most pupils who responded to the questionnaire feel their teachers are supportive, know their subjects well, and know how to help them learn. A small minority of senior school pupils do not feel that most lessons are interesting.
- 4.7 Pupils' knowledge, skills and understanding across different areas of learning are excellent. They draw upon previous learning and can, when given opportunities to do so, demonstrate success in applying this to problem-solving exercises. For example, pupils in Year 1 were able to name shapes up to ten sides and apply words such as 'vertices', 'regular', 'irregular' and 'polygon' to their thinking. Pupils are enthusiastic about acquiring new knowledge and are skilled in their application of techniques and methods. For example, in a further mathematics lesson, senior pupils used quadratic discriminants from an equation formed from circle and line equations to show how or if they crossed. In psychology, pupils in Year 12 demonstrated excellent knowledge of biological terms to be used in an essay to address relevant skills. Comprehensive curriculum planning by senior and subject leaders ensures pupils develop an appropriate range of skills across the academic curriculum, successfully drawing cross-curricular links, where appropriate, to enhance the pupils' learning experience, for example a thematic approach in Years 1 and 2.
- 4.8 Pupils' communication skills are excellent. They speak fluently and confidently. For example, EYFS children confidently use mathematical language to describe 3D shapes. Pupils' speaking skills continue to thrive, and the resulting high levels of confidence and expertise with which they handle the annual model United Nations conference, the series of pupil-led Russell Talks, and assemblies and chapel services, is evident throughout. Pupils' listening skills are excellent from the earliest age. For example, pupils in the junior school discussed the importance of school rules and rules in the wider society. They were able to debate highly successfully. This skill is one which continues to develop, and senior pupils listen respectfully, for example in wellbeing, English, politics and drama lessons. In the junior school, pupils' writing skills are good, and these develop considerably as pupils move through the school. Less able pupils are well-supported to develop these basic skills. Senior pupils' written work is well-presented and well-organised. They are increasingly aware of how to improve the quality of their writing, supported by regular, personalised, high-quality verbal feedback from their teachers.
- 4.9 Pupils' numeracy skills are extremely well-developed. Pupils demonstrate a passion for mathematical thinking and engage enthusiastically in its application both in mathematics lessons and throughout

the curriculum. For example, pupils in Year 5 took learning risks to find the answers to mathematical problems and could passionately describe why they had made particular choices about cubed numbers. In geography, pupils in Year 8 represented multiple data sets in a star diagram display about the environment, and pupils in Year 13 completed complex calculations in a mathematics and physics private study session.

- 4.10 Pupils' ICT skills are extremely highly developed. Junior school pupils demonstrate their understanding that a tablet can be used to research topics and to enhance their learning in a range of subjects. Pupils in Year 1 develop their touch-typing skills and those in Year 5 use ICT successfully to research light and dark in a science lesson. Pupils have personal devices from Year 5, and this approach leads to an adept and instinctive method of organising their work and recording and completing homework. Pupils in Year 13 used ICT effectively to research in a politics lesson, engage with a languages quiz and save their work on the school's intranet. Pupils with SEND use ICT highly effectively to enhance their access to the curriculum. For example, when pupils in Year 5 articulated book characters' personality traits, SEND pupils used their tablets to access, edit and listen to the text.
- 4.11 Pupils demonstrate high levels of focus, self-discipline and basic study skills in lessons. However, some pupils in Years 7 to 9 lack focus. When pace and challenge are matched with high expectations, pupils respond well in lessons, actively and productively engaging with the learning material and tasks. For example, pupils in Year 10 confidently drew together key points from a range of sources to explain the rise of Hitler in Nazi Germany, and pupils in Year 13 analysed the progress that has been made through feminism and assessed how it has advantaged or disadvantaged men. When given the opportunity to utilise them, senior pupils' higher-order thinking skills, such as analysis, hypothesis and synthesis, become extremely well-developed. For example, pupils in Year 12 successfully considered their ideas about establishing a hairdressing business. They independently analysed potential business models, and hypothesised their target market, potential pricing structure, staffing and operating times. However, in a small minority of lessons where the pace and progress of lessons is over-reliant on the direction of the teacher, the development of these skills is less effective.
- 4.12 Pupils enjoy a wide range of activities beyond the classroom. From an early age, pupils build their confidence in a range of drama opportunities in lessons and assemblies. Drama productions start in the junior school and culminate in major presentations such as *Beauty and the Beast* involving a cast and crew of over 100 senior pupils in the school theatre. Pupils utilise their musical skills in a range of performances in school including soirees and formal concerts. Many are successful in nationally assessed music exams, often achieving the two higher grades. From Year 3, pupils enthusiastically participate in games which provide opportunities for both competitive and friendly fixtures. They enjoy considerable success on the football pitch and the netball court with several final and semi-final achievements in recent years as well as elite, academy and contractual relationships with professional clubs. Pupils' football skills are further stretched to a very high standard in the school development squad. For four decades, senior pupils have led the annual Royal Russell international model United Nations conference, and current pupils demonstrate their mature grasp of global affairs, leadership and event planning. The pupil-led media coverage of this global event demonstrates pupils' outstanding collaborative leadership skills. Many pupils enjoy personal and academic success through the school's encouragement to develop their interest and talent in a range of regional and national competitions and events. For example, mathematics challenges, science and linguistics Olympiads, and creative writing and problem-solving competitions. In response to the questionnaire, the vast majority of parents feel that the school provides a suitable range of extra-curricular activities, and most boarders feel they get an appropriate mix of free time and activities during boarding time.
- 4.13 Pupils' attitudes to learning are excellent. Younger children concentrate very well in lessons, showing consideration for others in discussions and respect for their teachers. Pupils are encouraged to learn from their mistakes and to see them as valuable learning opportunities. At their best, pupils' attitudes enable them to work highly effectively together and take responsibility for their learning. For example, pupils in Year 2 engage with their peers and teachers in a positive manner, starting their tasks without

the need for overt teacher direction. In Spanish in Year 7, keen and enthusiastic pupils asked focused and pertinent questions about the meaning and gender of 'Hermanos' when reading a text. Pupils in Year 8 demonstrated a highly positive approach in science, ensuring the safety of themselves and others was paramount, and pupils in Year 9 demonstrated excellent attitudes to learning when studying World War 1 poetry, working positively with pace to plan and perform a tableau based on a single line from a poem. However, a lack of opportunities in a small number of lessons across the junior and middle sections of the school, limits greater development of leadership of learning for some pupils.

## **The quality of the pupils' personal development**

- 4.14 The quality of the pupils' personal development is excellent.
- 4.15 Pupils' development of their self-knowledge and confidence is excellent. Pupils are generally purposeful and effective when managing their own learning and outcomes. They accept that failure is a positive aspect of learning and, in doing so, develop a keen sense of self-awareness and resilience. The Russell Powers support pupils to develop this resilience through explicit examples of the qualities expected of a good learner. From the earliest age, children in the Nursery display confidence when selecting activities. They persevere when mixing colours and make judgements about what they like and don't like. Pupils in Year 9 reflected deeply about their own identities and knowledge of self through a series of lessons resulting in the creation of clothing and essays. Junior school pupils feel well-prepared for their next steps when entering the senior school. Senior pupils are self-assured and talk about their experiences in a thoughtful, measured and balanced manner, demonstrating confidence about the direction in which they wish to travel next. Pupils in Year 13 have their post-school plans well in hand as a result of the excellent support they receive from their tutors and the careers programme.
- 4.16 Pupils respond positively when given opportunities to make decisions in their learning. For example, junior school pupils enjoy the opportunity to choose their level of challenge in mathematics. Pupils feel they are helped to make choices that lead to a balanced lifestyle; limiting screen time, being physically active and making healthy food choices, understanding the impact these choices can have on their academic and co-curricular performance after lunch. As a result of the well-designed classrooms, excellent resources and teachers' expertise and support, pupils feel safe to make their own important decisions about the next stages of their lives and, as a result of sensitive support from teachers, they are aware of the consequences of these decisions. When organising their own extra-curricular programmes, Pupils in Year 11 make choices which enhance their personal development. For example, pupils decided to join model United Nations in order to develop their public speaking skills. Boarders understand the importance of balancing their work with activities, ensuring their academic progress does not suffer as a result of over-commitment. Junior pupils feel the pupil parliament is useful and successfully brings about changes, for example introducing a 5mph speed limit around school and removing a plank that the pupils felt was dangerous. Whilst well-defined mechanisms are in place to enable the voices of older pupils to be heard, in response to the questionnaire, and in discussions with pupils, a small minority of pupils feel that the channels in place, to help them effect change, are ineffective and that outcomes can be unclear.
- 4.17 Pupils' spiritual awareness is well-developed as a result of a wide range of opportunities to appreciate the non-material aspects of life. For example, when asked what the creation story tells them, pupils in Year 2 demonstrated early signs of inference by stating, 'God created the world and all the beautiful things in it, but he will be upset if we don't look after it.' Pupils in Year 9 clearly considered the issues and emotions surrounding their subject when designing the beautiful and moving holocaust memorial plaque displayed in the reception area. Junior school pupils displayed a sense of awe and wonder when they happily played African instruments in a music lesson. In art lessons, pupil express their pleasure of creativity stating, 'We love doing this as we are all really creative and it all comes from the heart.' Surrounded by many different nationalities, pupils demonstrate an appreciation and

understanding of the spiritual aspects of cultures and religions different from their own. They think deeply about current issues affecting those nations, such as the war in Ukraine, about which some spoke with empathy and sound knowledge. Pupils appreciate the spiritual opportunities which arise from chapel services, speaking fondly of a service marking the death of Queen Elizabeth II, the school's former patron.

- 4.18 Behaviour is generally excellent, and pupils show respect towards others in the school community, acknowledging the high expectations set by teachers and senior leaders. Pupils accept responsibility for their own behaviour and for the systems of rewards and sanctions. Care for others is embedded from the start, and children in the EYFS understand the need to be considerate to one another, taking turns and treating each other well. In developing their moral compasses, pupils use the Russell Powers of reflection and collaboration to underpin their behaviour. Pupils in Year 1 gave excellent examples of generosity and kindness, and spontaneously demonstrated this by including other pupils in their carpet talk. In a PSHE lesson in Year 5, pupils demonstrated a mature grasp of how society is managed, identifying which laws were being broken when watching a video about a riot. There is a consistently high standard of conduct around the school. The overwhelming majority of parents who responded to the questionnaire agreed that the school actively promotes good behaviour and that their children learn in a safe environment. In their response to the questionnaire, a small minority of pupils did not agree with the statement that pupils are kind and respect each other or that the school treats them fairly.
- 4.19 The youngest children show high levels of social collaboration and respect for each other. Nursery children develop their ability to manage disputes with their peers and are encouraged to make compromises. When tasked to play challenging rhythms on instruments, pupils in Year 5 demonstrated excellent collaborative skills, and pupils in Year 9 were happy, purposeful and enthusiastic as they worked effectively together to build and dismantle a tower made of different materials. Throughout the school, pupils work well together regardless of age and ability. They form productive relationships and work towards common goals. For example, pupils' involvement in the preparation for Royal Russell Day and pupil leadership of sports teams demonstrate maturity and collegiality. Most parents feel that the school equips their children with a team working ethos, collaborative and research skills they need in later life. All parents of boarders feel that the boarding experience helps their children's progress and supports their personal development.
- 4.20 Pupils' contribution to others, the school and wider community is excellent. In the junior school, pupils enjoy positions of responsibility, relishing these opportunities to contribute to their community. For example, pupils' active involvement in the pupil parliament prepares them for later opportunities to contribute to the senior school council. Senior pupils are aware of the need to be good role models to their younger peers. For example, a pupil wellbeing group supports younger pupils' understanding of positive mental health, and EAL ambassadors encourage and support younger pupils. Pupils feel that the prefect system in the senior school enables them to make a positive impact on the lives of others. For example, sixth-form pupils are trained in safeguarding measures and contribute to the safe environment in which they all live. Pupils are keen to contribute further to the school community through taking part in sports fixtures, drama and musical events, model United Nations, and a wide range of school- and pupil-led extra-curricular activities. Pupils lead house and school charity initiatives and communicate with charities to understand the impact of their efforts, for example, the local food bank.
- 4.21 Pupils show respect for each other, their own cultures and those of others. Their cultural awareness is developed through the curriculum and pupils enjoy celebrating festivals from the major world faiths in assemblies and chapel. Pupils proudly initiate discussions and presentations around a number of diversity issues through the PSHE programme. Pupils mix extremely comfortably with each other in their interactions around school. Senior pupils' enthusiasm for, and support of, the inclusion and diversity group, Russell Rainbow, is evident in its aim to make the school a more collaborative and inclusive environment for everyone. Pupils are highly cognisant of the 44 nationalities represented in

the pupil body as well as the broad nature of their races, religions, sexuality and neurodiversity. Whilst they interact with each other positively, pupils spoke of the continued need to challenge prejudice as ambassadors of diversity, further developing the whole community's understanding of people's differences to avoid racism, sexism and diversity ignorance.

- 4.22 Pupils understand about staying safe and know who to turn to if they are concerned. They spoke positively about the role that PSHE and assemblies play in raising their awareness of online safety. Pupils in Year 11 discussed risk-taking and demonstrated their understanding of those related to road safety and alcohol consumption. Pupils understand the importance of being physically healthy, and they value the opportunities they have in school and beyond to participate in team and individual sports and activities. They appreciate the value of healthy eating, as seen in a wellbeing session in Year 7, and they use the school council and food committee to communicate their ideas about school menus and other aspects of school life to enable them to be healthy and safe. Pupils are aware of the benefits of positive mental health. Discussion is encouraged from an early age and mindfulness sessions encourage pupils of all ages to reach a healthy balance. Pupils in Year 7 spoke clearly about the importance of a good home routine to include enough sleep and some 'me time'.

## 5. Inspection Evidence

5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration session. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Alexander Mitchell	Reporting inspector
Mr Christopher Emmott	Additional Inspector (Retired executive head, ISA)
Mr Adrian Deller	Compliance team inspector (Senior deputy head, HMC school)
Mrs Louise North	Team inspector for boarding (Principal, HMC school)
Mr Jonathan Shaw	Team inspector for boarding (Head, HMC school)
Mr Alan Cooper	Team inspector (Former senior teacher, HMC school)
Mrs Diane Durrant	Team inspector (Former deputy head, SHMIS)
Mr Graham Letley	Team inspector (Senior deputy head, HMC school)
Mrs Annie McNeile	Team Inspector (Head of pre-prep, IAPS)