



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
WELLINGTON COLLEGE**

# INDEPENDENT SCHOOLS INSPECTORATE

## Wellington College

Full Name of School	<b>Wellington College</b>	
DfE Number	<b>867/6001</b>	
Registered Charity Number	<b>309030</b>	
Address	<b>Wellington College Crowthorne Berkshire RG45 7PU</b>	
Telephone Number	<b>01344 444000</b>	
Fax Number	<b>01344 444002</b>	
Email Address	<b>info@wellingtoncollege.org.uk</b>	
The Master	<b>Dr Anthony Seldon</b>	
Chairman of Governors	<b>Sir Michael Rake</b>	
Age Range	<b>13 to 18</b>	
Total Number of Pupils	<b>1049</b>	
Gender of Pupils	<b>Mixed (637 boys; 412 girls)</b>	
Numbers by Age	12 – 18:	<b>1049</b>
Number of Day Pupils	Total:	<b>216</b>
Number of Boarders	Total:	<b>833</b>
	Full: <b>833</b>	Weekly: <b>0</b>
Inspection Dates	<b>11 Mar 2014 to 14 Mar 2014</b>	

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in April 2008.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions, chapel and an assembly. Inspectors visited all the boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mr Adrian Underwood	Reporting Inspector
Mrs Marie Bush	Team Inspector (Deputy Headmistress, GSA school)
Mr Stephen Fox	Team Inspector (Deputy Head, HMC school)
Dr Haydn Griffiths	Team Inspector (Deputy Head, HMC school)
Mr Stephen Holroyd	Team Inspector (Head of Department, HMC school)
Mrs Kathryn Macaulay	Team Inspector (Deputy Head, GSA school)
Miss Helen Johnson	Team Inspector (Former Director of University Admissions, HMC school)
Mr John Parsonage	Team Inspector (Former Head of Department, HMC school)
Mr Nicholas Plater	Team Inspector (Deputy Head, HMC school)
Mr Martin Reader	Team Inspector (Headmaster, HMC school)
Mr Roderick Spencer	Team Inspector (Former Senior Master, HMC school)
Mr Andrew Ward	Team Inspector (Head of Sixth Form, HMC school)
Dr Michael Yates	Team Inspector (Head of Faculty, HMC school)
Mrs Pamela Leech	Co-ordinating Inspector for Boarding
Mrs Jean Gray	Team Inspector for Boarding (Former Senior Teacher, HMC school)
Mr George Walsh	Team Inspector for Boarding (Housemaster, The Society of Heads school)

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 THE SUCCESS OF THE SCHOOL</b>	<b>3</b>
<b>(a) Main findings</b>	<b>3</b>
<b>(b) Action points</b>	<b>4</b>
(i) Compliance with regulatory requirements	4
(ii) Recommendation for further improvement	4
<b>3 THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS</b>	<b>5</b>
(a) The quality of the pupils' achievements and learning	5
(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)	6
(c) The contribution of teaching	7
<b>4 THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT</b>	<b>9</b>
(a) The spiritual, moral, social and cultural development of the pupils	9
(b) The contribution of arrangements for pastoral care	10
(c) The contribution of arrangements for welfare, health and safety	10
(d) The quality of boarding	11
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
(a) The quality of governance	14
(b) The quality of leadership and management, including links with parents, carers and guardians	14

## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Wellington College is a Christian foundation, remaining open to and respectful of pupils from all religious faiths. Its values are based on a commitment to leadership, service and an international outlook. The school aims to provide a transformative experience, developing to the full each of the pupils' 'Eight Aptitudes', including their intellectual, artistic, sporting, spiritual and social intelligences, while seeking to ensure that each grows to understand that serving and caring for others bring the highest rewards in life.
- 1.2 The school opened in 1859 as a memorial to the first Duke of Wellington to educate the orphans of serving officers, an aim that continues to be supported by the school's foundation. The school is a company formed by Royal Charter in 1853. The Queen is the school's Visitor. The governing body is responsible for the well-being of the school. Since the previous inspection the school has completed building projects including the modern foreign languages centre, the Monro Pavilion, the Mallinson library and the Mandarin Centre. In September 2008 the International Baccalaureate Diploma (IB) was started, followed by the IB Middle Years Programme (MYP) in 2009. The Wellington College Academy was opened in 2009. Wellington College became a Teaching School in 2013.
- 1.3 The school caters for pupils between the ages of 13 and 18 and is located in Crowthorne, Berkshire, about 30 miles west of London. At the time of the inspection there were 1049 pupils in the school, of whom 484 were in the sixth form and 833 were boarders. Pupils are from a range of economic backgrounds and most day pupils come from a radius of fifteen miles. The 124 boarders from overseas come from a range of countries, including Germany, Italy and China. Ten pupils come from families with a services background.
- 1.4 The school has eighteen houses, of which sixteen are boarding houses and two are houses specifically for day pupils. Ten boarding houses are for boys and six are for girls. In 2013/14, two houses, Apsley for girls and Hardinge for boys, are specifically for boarding pupils in Years 12 and 13; all others have boarders in Years 9 to 13. In September 2014 Apsley will change to become a house for boarders in Years 9 to 13. Each house is run by a housemaster or housemistress supported by a team of academic and pastoral staff. Boarding is under the overall supervision of the deputy pastoral.
- 1.5 The average ability of pupils in Years 9 to 11 is above the national average with around a third of pupils having well above average ability, and few having ability that is less than above average. The average ability of pupils in the sixth form is above the national average for sixth-form education, with a wider spread of abilities than in Years 9 to 11. Fifty-three pupils have English as an additional language (EAL), of whom twelve receive support. No pupil has a statement of special educational needs. Of the 161 pupils who have been identified as having special educational needs and/or disabilities (SEND), 113 receive specialist help with their learning.

- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

School	NC name
3 <sup>rd</sup> Form	Year 9
4 <sup>th</sup> Form	Year 10
5 <sup>th</sup> Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 Wellington College is extremely successful in meeting its aims. The pupils' achievements and learning are excellent. Excellent results in national and international examinations and high progress in relation to the average for pupils of similar abilities are complemented by exceptional levels of achievement in a wide range of co-curricular activities. Pupils respond well to an excellent and innovative curriculum. Pupils are active and independent learners, using their high level of information and communication technology (ICT) skills for evaluating each other's work and for research and academic enquiry. A hallmark of their learning is their discursive skills, which they use to challenge each other to reach higher levels of understanding.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. Pupils are very confident, reflected in the way they engage with each other and with adults. They grasp enthusiastically the opportunities for social and cultural development through their activities with the Wellington Academy and through the school's many international links. Pupils palpably enjoy exploring the spiritual dimensions of their lives and the moral dilemmas of society. The pupils are supported by excellent pastoral care and the excellent arrangements for safeguarding, welfare, health and safety. The excellent pastoral support is centred on the houses, where both boarders and day pupils feel valued as individuals. The quality of boarding and its contribution to boarders' personal development is excellent. Those pupils who responded to the pre-inspection questionnaire were very positive about the quality of their education and the academic and pastoral care.
- 2.3 The school's marked progress since the previous inspection has been supported by excellent governance and leadership and management. High standards of human and physical resources are priorities for the governors, as is their commitment to excellent new buildings such as the modern foreign languages centre and the Mandarin Centre. Through their committees and personal engagement with all facets of school life, governors confirm their commitment to the school and its future. The excellence of leadership and management is apparent at all levels. Its strength stems from its collegiate style, openness of debate and from engaging with pupils in managing the daily life of the school and planning for its future. Middle management at department and house levels is notably strong and this is echoed in the strength of pupil leadership. The two recommendations of the previous inspection have been robustly addressed and teaching and assessment are now strengths of the school. The school has benefited in recent years from a culture of innovation which has significantly raised the sights of pupils and teachers. These educational initiatives, however, are at a stage where they have yet to be fully embedded.



## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2010.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2013.

### **(ii) Recommendation for further improvement**

- 2.6 The school is advised to make the following improvement.
1. Firmly embed the educational initiatives of the past few years.

### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

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

- 3.1 The quality of pupils' achievement and learning is excellent.
- 3.2 Pupils across the age range, including those with SEND, EAL and the particularly able are very well educated in accordance with the school's aim to give pupils an inspiring academic experience which is pupil-centred and stimulating.
- 3.3 Standards of achievement have improved since the last inspection. Pupils have excellent subject knowledge, are highly articulate, write fluently and are good readers and listeners. They research ably and consider evidence and re-evaluate where necessary. Pupils argue cogently and persuasively and apply new knowledge or skills rapidly. They apply scientific and mathematical skills and concepts with confidence. Pupils are creative and show a developed aesthetic appreciation in drama, art and music. They show exceptional levels of physical skill across a wide range of sports, athletic disciplines and co-curricular activities.
- 3.4 Pupils of all abilities draw on different learning methods and strong study skills with confidence. Their personalised learning is overseen by academic tutors and tracked through a detailed system which monitors individual attainment against baseline data. The academically strongest are encouraged to enter national research and essay-based competitions and produce work of the highest award-winning quality.
- 3.5 Excellent academic standards are matched by exceptional levels of achievement in the co-curriculum, including sport and the creative and performing arts. The school encourages pupils to aim for sporting, cultural and service excellence, and they value the equal emphasis placed by the school on success beyond the classroom. In sport they routinely succeed at county, regional and national level and the school currently boasts twenty-eight national representatives. Many excel in instrumental music exams; others are just as adept in the use of music technology. Pupils' standards in drama are equally high. Active involvement in the Combined Cadet Force (CCF), the Duke of Edinburgh's Award and the many volunteering schemes means that the school's aims to foster leadership and service are well met.
- 3.6 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been excellent in relation to the national average for pupils in maintained schools. They are above the average for pupils in maintained selective schools. Results in IGCSE have been higher than worldwide averages, and biology and history are higher than the UK average. Results at A level have been excellent in relation to the national average for maintained schools and above the national average for maintained selective schools. In 2011 girls' results were exceptional in relation to the average for maintained schools. Results in the IB have been exceptional in relation to the worldwide average, and above the UK average. Results at all levels showed further improvement in 2013. These results, together with the pupils' work and achievement in lessons, indicate that pupils make progress that is high in relation to pupils of similar ability, including those with SEND or EAL. Pupils consistently gain places at universities in the UK and the USA that have high entry requirements.
- 3.7 The excellent achievement by pupils with EAL and SEND and the particularly able reflects the success of the close monitoring of individualised learning plans by the

SEND department and tutors. These pupils' excellent achievement for their ability was observed in lessons and confirmed by the analysis of results from the tracking data.

- 3.8 Pupils' attitudes to learning are excellent. They have a tremendous thirst for knowledge, have strong research skills, using ICT as a matter of course, and enjoy independent study. They work well, both individually and collaboratively, and willingly help and support each other in their learning. They reason logically, drawing parallels and making connections in their learning, and understand the need to support arguments with hard evidence. Their work is efficiently organised, well presented and of significant volume. Pupils take responsibility for their own learning, ask pertinent questions, thrive on intellectual challenge and persevere in the face of any difficulty.

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

- 3.9 The contribution of curricular and co-curricular activities is excellent.
- 3.10 Both these areas of provision support the aims of the school to provide an education which is pupil-centred and stimulating and to develop the full range of every pupil's inherent aptitudes: linguistic, logical, personal, social, cultural, physical, moral and spiritual. The curriculum effectively promotes the acquisition of good skills in literacy and numeracy and provides ample opportunity to participate in creative, aesthetic and physical activities, both within the curriculum and the extensive co-curricular programme. The Year 9 curriculum is broad and well-balanced and draws on the 'supercurriculum', a programme of enrichment which includes lectures on history of art, philosophy and astronomy.
- 3.11 A distinctive feature of the school is the choice of pathways it offers in both Years 10 and 11 between a programme of GCSE and IGCSE courses or the IB MYP and in the sixth form with a choice between A levels and the IB Diploma. The school offers an extensive and ever-widening range of subjects in both programmes, including Mandarin throughout the school. The supercurriculum, including lectures, many by national figures, complements these programmes.
- 3.12 The innovative curriculum is kept under continuous review, as with the well-being programme for personal development, which is well established but is being reassessed with pupils' inputs. The school's commitment to service is being further reinforced by embedding this across the curriculum. Pupils' use of ICT is central to the school's developing digital strategy, seen clearly in the e-learning facilities within the library with its ultra-modern facilities and an old-fashioned reverence for learning. Use of ICT in lessons is widespread, with pupils confidently using powerful industry-standard software applications in art and robotics programming in design and technology and sophisticated peer review communication tools in English.
- 3.13 Pupils with SEND or EAL are well supported, both within and outside the normal timetable. SEND pupils have individual education plans and clear information is provided to staff. Opportunities for academic enrichment and 'stretch' outside the standard curriculum for particularly able pupils are many and varied. Pupils confirm that they benefit from excellent advice on careers and higher education.
- 3.14 Pupils are passionate about their experiences and proud of what they achieve in the co-curricular programme. An example of this during the inspection was the annual CCF inspection, where pupils demonstrated skill, discipline, collaborative working and pride. The co-curricular programme has some notable features. Each

September pupils attend the College Carnival, a showcase of stalls representing each activity, and then choose activities in conjunction with their tutor. At the end of each term pupils make a self-assessment of the impact of their activities against the Eight Aptitudes. Complementing the curriculum, the supercurriculum and the activities programme give pupils a truly universal educational experience.

- 3.15 Links with the wider community are outstandingly strong. Along with a host of smaller undertakings, there are more than twenty major enterprises directly involving pupils of the school in life outside, often with people far less fortunate than themselves. These include pupils working with the Wellington Academy, the Round Square Project, the community drama project Brightside Youth Theatre and the Back to School Boxes campaign, giving new school uniforms to deprived children in the local area. Pupils on the Physically Handicapped & Able Bodied (PHAB) project look after children in care in the summer holidays. Pupils have really taken this project to their hearts and say they get as much out of it as they put in. Charitable giving is large and varied. The pupils are particularly proud that they raise a significant sum each year to keep the local Crowthorne minibus running for elderly residents.

### **3.(c) The contribution of teaching**

- 3.16 The quality of teaching is excellent.
- 3.17 Teaching is effective in supporting the aims of the school to engage, excite and challenge all pupils. A recommendation of the previous inspection was to raise the overall quality of teaching to that of the best, and teaching is now a strength. The school has moved to sixty-minute lessons and teachers' careful planning ensures that this new format supports more challenging learning. In the vast majority of lessons, the contribution of teaching is good or excellent and successfully promotes outstanding achievement and learning. In the very best lessons the teaching is inspirational. The school is committed to developing the Harkness style of teaching. This is a USA model of round-the-table discussion where the teacher is a facilitator and the pupils own their learning. This was exemplified in a geography lesson where pupils used prior research to debate climate change. A small minority of lessons observed was not so successful because they were too teacher-led. Relationships between staff and pupils are outstanding. In the pre-inspection questionnaire, pupils were very positive about the support they received from their teachers and their encouragement of pupils to be independent learners.
- 3.18 Academic staff display excellent subject knowledge and, in many cases, passion for their teaching. Skilful, open-ended questioning enables development of discussion, with well-judged interventions to stimulate further learning. A hallmark of the school is the prevalence of ICT in lessons, which is used by pupils to respond to each other's ideas online, thereby creating permanent records of class debate. This raises group work to a higher level. Marking is excellent. In almost all subjects a large volume of work is set, which is regularly marked with constructive comments written to aid pupils' understanding. In some instances the teacher writes more than the pupil. Target grades are set using standardised testing and progress tests are frequent. A sophisticated tracking system clearly identifies any academic concerns, which are acted upon by tutors and housemasters and housemistresses. Several departments utilise an assessment tracker that records marks and peer comments, encouraging pupils to reflect on their work.

- 3.19 Teachers understand pupils' needs very well. In lessons, the support for SEND or particularly able pupils is provided by differentiation and group work. The support offered outside the classroom to those pupils with SEND is excellent and particularly able pupils are challenged by extension work and external competitions. EAL pupils were seen to have no problems with language in the classroom and, at times, demonstrated remarkable use of subject terminology.
- 3.20 Teachers are committed to embedding digital technology. In mathematics, contact time in class has been increased by 'flipping classrooms', a system whereby teachers upload solutions to past examination questions, so that pupils can work at their own pace, focusing in class only on those problems where they have encountered difficulties. The e-library resources are extensively used by pupils for reading e-books and research projects, such as the Extended Project Qualification and the IB Diploma Programme Theory of Knowledge course and extended essay.
- 3.21 Continuing professional development (CPD) provision is identified from either the professional development review of academic staff or the results of staff research projects. Attendance at weekly in-house CPD sessions, led by staff sharing good practice, is high. Wellington College is the hub in a thirteen-member Teaching School Partnership. CPD sessions are streamed across the network and subject leader experts from Wellington contribute to this teaching initiative.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The spiritual, moral, social and cultural experience of the pupils is excellent.
- 4.2 The school fulfils its aim that pupils should develop a sense of responsibility and service, with a clear moral compass, underpinned by the core values and the Eight Aptitudes.
- 4.3 The pupils develop an excellent sense of spiritual awareness. The ethos of the community allows pupils to grow into extremely confident and articulate young adults who possess a strong sense of who they are and what they believe. For example, Year 13 pupils talked succinctly about their specific subject journeys and their understanding of phenomenological existence. Pupils develop a strong sense of personal worth and self-esteem. They are reflective, emotionally mature and sensitive to the non-material aspects of school life. Pupils confirmed that they value assemblies and chapel services in which all faiths are recognised and valued. They engage with representatives of the Roman Catholic, Jewish and Baha'i faiths and develop meditation techniques from regular sessions with a Buddhist monk. Pupils said how much they valued the 'stillness' sessions as opportunities for reflection.
- 4.4 Pupils' moral development is excellent. They have a clear understanding of right and wrong, which is evident in the way in which they support each other and behave around the school. They articulate that the school's core values are the basis for their moral compass. Pupils explore moral and ethical issues through the innovative well-being programme and are perceptive in their consideration of lifestyle choices on topics such as e-safety, healthy eating and risk-taking. Year 10 pupils in a MYP lesson gave confident presentations on capital punishment and on gender issues.
- 4.5 Pupils demonstrate excellent social development. They are polite and courteous, showing respect for their peers and teachers, and are at ease with adults. Throughout the school they are active members of the community and assume roles of responsibility at many levels. Service underpins the ethos of the school, exemplified in the weekly community work sessions. Service of Leadership, the Junior Social Apprentice, the Festival of Leadership, Global Service Leaders and the leadership training of the Year 9 pupils by Year 12 are all practical examples of the service and leadership ethos of the school. Pupils develop an awareness of political and economic issues such as the impact of globalization and population change. Pupils appreciate the circumstances of those less fortunate than themselves. Significant fundraising takes place throughout the school. In addition to charities supported by boarding houses, examples of fundraising include the Year 9 Building Futures programme. In their responses to the pupils' questionnaire a small minority of pupils felt that they were given insufficient opportunity to take on roles of responsibility. Through interviews with staff and pupils, inspectors found a wide range of opportunities through which pupils can undertake responsibilities.
- 4.6 The cultural awareness of the pupils is particularly strong. They learn about different faiths and cultures through the curriculum and co-curricular activities. Cross-curricular immersion opportunities to study culture and diversity include visits to countries such as China and Nepal. Pupils from abroad commented that they had been welcomed and fully integrated into the school community. Pupils enjoy visits to the theatre, galleries and concerts, which enhance their appreciation of their own

and other cultures. Pupils confirm that, whether artists or not, their cultural register is informed by the stunning art displays throughout the school.

- 4.7 Pupils attain an excellent standard of personal development by the time they leave the school. Asked if there was a 'Wellington experience', Year 13 pupils replied 'Yes – doing everything well'.

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

- 4.8 The school's arrangements for pastoral care are excellent.
- 4.9 The pastoral structure is highly effective in providing support and guidance in accordance with the school's aim to put the pupil at the heart of every decision. The school provides multi-layered opportunities for pastoral engagement, including the innovative well-being course. The house system is at the core of pastoral provision, with housemasters and housemistresses and tutors providing excellent individual support. Further accessible support and advice are provided by the counselling service, the chaplaincy and the health centre. Pupils know to whom they can turn if they have personal difficulties. Through this robust pastoral care structure, information is monitored and shared effectively and appropriately.
- 4.10 Relationships between staff and pupils and amongst pupils are excellent. Based on mutual respect, these positive relationships underpin the strong community spirit within houses and the school as a whole. The excellent quality and variety of food encourage healthy eating and fully meets the needs of busy pupils and staff. The extensive range of opportunities for physical activity also contributes significantly to pupils' healthy living.
- 4.11 The school promotes very high standards of behaviour. Senior pupils contribute to the guidance on behaviour by redrafting the Honour Code each year, and every pupil in the school endorses this code. Any disciplinary matters, including the rare incidences of bullying and harassment, are dealt with appropriately. An innovative system of Restorative Justice is also used effectively in disciplinary issues. In response to the pre-inspection questionnaire, a small minority of pupils indicated that the school did not apply rewards and sanctions fairly. This concern was not, however, borne out by the findings of the inspection team in interviews with pupils.
- 4.12 The school has a suitable access plan for meeting the educational access needs of SEND pupils. The school attaches great importance to listening to and being responsive to pupils' views and suggestions. In response to the pre-inspection questionnaire, a small minority of pupils said that the school did not seek or respond to their views and suggestions effectively. Inspection evidence did not support these concerns, as pupils take advantage of a wide range of formal and informal opportunities for consultation. Through regular pupil feedback, including internal surveys, the college council, a range of committees and direct access to the Master, the pupil voice is strong.

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

- 4.13 The school's arrangements for welfare, health and safety are excellent.
- 4.14 The school has developed robust and well-implemented systems to safeguard pupils' welfare. Risk management is a priority and the risk assessments underpin pupils' safety in all areas but do not prevent pupils from enjoying challenging activities. The school's sophisticated monitoring of security linked to its fire

prevention procedures and regular fire drills protects pupils, who report that they feel safe in the school. The governing body monitors health and safety issues termly through a governor with a special responsibility for this area.

- 4.15 Registration of pupils is carefully carried out and recorded and the school has effective procedures for following up any unexpected absences. The school's electronic admission register is correctly maintained and is backed up and stored appropriately. An excellent medical centre supports both boarders and day pupils who are ill or injured. The first-aid policy is effective in practice and includes good provision for specialist areas such as sport and the CCF.
- 4.16 All members of staff are trained appropriately in child protection, and safe recruitment guidance is carefully followed. The school's arrangements for safeguarding and the school's policy and procedures have regard to official guidance. Appropriate records of child protection issues are kept and are fully detailed, including recording links with external agencies as necessary. The identification of, and provision for, those who require extra learning or personal support are excellent.

#### **4.(d) The quality of boarding**

- 4.17 The quality of boarding education is excellent.
- 4.18 The outcomes for boarders are excellent. Boarders are proud of their school and of their boarding houses. They thrive in the caring environment and develop into polite, articulate young people with a keen appreciation of the five core values of kindness, courage, responsibility, integrity and respect. Boarders feel individually valued and supported and enjoy relaxed and positive relationships with staff and contemporaries. They are confident and self-reliant, demonstrating integrity and purpose in their friendships and in leadership roles. They are able to influence their boarding experience through house meetings, food committees, and the college council and by the easy and informal communication with the staff looking after them. Boarders socialise well with each other and appreciate the family feeling created by house communities of older and younger pupils. They are very loyal to their own house but also value the friendships they make across the whole boarding community. Overseas boarders feel welcomed and are quickly integrated into the life of their house. Boarders are able to participate fully in house life as prefects and mentors or by taking part in the range of inter-house competitions. Many contribute by establishing rotas for tidying, cooking special meals for each other or by producing artwork and photographs which are displayed in the houses. Boarders are encouraged to be fit and healthy. They are able to use the excellent sports facilities of the school and relish the wide range of activities available to them. Behaviour in the houses is exemplary and helps to nurture the pervading atmosphere of mutual trust and respect.
- 4.19 The quality of boarding provision and care is excellent. Houses are welcoming, comfortable and well maintained. Each house has several well-stocked kitchens, often for different year groups. The laundry provision is generous. Houses have excellent recreational facilities with attractively arranged common rooms and small house libraries. Houses have dedicated areas with work consoles and computers and most bedrooms are equipped with modern study desks. Many boarders personalise their areas with posters and photographs. Boarders have lockable spaces and house staff are happy to look after any valuables. Small purchases may be made from local shops and many boarders replenish their supplies on weekend



visits home. Houses have plenty of bathrooms, showers and toilets with good supplies of hot water. A very small minority of boarders responding to the pupil questionnaire, felt that drinking water and snacks were not always available outside meal times. In discussions with boarders and staff and through general observation, inspectors found that correctly labelled drinking water and snacks are readily available. In addition to the organised house visits and trips, an extensive programme offers boarders a wide choice of activities. Quieter weekend programmes allow boarders space to unwind and relax and boarders feel that they have sufficient self-directed time. Boarders keep in touch with parents through email, ICT systems and mobile phones.

- 4.20 New boarders benefit from a thorough and thoughtful induction programme of activities and support with opportunities for parents to participate in the initial welcome. Mentors continue to offer encouragement and advice throughout the first weeks. House notice boards display an excellent range of useful information, including contact details for outside agencies, and boarders are fully aware of the wide range of adults to whom they can turn for advice and guidance. The school's pastoral team, including senior leaders, nursing staff and the chaplain, provides additional pastoral support with regular house visits. Boarders have access to confidential counselling. An independent listener provides a further opportunity for boarders to speak to an adult in addition to house and academic staff.
- 4.21 The health centre is pleasant and welcoming with excellent facilities for sick boarders. Qualified nursing staff provide 24-hour care. Individual nurses assigned to each house offer additional advice and support for matrons. Doctors visit regularly and there are dedicated rooms where boarders may receive treatment from the visiting physiotherapist, consult a psychiatrist or speak with a counsellor. All medication is correctly and appropriately stored and dispensed with parental consent in place. Records are rigorously maintained with excellent procedures for communication between the health centre and the boarding houses. Arrangements for self-medication are robust and the confidentiality and rights of boarders are scrupulously maintained. A few boarders, in responding to the questionnaire, were unhappy with the catering provision but inspectors found the food to be of a high quality, nutritious and plentiful and with a wide choice available. Excellent provision is made for those with special dietary, cultural and religious needs.
- 4.22 The arrangements for the welfare and safeguarding of boarders are excellent. Boarders feel safe in their houses and around the campus and say they are very well cared for. The school's safeguarding arrangements are thorough and are supported by a comprehensive policy. The anti-bullying policy is robust and effective, and this is reflected in the atmosphere of trust and respect which characterises each house. Highly dedicated staff work hard to promote excellent relationships within the boarding community and boarders have confidence that their concerns will be taken seriously and dealt with properly.
- 4.23 Excellent systems for signing in and out enable staff to be aware of boarders' whereabouts. Resident staff are available at night and may be easily contacted should boarders need assistance. The missing boarder policy is clear and understood by all staff. Appropriate risk assessments are in place and regular fire drills take place in boarding time. Fire logs are thoroughly maintained and up-to-date. Fire zones, extinguishers and emergency lighting are regularly checked and centrally recorded. Effective procedures enable staff and parents to communicate clearly, promoting the safety and welfare of boarders.

- 4.24 The leadership and management of boarding are excellent and strongly support the pastoral aims of the school to make 'the house the centre of a pupil's life'. While each boarding house retains its individual character, management systems ensure parity of provision and a consistently high quality of care for all boarders. Boarding staff are extremely well supported by senior managers and meet regularly to ensure that changes and developments are all boarder-centred. Staff benefit from regular appraisal and from the exceptionally generous professional training programme and external visits, sharing good practice through frequent residential meetings. The boarding staff feel supported by the strong sense of working as a united team. The cohesive tutorial system further enhances the provision for boarders, and communication between pastoral and academic staff is highly effective in helping boarders to fulfil their potential at all levels. There are clear priorities for development and the rolling refurbishment programme fully addresses the recommendation in the previous boarding report to ensure high standards of boarding accommodation across all houses. Policies and procedures are constantly reviewed and updated. A clear complaints policy is available to parents and boarders. Parents responding to the questionnaire expressed themselves as highly satisfied with the provision and care their children receive. An overwhelming number of boarders echoed this sentiment.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The governance of the school is excellent.
- 5.2 The school's aims and values are strongly supported by a committed board of governors which believes strongly in consultative processes, and the next phase of the school's development plan is indicative of how governors listen to staff, pupils and parents as they map out Wellington's future direction. Since the previous inspection, the governors have overseen an extensive building programme, including new facilities for languages and research. They have been equally committed to academic standards and their development with the introduction of the IB MYP and DP.
- 5.3 The governing body has developed structures to ensure that it is well informed about the school and that it has the necessary expertise to guide the school's development. The advisory board works closely with the chairman to monitor progress, not only of the school but of the foundation, including the Wellington Academy and the two Wellington Colleges in China. Another group of governors uses its expertise to monitor specific areas of the school, such as health and safety, boarding and safeguarding. The school is well known by the governing body through personal contact, reports and staff presentations.
- 5.4 The governors and the senior leadership team work very effectively together, the governors offering support and challenge to the senior leaders. In relation to statutory requirements, the governors review policies regularly and the full governing body conducts an annual review of child protection procedures. Governors take part in the child protection training programme.
- 5.5 It is clear that the success of the school is the result of a collegiate vision and practical action by all involved in the school's life, but it is equally clear that, in partnership with the Master, the governing body gives a very strong lead in achieving this success.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.7 Senior leaders, under the clear direction of the Master, provide an educational vision which is strongly articulated and permeates the entire community. This vision is evident within recent developments to facilities such as the Mallinson Library, aesthetics such as the inspiring Princes' Quad and investments in Harkness-style teaching. Accessible, trusting leadership sets high expectations and inspires loyalty from pupils and staff. An outstanding support team enables the teaching and boarding staff to fulfil the school's aims very successfully.
- 5.8 Leadership and management roles have been thoughtfully structured to review performance and implement change across a large school. Strong lines of communication and frequent, purposeful meetings give a sharp focus to the needs of individuals within the community. This is a hallmark of the school, contributing

strongly to the excellent personal development of the pupils and reflecting the pupil-centred commitment of staff.

- 5.9 Leadership at all levels is consultative and collegiate. Reflection and self-evaluation are strong characteristics, providing the stimulus for detailed development plans for each area of the school, with clear targets and timescales set for achievement and agreed persons responsible for implementation. Plans are reviewed dynamically ensuring highly appropriate decision-making. Leaders provide outstanding role models for pupils who are encouraged to share in the future development of the school in order to enhance their own leadership skills.
- 5.10 Management by housemasters and housemistresses, heads of year and heads of department is highly effective. Responsibilities are clearly defined and middle managers have operational authority to sustain continuous improvement. In partnership with senior leaders, they have been highly successful in meeting the school's aim to improve academic standards, encourage a thirst for knowledge and to ensure children and staff are flourishing in line with the ethos of the school expressed through the Eight Aptitudes. Following the last inspection, significant improvements have been made to the management and monitoring of assessment and reporting. Rigorous tracking, careful scrutiny of academic performance, and innovative peer and self-assessment methods have been implemented and this area is now a strength of the school.
- 5.11 Initiative is encouraged at all levels. Strengthening partnerships with the Wellington Academy and the maintained sector through the Teaching School Partnership, the IB MYP and DP, the Mandarin and Confucius Centre, a new digital strategy, e-library facilities and action research projects with universities make Wellington College distinctively innovative. However, senior leaders are aware that time is now required to refine and fully embed these initiatives.
- 5.12 Staff are highly motivated by the support they receive from management at all levels and considerable emphasis is placed on continuing and tailored professional development and the sharing of best practice. Professional dialogue centred on teaching and learning is a priority for staff. Procedures for the suitable recruitment of staff, governors and volunteers are robust. Staff are suitably trained for their roles in meeting the needs of all pupils' welfare and health and safety. The management of safeguarding is strong.
- 5.13 The school provides a wide range of high-quality information for parents of prospective and current pupils. This is effectively disseminated through the website including the dynamic newsfeed, the parent portal, social networks and a wide variety of digital and paper publications. The innovative use of new media, as demonstrated by WTV (Wellington TV), enriches parental communication, providing a detailed insight into the life of the pupils at the school.
- 5.14 Information and advice for new parents joining the school are thorough and thoughtful. Current parents appreciate the ease with which they can effectively communicate with pastoral and academic staff. Throughout the key stages of the pupil's life at the school parents are invited to a range of information and consultation events. Parents are fully involved in decisions relating to the education of their child. The parents value the clear information provided on a daily and weekly basis through the Master's letters and the *Week Ahead* bulletin.
- 5.15 Parents enjoy the events offered to them through membership of the Wellington College Association. A rich and successful programme providing opportunity for

excellent parental engagement with the school has been created by the association. The parents are encouraged by the school to be fully involved in events and other aspects of its work. Overseas parents are invited to tea with the Master during the settling-in process. Communication between overseas parents, admissions and pastoral staff is effective and informative.

- 5.16 The school provides a strong framework for regular parental communication through parents' evenings, interim and written reports. The online parent portal provides them with personal access to frequent, detailed and informative reports on the learning, achievement and progress of their child as well as rewards, timetable and other information.
- 5.17 In their responses to the pre-inspection questionnaire parents were overwhelmingly positive about the quality of the school, the school information and its communication processes. The pre-inspection questionnaire results show the parents agree that the school handles concerns very well. The parents' forum meets twice a year enabling parents to debate key issues with the school. The complaints policy is clear and effective. The school handles any issue appropriately in accordance with this policy.

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