



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

BRIGHTON COLLEGE

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Brighton College

The preparatory and pre-preparatory schools were inspected at the same time and separate reports published.

Full Name of School	Brighton College
DfE Number	846/6008
Registered Charity Number	307061
Address	Brighton College Eastern Road Brighton East Sussex BN2 0AL
Telephone Number	01273 704200
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Email Address	seniorsch@brightoncollege.net
Head	Mr Richard Cairns
Chair of Governors	Professor Lord Skidelsky
Age Range	11 to 18
Total Number of Pupils	1080
Gender of Pupils	Mixed (658 boys; 422 girls)
Number of Day Pupils	Total: 735
Number of Boarders	Total: 345 Full: 135 Weekly: 210
Inspection Dates	21 April 2015 to 24 April 2015

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous full ISI inspection was in February 2011. Boarding welfare was inspected by ISI in November 2012.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

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

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

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

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **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 chair and two other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Timothy Holgate	Reporting Inspector
Mr Andrew Chicken	Team Inspector (Headmaster, HMC school)
Mrs Sandra Clements	Team Inspector (Former Deputy Head, GSA school)
Mr John Coleman	Team Inspector (Head of Department, HMC school)
Mr Andrew Gillespie	Team Inspector (Director of Studies, Society of Heads school)
Mrs Fiona McGill	Team Inspector (Former Deputy Head, GSA school)
Mr John Parsonage	Team Inspector (Former Head of Department, HMC school)
Mr John Pearson	Team Inspector (Director of Studies, HMC school)
Dr Stephanie Thomas	Team Inspector (Former Head of Department, HMC school)
Mr John Tolputt	Team Inspector (Former Headmaster, HMC school)
Mr Karl Wilding	Team Inspector (Deputy Head, HMC school)
Mrs Carol Evans	Co-ordinating Inspector for Boarding
Mrs Kate McCarey	Team Inspector for Boarding (Former Assistant Head, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Brighton College, founded in 1845 as the first public school in Sussex, occupies its original six-acre site close to the seafront. Originally for boys, the school admitted girls into the sixth form in 1973 and throughout the school from 1988. The school is a charitable company whose trustees act as the school's governors and have proprietorial responsibility. Brighton College includes a preparatory and pre-preparatory school on an adjacent site, with a common board of governors. The school also operates two other preparatory schools elsewhere in Sussex, has co-founded a maintained sector academy in London and has opened two schools in the United Arab Emirates. Since the previous full inspection, Brighton College has purchased a former school site to rehouse its pre-preparatory school, thus releasing space and resources to refurbish boarding houses and to develop and build teaching accommodation and a new boarding house, as well as installing wireless internet provision across campus, including in all houses.
- 1.2 The school aims to produce well-educated, tolerant and intellectually curious men and women who are ready to take a full, active and positive role in the life of the country and of the wider world. It seeks to promote: a love of learning for its own sake; an awareness and appreciation of the spiritual dimension in pupils' lives; an enthusiasm for school life beyond the classroom; a respect for difference in others; a recognition that the efforts and achievements of every individual in the community are valued equally; an awareness of the needs of others; and a firm belief that pupils can make a difference, locally and globally.
- 1.3 The school provides education for 1080 pupils, 422 girls and 658 boys, between the ages of 11 and 18, of whom over 400 are in the sixth form, and 345 are full or weekly boarders. It has identified 156 pupils with special educational needs and/or disabilities (SEND), of whom 56 receive specific support for their learning needs. Two pupils have statements of special educational needs. Day pupils come from professional and business families in Sussex and neighbouring counties. Most are white British but the school's population reflects a broad ethnic mix. Around one in three boarders comes from overseas, particularly Eastern Europe and Hong Kong. The school has 121 pupils with English as an additional language (EAL), of whom 56 are provided with additional specialist language support. Pupils take a range of standardised aptitude and ability tests at different stages throughout the school. These indicate that the ability profile is above the national average and, increasingly, well above.
- 1.4 National Curriculum (NC) 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 equivalence are shown in the following table.

School	NC name
Lower Third	Year 7
Upper Third	Year 8
Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Throughout the age range, pupils are exceptionally well educated in line with the school's ambitious aims. The school is highly successful in preparing pupils for public examinations, as well as developing their breadth of knowledge and stimulating independent and enquiring minds. In this way, it has responded effectively to the recommendation of the previous inspection. Pupils show unusually high levels of knowledge, understanding and academic skills, appropriate to their age and ability. Results at GCSE and A level over recent years have been exceptional, and above the national average for maintained selective schools. Pupils enjoy significant success in activities and events beyond the classroom. Pupils, including those with SEND or EAL, make a high rate of progress over time. These achievements are enhanced by the broad, challenging and innovative curriculum and by the excellent teaching, which stimulates creativity, logical thinking and intellectual effort. Pupils of all ages show outstanding attitudes to their work and study. They are keen to think independently, and gain and use new knowledge well. They enjoy and benefit greatly from collaborative approaches to their learning.
- 2.2 Pupils of all ages show very high levels of spiritual, moral, social and cultural awareness and development. They are reflective, thoughtful and well behaved, possess a strong sense of right and wrong, and are conscious of the importance of social justice. They have a strong appreciation of tolerance, embrace diversity and recognise the significance of core British values. In this, they are supported by the strong levels of pastoral care and guidance they receive, and by the warm and respectful relationships that abound in the school community. Excellent arrangements to safeguard and promote the pupils' welfare ensure their health, safety and well-being. Welfare records are thoroughly kept, although their usefulness in identifying significant trends in detail is sometimes limited by the lack of central access or by duplication. Boarding provides an excellent experience for pupils living away from home, and the strong community spirit in the houses provides a bedrock of support and encouragement for them to succeed in all they do. The school has responded appropriately to the previous inspection recommendation to improve communication between boarders and catering staff.
- 2.3 Strong governance ensures that the school's core values and sense of purpose are maintained and high standards achieved. Governors provide very effective oversight and challenge for the school and its leaders. Excellent school leadership and management enable the pupils' academic and pastoral needs to be paramount and ensure that a strong sense of purpose and commitment to excellence is sustained. The school maintains an excellent partnership with its parents, who demonstrate their strong support for its life and work.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school meets all the requirements of the Independent School Standards Regulations 2014.
- 2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendation for further improvement

- 2.6 The school is advised to make the following improvement.
1. Ensure that access to welfare records always permits rigorous monitoring and identification of patterns and trends.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of the pupils' achievement and learning is exceptional.
- 3.2 In line with the school's ambitious aims, pupils are well educated, tolerant and intellectually curious, and demonstrate a love of learning for its own sake. The school is highly successful in developing pupils' breadth of knowledge and stimulating independent and enquiring minds, as well as preparing them for public examinations, thus addressing the recommendation of the previous inspection. Boys and girls alike show unusually high levels of knowledge, understanding and academic skills, appropriate to their age and ability. Pupils exhibit wide general knowledge in the subjects they study, much of it gained through their initiative and interest in developing the topics presented to them. Younger pupils demonstrated a passion for understanding the speed of receding galaxies after the 'Big Bang', and sixth-form pupils made a detailed analysis of dystopian literature. The pupils' communication and writing skills are very strong. They are highly literate and articulate, and show high levels of competence in numeracy and information and communication technology (ICT): these skills are used well in a wide range of subjects. Pupils use and develop strong logical thinking and analytical ability. They can reason well; they look for patterns in the information presented to them, make hypotheses and draw appropriate conclusions. Pupils demonstrate strong physical, creative and performance skills.
- 3.3 Pupils achieve high levels of success in academic, sporting, creative and performing areas and in a wide range of extra-curricular activities. This increases their confidence, and develops their initiative and independence. They achieve success both individually and as part of a team. Many pupils, particularly the more able, achieve notable success in national awards and competitions in the sciences, mathematics, engineering, and design and technology, including reaching an international final in Vietnam. Pupils achieve at a high level in many essay competitions organised by different universities. They perform with distinction in regional and national competitions in a range of sports, particularly netball, rugby and cricket for both girls and boys, and in music, dance and public speaking. Achievement in drama and the performing arts is strong. The pupils' stamina and initiative are well in evidence in the Combined Cadet Force and The Duke of Edinburgh's Award. Those leaving school after Year 13 have a consistently strong track record in gaining places at highly competitive universities and on demanding courses.
- 3.4 The following analysis uses the national data for 2011 to 2013, the most recent three-year period for which comparative statistics are currently available. Results in GCSE examinations have been exceptional, and above the national average for maintained selective schools. Since 2012, well over 90 per cent of grades awarded were at A* or A. International GCSE results have been higher than worldwide and UK averages. At A level, results have also been exceptional, and well above the national average for maintained selective schools. Since 2012, over 75 per cent of grades were at A* or A. These levels of attainment, and standardised measures of progress that are available, indicate that pupils make progress that is high in relation to the average for pupils of similar abilities. Those with SEND or EAL respond well to the strong specialist support they receive and make equally good progress as their peers of similar ability. This is demonstrated by their performance in lessons and public examinations, and the improvement in their written work and communication

skills. The most able pupils perform with distinction and make excellent progress. This is shown by, amongst other things, the sophistication of their logical arguments, the initiative they show in their research and preparation for lessons, and their ability to maintain and sustain independent thinking and intellectual endeavour.

- 3.5 Pupils of all ages show outstanding attitudes to their work and study. They are keen to think independently, and gain and use new knowledge creatively. They relish the opportunity to widen the scope of class discussions, often contributing innovative and unusual suggestions that stimulate interest and imaginative thinking. Pupils enjoy and benefit greatly from collaborative approaches to their learning. They challenge each other intellectually and, frequently, their teachers as well.

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

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

3.7 The academic curriculum is highly effective in its coverage of all the requisite areas of learning and fulfils very well the school's main curricular aim to give a broad and balanced education that instils a love of learning in all pupils. It makes a highly successful contribution to the pupils' achievements and is appropriate for all ages, abilities and needs, including those with SEND or EAL. Under a comprehensive curriculum policy and plan, pupils study an extremely wide range of subjects to GCSE, with options being brought in for Years 10 and 11. Twenty-seven A-level subjects and the Extended Project Qualification are available in the sixth form. All pupils have twice-weekly games lessons lasting up to three hours. The well-planned personal, social, health and economic education (PSHEE) programme, which includes careers education, is usually delivered by a suspension of the timetable for half or whole days. Topics are covered by external speakers and followed up by tutors and through morning assemblies. Innovative curricular provision includes the 'Story of our Land' (SOOL), incorporating British history, geography, and religious studies, which is now well established in Years 7 and 8. Mandarin is studied by all in Years 7 to 9. Courses in presentation and research skills are offered in Year 9 which enable the development of pupils' strong skills in these areas. Year 12 pupils undertake a course in entrepreneurship as well as one period of study each week of 'Our Island Story', a shortened version of SOOL. Such provision enables the effective promotion of British values.

3.8 Provision for pupils with SEND or EAL is excellent. Specialist teaching and appropriate planning address their needs well. The most able and those with particular gifts and talents receive outstanding support and challenge. Academic provision goes far beyond examination requirements and involves different academic extension activities and participation in suitably challenging intellectual events and competitions.

3.9 Special weeks are set aside throughout the year to promote a particular theme. Many pupils participate in weekly community service, and all pupils take part in the annual 'Make a Difference Day', involving over 50 activities in the local community. The school has a partnership with an international charity in Sri Lanka which provides additional opportunities for pupils to volunteer each year. A wide range of educational visits, both local and further afield, greatly enhances the curricular provision.

3.10 The provision for careers education is excellent. Close collaboration between different departments of the school ensures that all pupils' needs are catered for.

Careers aptitude tests are provided and the results of these are analysed, leading to the deployment of relevant visiting speakers on careers days. The provision also includes opportunities for work experience, extensive preparation for higher education, managing personal finance and preparation for the world of work.

- 3.11 The curriculum is enriched by an extensive range of high quality extra-curricular activities. Pupils participate enthusiastically and in high numbers. Lunchtime activities, such as the Town Crier competition and a mummers play, including morris dancing, coincided with the celebration of St George's Day. A carousel of activities is organised which leads to timetabled after-school activities. These included, during the inspection, a group practising for a dancing competition, the swing band rehearsing for a European jazz festival and a pupil-run debate on English nationalism. Sport is very well provided for and is popular. Rugby, in particular, is well supported. Although not compulsory, most boys are encouraged to play for their house or school. Most departments have their own academic clubs and societies, which are often organised by the pupils. The school maintains very strong musical and dramatic traditions, and extensive use is made of off-site facilities and venues.

3.(c) The contribution of teaching

- 3.12 The contribution of teaching is excellent.
- 3.13 Teaching makes a very significant contribution to the pupils' exceptional achievement, and enables the school successfully to meet its aims. Teaching fosters interest in academic study and frequently inspires pupils to produce work of extremely high quality. Teachers are highly committed and display excellent subject knowledge, which they impart with great enthusiasm. Teaching sets very high expectations. It creates an informal but purposeful atmosphere in which pupils are encouraged to be active learners by contributing freely and exercising their imaginations.
- 3.14 Lessons are very effectively planned and executed at a brisk pace. Teaching deploys a wide range of strategies to promote learning. For example, excellent use is made of question and answer techniques to draw out the pupils' ideas, and lively discussions are common. Almost all teaching provides a wide range and variety of well-planned and interesting tasks; these engage the pupils fully and are frequently thought provoking and challenging. In a small amount of teaching, the pace is slower and pupils are not encouraged to contribute and think independently; this results in progress that is less marked.
- 3.15 Teaching effectively promotes the development of creative, reasoning and thinking skills of a high order. Pupils are encouraged to develop their independent learning skills through research and by exploring areas beyond those studied in lessons. For example, pupils were challenged to 'invent' a new chemical element, and undertake research on possible tourist destinations in Mandarin. Excellent use of group exercises enhances the pupils' collaborative skills; this was seen to good effect when older pupils discussed a Spanish film together with imagination and creativity.
- 3.16 Teaching is greatly enhanced by a wide range of resources, including music and video clips. Confident use is made of ICT and the virtual learning environment, for example by incorporating online contact with an aid worker in Africa. Good use is made of mobile telephones and other devices. Teaching is further enhanced by the library, which is widely used by pupils and contains a broad range of resources.

- 3.17 Teachers know their pupils very well and ensure that teaching techniques and methods cater fully for the different needs and learning styles of pupils of all ages and abilities. Pupils with SEND or EAL receive excellent support in class, in addition to that provided by the specialist departments, and more able pupils are stretched by extension tasks and more challenging questions. Teaching fully meets the requirements of pupils with statements of special educational needs. The particularly warm relationships between teachers and pupils contribute significantly to the excellent standard of behaviour in class. Teaching promotes tolerance and respect, and presents a balanced view of national issues and contemporary opinions. In their responses to the pre-inspection questionnaire and in interviews, the overwhelming majority of pupils indicated that they greatly appreciate the large amount of individual academic support that they receive from teachers.
- 3.18 Highly effective systems are used to assess and track the pupils' progress. Departments make very good use of assessment data to identify those pupils who are not achieving to their potential and to influence teaching policies and techniques. Marking of the pupils' work is carried out regularly and, at its best, is well supported by comments and strategies to enable pupils to develop and improve their knowledge and skills further. Pupils indicated that they also receive very helpful oral feedback in class from teachers, and this is sometimes provided during additional sessions. Marking procedures are further enhanced by the use of self-assessment, which successfully promotes the pupils' awareness of how to improve.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 The highly successful achievement of ambitious aims is evident in every aspect of the pupils' lives at school. Pupils show excellent spiritual awareness. They value the immeasurable, appreciating non-material aspects of life. Chapel is at the centre of school life; pupils enjoy the opportunity it affords for a peaceful pause and time for reflection before a busy day. Chapel and assemblies also provide the occasion for an excellent range of talks, and pupils recognise this as a powerful means of establishing and defining the ethos of the school. On St George's Day, an entertaining and informative presentation by pupils explored what is meant by British values. This ended with enthusiastic hymn singing, which created a palpable sense of belonging. Spiritual development is widely evident in lessons. In a physics lesson, younger pupils contemplated with a sense of awe the scale of the solar system, the galaxy and the universe. In another lesson, pupils each chose one of the school's former pupils who were casualties of the First World War and conducted detailed research, recognising the individual humanity of each one.
- 4.3 The pupils' moral development is excellent. Pupils know right from wrong, show a keen sense of fair play and behave well. They co-operate with each other and respect one another's opinions. Examples of cheerful and respectful work in groups were seen in many lessons. Pupils recognise the many moral and ethical dilemmas facing society. In English, pupils took part in a challenging discussion of *King Lear*, and perceptively explored the nature of sin.
- 4.4 Pupils exhibit high levels of social development through their excellent awareness of the world beyond the school. Experiences such as a Year 9 social entrepreneurial programme and charity schemes designed by senior pupils greatly enhance pupils' sense of social justice, as well as successfully raising money. Projects have been set up in Sri Lanka, enabling pupils to teach, build and contribute to the communities and families affected by the tsunami, and in Newham, to enable those in the sixth form to provide mentoring and academic support to pupils in East London. These are warmly supported and broaden pupils' understanding of lives lived by others in very different circumstances from theirs. In school, pupils accept responsibility for others at all ages. Prefects are seen as helpers; younger pupils are mentored by those just older than they are. The philosophy of kindness is enthusiastically embraced by pupils and is evident in all their relationships.
- 4.5 The cultural development of pupils is excellent. 'Respect Week' encourages and celebrates their understanding of difference; relations between pupils of different faiths and cultures are harmonious. Overseas links and the multi-cultural nature of the school and local community enhance pupils' awareness of those from different backgrounds from themselves. Arrangements for non-Christian pupils enable them to pursue their own traditions during times of Christian worship, which is appreciated by them. A discussion group founded by pupils sensitively explored cultural issues of gender. The achievements of the Western cultural tradition are celebrated by pupils throughout the life of the school: in the classroom and in debates.
- 4.6 The pupils' awareness of democracy, the rule of law, individual liberty, and mutual respect and tolerance is enhanced by the school's active promotion of core British values. Their understanding of the British parliamentary process was enhanced by

preparation for a mock election. By the time they leave the school, pupils show a high level of personal development. They are mature, articulate and confident, and their success is combined with self-deprecating humour and courtesy. They are aware of their good fortune, and are quietly proud of their achievements.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The school is extremely successful in meeting its pastoral aims. The high levels of care and support for pupils make a strong contribution to their happiness, well-being and personal development. The house system includes pupils from different year groups and places strong tutorial provision as the cornerstone of pastoral care. This is complemented by further support from the health centre and counselling. Heads of section provide additional monitoring and guidance. A recent additional appointment at senior management level provides monitoring to ensure that the needs of all pupils are met. Pastoral care is enhanced by efficient record keeping and regular and effective communication amongst staff.
- 4.9 Relationships between staff and pupils and amongst the pupils themselves are outstanding. This creates an extremely warm, friendly and courteous atmosphere characterised by mutual respect. Staff know pupils extremely well and pupils are highly positive about their relationships with adults; they feel thoroughly supported and are clear to whom they can turn for support.
- 4.10 The school actively encourages and positively promotes healthy living by providing balanced and nutritious menus, and through PSHEE lessons and the 'Healthy Eating Week' initiative. The extensive range of sporting activities offered provides ample opportunity for regular exercise.
- 4.11 Highly effective and well-implemented policies to promote good behaviour and guard against harassment and bullying, including cyber-bullying, ensure that pupils are very clear about behavioural expectations. Allied to the positive culture which permeates the community and the well-regarded rewards system, this fosters excellent standards of conduct. Pupils are confident that any instances of bullying, although rare, are dealt with quickly, fairly and appropriately. Inspection evidence supports this view. Thorough monitoring of pastoral and behavioural issues ensures that care remains focused and relevant.
- 4.12 A few pupils expressed concern in response to the questionnaire that their views are not heard and responded to. Inspection evidence does not support this. Inspectors found that a wide range of effective methods is employed to ensure that the opinions of all pupils are regularly heard and considered. Pupil councils for different year groups promote positive change in many areas; these have included additional water fountains, and changes to examination schedules and to the provision of food. In addition, pupils have an opportunity to evaluate anonymously the effectiveness of the teaching they receive.
- 4.13 The school has a suitable plan to widen access for pupils with disabilities.

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

- 4.14 The contribution of arrangements for welfare, health and safety is excellent.
- 4.15 The school's provision supports its aims and contributes significantly to the pupils' security and sense of well-being. The safeguarding policy has regard to official guidance and caters for the needs and circumstances of all pupils in the school. It is effectively implemented, and staff know and follow the required procedures and undergo the necessary training in child protection. Most, but not all, training records are held centrally. Oversight of the completion of safeguarding training is effective, but responsibility for monitoring attendance is shared amongst three people, which occasionally hinders easy identification of further training needs. Contact and relationships with statutory agencies are efficient. The school fully recognises its responsibilities for any pupils with emotional or mental health difficulties. The school promotes internet safety effectively.
- 4.16 Arrangements to minimise risks from fire or other hazards are efficient, well recorded and appropriately monitored by governors and managers. Suitable risk assessments are drawn up for different areas and activities within the school, as well as off-site trips. Health and medical care of pupils is well provided for by the health centre and its nursing staff, who implement clear first-aid and medical policies and protocols. Physiotherapists are on duty during sports fixtures at the school's off-site sports ground. Records of rugby injuries are made by sports teachers, the Director of Sport, the physiotherapists and the health centre. Although the school is able to gain a broad overview of trends over time, the duplication of accident reports sometimes limits detailed monitoring of individual cases. The school maintains accurate registers of pupils' attendance and admissions, which are stored for the required three-year period.

4.(d) The quality of boarding

- 4.17 The quality of boarding is excellent.
- 4.18 The outcomes for boarders are excellent, and the boarding experience contributes significantly to their personal development. Boarders are mature, confident, happy and very appreciative of the care they receive. They are given outstanding support by staff, who work well together and are committed to promoting the boarders' welfare and achievements. Boarders are successfully integrated with day pupils, and those from overseas are well supported to enable them to be fully part of the school community. Boarders of different ages benefit from the arrangement of houses across year groups; those from different houses are enabled to mix because free time is synchronised. Integration is aided by the provision of two cafes for socialising. The strong boarding ethos focuses on the value of each individual; this ensures excellent relationships within the houses, throughout the age ranges, which are warm and respectful. Boarders of all ages respond well to the encouragement to show initiative, to start clubs and activities, to take responsibility, to help in the community and to perform random acts of kindness. Younger boarders are very appreciative of academic help and of the pastoral advice given to them by more senior pupils.
- 4.19 All boarders benefit from and value the guidance and support of the school and boarding prefects. Prefects receive safeguarding training as part of a thorough induction and benefit from being given positions of responsibility. Boarders are outgoing, and are friendly and respectful to others regardless of background, culture,

ability or gender. Boarders can access information about world events through the internet, television and newspapers. The nature of the school enables boarders to be in touch with a wide diversity of cultures and religions. Boarders have many opportunities to express their views. They complete online surveys, make suggestions and requests, and receive immediate responses. They are represented on the school and boarding councils, and contribute in house meetings. Boarders stated that their opinions are valued and often quickly acted upon.

- 4.20 The quality of provision and care for boarders is excellent. The induction process is well organised; friendly contact is established before new boarders arrive and older boarders return to school early to help them settle in. Boarding staff know and understand boarders very well and provide very effective individual support and guidance. Boarding house and school staff meet regularly to discuss the boarders' care, to ensure their well-being and provide additional support if necessary. Boarders have a wide range of people they can turn to for help. In addition to house staff and year heads, they have access to counselling and to an independent listener, although not all the boarders are aware of the role of the latter. The purpose-built health centre is well staffed and supported by local doctors. Appropriate policies and protocols are well implemented. Individual medical records are held for each boarder, and detailed welfare plans are prepared and implemented for those with chronic health needs. Older boarders are allowed to self-medicate after appropriate risk assessment. An accident book is kept, but decentralised recording sometimes makes the detailed analysis of trends difficult. Boarders are well cared for when ill.
- 4.21 The catering staff go to great lengths to provide meals for boarders with particular dietary, medical or religious requirements, liaising with some parents regularly. The recommendation from the previous boarding inspection to improve communication between boarders and catering staff has been met. In response to pre-inspection questionnaires, a minority of boarders expressed dissatisfaction with the food provided, and a few with the snacks available outside mealtimes. Inspection evidence does not support these views. Menus are varied and the food nutritionally balanced, with hot, cold and vegetarian options provided. Current building works necessitate a reduction in space in the main dining area, and some temporary constraints on the timing of meals and queuing result in a less relaxed dining experience. Boarders are provided with snacks in their houses. Water fountains are provided around the school and drinking water is available in the boarding houses.
- 4.22 Boarding accommodation is attractive, spacious and comfortable. The annual refurbishment of the houses is carried out to an excellent standard. The houses are clean and well maintained, and include suitable washrooms and showers. Boarders are encouraged to participate in a wide variety of activities throughout the week. A clearly defined and appropriate balance exists between free time, activities and study. Boarders are able to contact their families easily, and house staff communicate very effectively with parents, carers and guardians on pastoral and academic matters. Boarders' possessions are kept securely. An effective laundry system operates and boarders can buy personal requisites and stationery in local shops.
- 4.23 The welfare and safeguarding arrangements for boarders are excellent. Comprehensive policies and procedures are known and well implemented by staff. All required recruitment checks are carried out before boarding staff start work. Staff are appropriately qualified and experienced. Boarding staff implement the school's highly effective policies to guard against bullying. House rules and sanctions are

seen as fair and consistently applied, and boarders appreciate the school's rewards systems. Their behaviour and manners are excellent. Stringent security measures and regular fire drills promote the boarders' safety. Risk assessments relating to boarders are rigorous, and regular monitoring of welfare, health and safety promotes the boarders' well-being. Staff are well deployed by day and night to ensure suitable support and supervision.

- 4.24 The leadership and management of boarding are excellent. Since the previous boarding inspection, significant progress has been made. The boarding staff teams have been enhanced; matrons and post-graduate assistant staff provide additional support for boarders. Staff strive to improve the experience and well-being of boarders, and the high quality provision supports the aims and ethos of the school. The boarding management and leadership team members work well together in evaluating current practice and planning for the future. Effective links between teaching and boarding staff ensure that the boarders' welfare and academic progress are promoted. The views of parents and boarders expressed in pre-inspection questionnaire responses show a high level of satisfaction with the care boarders receive.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 Governance makes a strong contribution to the success of the school and enables its aims and priorities to be clearly identified and met. The governing body shares a vision for the future of the school which successfully pursues excellence in all aspects of its provision. It demonstrates a whole-hearted engagement in development planning through clear research and vigorous debate. Major projects evolve through widespread consultation, and the views of staff and pupils are actively sought and considered. Careful financial planning has enabled significant investment in human and physical resources. Priorities reflect a determination to secure the best possible outcomes for every pupil. The governing body has been innovative in promoting its aims and values beyond the confines of the school by opening schools elsewhere.
- 5.3 Governors know the school well. A highly effective committee structure ensures that they acquire an insight into the workings of the school, extending beyond the detailed reports received from senior managers. Committees are carefully constituted, drawing on the wide-ranging expertise of members to ensure that they contribute actively to the pursuit of the agreed aims and priorities. Governors conduct regular audits of the school's provision in order to assess success, to guide and support the leadership team, and to provide appropriate challenge. They attend events regularly. New governors undergo a systematic induction programme, complemented by regular training.
- 5.4 Governors fulfil their statutory responsibilities effectively. They provide strong oversight and subject key policies to critical examination, including through rigorous external professional audits. The full governing body conducts an annual review of safeguarding arrangements, although the recording in the board minutes of the process by which this is undertaken is limited.

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

- 5.5 The quality of leadership and management, including links with parents, carers and guardians, is excellent.
- 5.6 The leadership of the school ensures that it meets its aims to produce well-educated men and women and positively promote a love of learning for its own sake. Staff and parents frequently describe the school's leadership as inspirational. A dynamic senior management team has been strengthened to enable the school to support effectively the developing needs and well-being of all its pupils. New posts have been created and effectively filled, developing expertise and innovation in a range of key areas of school life. The senior management team has a strong sense of purpose and is ambitious for the pupils. It provides clear and effective educational direction for the whole staff body. A strong pastoral focus evident within the senior management team ensures that pupils are known as individuals. The team is widely respected and is very aware of what is happening around the school, in classrooms and in houses.

- 5.7 Leaders at all levels discharge their delegated responsibilities conscientiously; they ensure that policies are implemented rigorously, including those relating to the safeguarding of pupils. Middle managers provide strong leadership, monitoring regularly the work of their teams. Academic middle managers produce and evaluate well-constructed development plans to guide the future work of their departments. The management of the houses ensures that there is regular and highly effective communication between tutors and house staff, and with senior leaders.
- 5.8 Priorities to strengthen further and develop the school are carefully thought out and planned. The school development plan, informed by the strong culture of professional reflection and self-evaluation, is a significant and highly effective working document and includes the ambitious development of new buildings. Development planning benefits from considerable time spent by senior management in evaluating and reviewing the existing plans and informing the next five-year plan. The further development of the curriculum is being achieved in many innovative ways.
- 5.9 The school is highly successful in appointing well-qualified and enthusiastic staff who share its values and ethos. Induction training is thorough and new staff greatly appreciate the support they receive from their colleagues. The school values professional development highly and is enhancing its provision, for example with the establishment of the Teaching and Learning group. A rigorous appraisal system supports staff in their continuing professional development. Visits by staff to other countries have been made, both for personal professional refreshment and development, and to observe other education systems. Non-teaching staff play a vital role in the success of the school and are an integral part of the community. Staff at all levels are suitably trained for their roles involving the welfare, safeguarding, and health and safety of pupils. All staff and other adults working with pupils have undergone a criminal record check. Arrangements for checking staff upon recruitment are secure, and conducted and recorded in accordance with regulatory requirements.
- 5.10 The school maintains an excellent partnership and relationship with parents, in accordance with its aim to develop positive and supportive links with home. Parents responding to the pre-inspection questionnaire revealed high levels of satisfaction with the education and support provided for their children, and with the quality of information provided by, and communication with, the school. No concerns were raised by the overwhelming majority of parents who responded. Parents also particularly approved of the range of extra-curricular activities offered and the progress made by their children. Concerns raised by parents to the school are generally dealt with swiftly through good lines of communication with the house and year teams. The school's clear and appropriate complaints procedure is made available to parents, and formal concerns and complaints are taken seriously and carefully and appropriately logged.
- 5.11 Parents have excellent opportunities to be actively involved with the progress of their children. Parents' evenings are held at least annually for each year group, giving parents an opportunity to meet with staff and discuss their children's progress. These are supplemented by information evenings to discuss option choices and university admissions advice, as well as pastoral issues, such as bringing up contemporary teenagers. Invitations are extended to attend chapel services, plays, recitals, 'At Home' events and sporting fixtures throughout the year. Following consultation with parents, the newly created Brighton Society aims to improve contact with parents, for example through events arranged in London and overseas

for parents of boarders. Parents give freely of their time to offer advice to pupils about careers, to arrange mock interviews, and to support the entrepreneurship course and the medical society.

- 5.12 A representative Parents' Forum meets termly with the leadership and with senior staff to answer questions posed by parents. Minutes are circulated to all parents. The new virtual learning environment and an electronic communication system are well used as a means of contact between the parents and the school. News is posted on the website and a school magazine is published annually. Detailed handbooks and other required policies and school information are made available to parents of current and prospective pupils. Induction days and visits to the school for new pupils ensure that they settle in quickly and that their parents are reassured. Parents are very well informed about their children's progress through excellent detailed reports and interim grade cards, which enable parents and pupils to assess progress and identify areas for improvement.

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