



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
WINCHESTER COLLEGE**

# INDEPENDENT SCHOOLS INSPECTORATE

## Winchester College

Full Name of School **Winchester College**  
DfE Number **850/6037**  
Registered Charity Number **1139000**  
Address **Winchester College  
College Street  
Winchester  
Hampshire  
SO23 9NA  
England**

Telephone Number **01962 621100**  
Fax Number **01962 621106**  
Email Address **information@wincoll.ac.uk**  
Headmaster **Dr Ralph Townsend**  
Chairman of Governors **Mr Charles Sinclair**  
Age Range **12 to 19**  
Total Number of Pupils **685**  
Gender of Pupils **Boys**  
Numbers by Age 0-2 (EYFS): - 5-11: -  
3-5 (EYFS): - 12-19: **691**  
Number of Day Pupils Total: **0**  
Number of Boarders Total: **685**  
Full: **685** Weekly: **0**  
Inspection Dates **24 to 27 Nov 2015**

## PREFACE

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](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.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI integrated inspection was in November 2009 and the previous ISI intermediate boarding inspection was in May 2012.

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 children aged under two), 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 and chapel. 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 Adrian Underwood	Reporting Inspector
Mr Andrew Chicken	Team Inspector (Headmaster, HMC school)
Miss Eleni Conidaris	Team Inspector (Head of Lower School, HMC school)
Mr David Fotheringham	Team Inspector (Academic Deputy Head, HMC school)
Mr Edmund Hester	Team Inspector (Headmaster, HMC school)
Mr Paul Johnstone	Team Inspector (Chaplain, SBSA school)
Dr David Lamper	Team Inspector (Headmaster, HMC school)
Mr Graeme May	Team Inspector (Academic Deputy Head, HMC school)
Mr Guy Sanderson	Team Inspector (Headmaster, HMC school)
Mr Alistair Telfer	Team Inspector (Head of Department, ISA school)
Mr Stephen Bailey	Co-ordinating Inspector for Boarding
Mr Liam Copley	Team Inspector for Boarding (Housemaster, HMC school)

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## **1. THE CHARACTERISTICS OF THE COLLEGE**

- 1.1 Winchester College was founded in 1382 by William of Wykeham, Bishop of Winchester, to prepare boy scholars for New College, Oxford, and thus produce educated men dedicated to God and public service. To this day, the 70 Scholars are accommodated in college, although expansion of the school in the 19th century created a further ten boarding houses for other pupils, known as Commoners. The majority of these boarding houses are situated outside the original school campus nearby. The school's governing body is known as the Warden and Fellows, who are also the trustees of the college.
- 1.2 The school aims to have an international reputation for academic excellence in one of the best boarding schools in the world, to maintain its independence to the greatest possible degree, and to offer the widest possible access to pupils capable of profiting from the education it offers. It aims to encourage, train and form confident, enthusiastic, well-rounded young adults who have a strong ethical sense and a respect for the life of the mind, and who are at ease in their relationships with other people, whatever the circumstances.
- 1.3 Since the previous full inspection in 2009, a programme of refurbishment and renovation has provided a concert hall as well as a flexible space for talks, examinations and fencing. Seven boarding houses have undergone major refurbishment, a new staff common room and new medical centre have been developed, an all-weather sports pitch has been built and the main sports' pavilion has been refurbished. A system of boarding house appraisals started in October 2015, with those in two houses completed at the time of the inspection. A medical pastoral group has been established. The college has reformed the pre-sixth form curriculum to allow greater flexibility in subjects taken to GCSE. The formation of the Winchester International Symposium supports links with schools in the UK and overseas.
- 1.4 At the time of the inspection, there were 685 full-boarders on roll, 273 of whom are in the sixth form. The majority of pupils come from London, the Home Counties and Hampshire, and most compete for entry to the school from independent preparatory schools. Most pupils are from business or professional families.
- 1.5 The ability profile of the pupils is well above the national average. Two-thirds of pupils have ability that is well above average, with very few pupils having ability that is lower than above average. One hundred and thirty-six pupils come from families where English is an additional language (EAL), most of them resident in a wide range of overseas countries. Of these, six receive formal support for their English. The school has identified 102 pupils who have a variety of special educational needs and/or disabilities (SEND), of whom 30 are currently in receipt of specialist learning support. One pupil has a statement of special educational needs; none has an education, health and care plan.

- 1.6 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 NC equivalence are shown in the following table.

<b>School</b>	<b>NC name</b>
Junior Part/1 <sup>st</sup> Year	Year 9
Middle Part/2 <sup>nd</sup> Year	Year 10
V Book/3 <sup>rd</sup> Year	Year 11
VI Book 2/4 <sup>th</sup> Year	Year 12
VI Book 1/5 <sup>th</sup> Year	Year 13

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

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

- 2.1 The school is highly successful in meeting its aims. The pupils' achievements and learning are exceptional. Pupils achieve excellent results in national examinations and make good progress in relation to the average for pupils of similar abilities. Pupils are successful in achieving high levels in a wide range of co-curricular activities, notably in academic competitions, music and sport. They enjoy an excellent, distinctive curriculum which encourages intellectual curiosity over and above preparation for examinations. In their learning pupils display enthusiasm, commitment and a love of reading and research. This is engendered by excellent teaching overall which widens pupils' academic horizons and challenges their thinking. The teaching offers individual support to all pupils, including those with SEND.
- 2.2 The pupils' spiritual, moral, social and cultural development is excellent. Pupils understand themselves very well. Pupils are polite but challenging, reflecting the maturity of their moral and cultural development, expressing ideas and beliefs which they have personally developed. As they confirmed, their development stems from the freedom to be themselves at the school and the support they receive from all staff in the community. The pupils highly value and enjoy the communities which are their boarding houses, where boarders have an excellent standard of care. Those pupils who responded to the pre-inspection questionnaire confirmed that they very much enjoyed their lives at the college and, in conversation, voiced how much they valued the college's ethos in encouraging individuality.
- 2.3 The good governance of the school stems from the dedication and professional skills of the governors. Governance has a clear vision of the future challenges for a school which has a long and distinguished history. However, governors do not have sufficient awareness of the daily life of the school and the governors' monitoring of the management of teaching and professional development has not been fully effective. The school enjoys good leadership and management, with some excellent elements. One of these is maintaining the ethos of the college as a place where a love of learning is the norm and where individuality of spirit is fully encouraged. A further strength is the quality of the pastoral teams in the houses, who do so much to support the personal development of their boarders. The two recommendations of the previous boarding inspection in 2012 have been successfully addressed. The two recommendations of the previous full inspection in 2009 concerned the monitoring of teaching and strengthening the professional review process and professional development. These have been only partially implemented. Sharing of professional practice is not fully developed and the new performance review process is not yet fully linked to professional development.



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

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

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

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

- 2.6 The school is advised to make the following improvements.
1. Improve the academic monitoring to raise the quality of all teaching and assessment to the level of the best.
  2. Increase the opportunities for all governors to gain practical insight into the workings of the college.

### **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' achievements and learning is exceptional.
- 3.2 The college successfully fulfils its aim to encourage pupils to love learning for its own sake and to provide education at the highest academic level. Pupils appreciate the challenge presented in lessons, respond with scholarly commitment, participate thoughtfully, question incisively and evince enjoyment of their learning. They listen carefully to teachers and each other and debate with rigour. The high quality of pupils' articulacy and confidence in pursuing logical argument are particular strengths of the school, as when a pupil in Year 13 explained lucidly the weaknesses of Plato's defence of Socrates. They read with great care and understanding. Pupils are highly numerate and apply their knowledge skilfully, for instance when dealing with forces, angles and vectors in physics. Pupils make use of information and communication technology (ICT), for example in analysing data graphs in science, but in general the use of ICT in their learning is limited.
- 3.3 Pupils show an appreciation of the breadth of topics in their daily wider studies lessons, known as "Div" and express knowledge of and interest in subjects ranging from the Enlightenment and twentieth century Russian literature to Mozart operas and watercolour painting. Pupils write with sophistication and are able to analyse in great depth. For example, a Year 10 essay on Alfred the Great's diplomatic skills showed balanced judgment and astute use of evidence. Pupils have excellent skills in foreign and ancient languages. Pupils value the range of physical activities and sports and reach a high standard of fitness.
- 3.4 Pupils' extra-curricular achievements are outstanding. More than 40 pupils reached the finals of the Mathematics Olympiad last year; in the same year one pupil was top in Europe in the Biology Olympiad. Pupils have gained university organ scholarships and music college diplomas and the chapel choir has recorded Stanford music and performed on radio. The standard of dramatic productions is excellent, particularly as many are directed by the pupils themselves. Senior pupils volunteering with a local theatre company gained the Queen's Award for voluntary service for their work with people who have learning disabilities. Pupils achieve highly in school, local and national sporting teams and competitions. Four rowers represented Great Britain last year and there have been notable individual achievements in fives, fencing, cricket and aikido. Pupils have had good success in Young Enterprise and in sophisticated ICT projects.
- 3.5 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. Results in GCSE are exceptional in relation to the national average for pupils in maintained schools, and above that for pupils in maintained selective schools. Results in IGCSE are higher than worldwide averages. Results at A level in 2012-13 in mathematics and design technology were well above the national average for pupils in maintained schools, and above that for pupils in maintained selective schools. From 2010 most, and since 2013 all, sixth formers have taken the Cambridge Pre-U in all subjects. From 2011 to 2015, 78 per cent of all results were at distinction level (equivalent to grades A and above at A level). As yet, there are no national comparators for these Pre-U examinations.

- 3.6 Taking into account observations of pupils' achievements in class, together with samples of pupils' work inspected, the high level of distinctions in the Pre-U examinations and the fact that, in every year since 2009, one-third of all pupils in Year 13 has gained places at universities with extremely demanding entrance requirements, pupils make good progress in relation to the average for pupils of similar abilities.
- 3.7 Pupils with SEND and EAL make excellent progress and achieve results in public examinations of the same standard as their year group. The high level of challenge in lessons, the breadth of topics in their wider studies and the many academic societies ensure that the ablest pupils in a school of well above average ability deepen their understanding and analytical skills. Pupils extend their reading in the weekly reading hour.
- 3.8 Pupils' attitudes to learning are exemplary in all year groups. Pupils are stimulated by the highly academic teaching which they respect. They express lively interest in their subjects and in the rigorous methods followed. In the pre-inspection questionnaire most pupils expressed satisfaction with the support and help that they get from teachers. An overwhelming majority expressed satisfaction with the opportunity to learn independently. Files and workbooks confirm that pupils produce an excellent volume of work. Work is almost always very well presented and organised; pupils carefully annotate hand-outs from teachers. Pupils frequently show independence and persistence in their lessons and homework, not least in the regular wider essays which all pupils write on Saturday evenings on a range of topics and personal interests.

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

- 3.9 The quality of curricular and extra-curricular provision is excellent.
- 3.10 The curriculum is highly effective in meeting the school's aims of developing academic depth in the traditional disciplines of language and number whilst retaining sufficient breadth to prepare pupils successfully for entry to universities at home and overseas which have the most demanding entrance requirements. It stimulates interest and intellectual curiosity, it develops academic rigour and ambition, and encourages pupils to be both active and independent in their studies. Across the whole curriculum, the key values that characterise Britishness are firmly promoted. Coverage of political matters is even-handed.
- 3.11 At the core of the curriculum sits the wider studies programme, which is delivered in form groups (Divisions) for one period per day by the form tutor (the Div Don) and is intended to engender a love of learning. In Years 9 to 11, this follows a chronological structure encompassing history, English literature, ancient history, history of art, history of science and religious studies. In the sixth form, the lessons are shaped by the passions and enthusiasms of the tutor and the pupils themselves. Since the previous inspection the programme in the sixth form now includes more aspects of scientific thought. Pupils take their weekly tasks seriously, valuing the liberation they give from examination studies.
- 3.12 The school has chosen external examinations most appropriate to its pupils. In Year 11 International GCSEs (IGCSEs) are taken in almost all examined subjects. Since the previous inspection, the curriculum has been reviewed and subsequent timetable changes allow for a wider variety of pupil subject choice up to IGCSE. The range of languages available is extensive. All pupils take Latin and the majority will choose

two additional languages from French, German, Spanish, Chinese, Russian or Ancient Greek. Pupils can also study art, music and design technology. In the sixth form, all departments prepare pupils for the Cambridge Pre-U examination where they have a free choice of three or four subjects from the twenty on offer. Sixth-form pupils have access to excellent guidance for making decisions on the next phase of their lives from the well-resourced careers department, which facilitates work placements and arranges visiting speakers to offer advice on career choices. The department successfully supports pupils through all aspects of their university applications.

- 3.13 The wide range of academic societies, the vast majority of which are pupil-led, further enrich the curriculum, often by inviting to the college stimulating guest speakers, many of whom have international reputations. For the most able pupils, participation in national and international competitions and Olympiads is encouraged and supported. Excellent provision for pupils with SEND and EAL, with a small number of pupils receiving individual tuition, ensures all pupils have full access to the curriculum. Personal, social, health and economic education (PSHE) is largely delivered through extended studies, although there is a small but growing programme of more structured talks to ensure that key areas, such as e-safety and sex education, are covered at the appropriate time.
- 3.14 A wealth of extra-curricular activities and societies, including book-binding, film-making, debating, various language clubs, and extensive opportunities to be involved in dramatic productions, further contribute to the pupils' personal and social education as well as developing a range of skills and interests. Many choirs, orchestras, and other musical ensembles rehearse weekly and perform regularly with a large number of pupils having individual music lessons. Around thirty different sports are on offer, including judo, fencing, rowing, cross-country, water polo, squash and fives, as well as field sports such as cricket and soccer. No one sport predominates and pupils are free to choose a sport they enjoy. There is a strong combined cadet force (CCF) with Navy, Army, RAF and Royal Marine sections and several groups pursue The Duke of Edinburgh's Award to silver and gold level.
- 3.15 Excellent links with the local community allow pupils to contribute meaningfully in the wider society. Over three hundred pupils participate each week in one or more of the 36 community service activities on offer, which include working alongside adults with learning difficulties, assisting in the training of Paralympic athletes and working at the local night-shelter.

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

- 3.16 The quality of teaching is excellent.
- 3.17 Almost all teaching makes a very significant contribution to the school's aim to encourage its pupils to have an intelligent and critical awareness of the world and strong respect for the life of the mind. Teachers develop a warm rapport with pupils and tailor lessons appropriately, reflective of their deep understanding of each individual's abilities and needs. In the very best examples, teachers' infectious humour, highly evident subject knowledge, clever, thoughtful planning and engaging use of high-quality resources result in lessons being a collaborative exercise in exploration with the teacher as guide and facilitator rather than didactic deliverer of knowledge.

- 3.18 Teaching in the school's distinctive extended studies system can be the epitome of the best practice to be seen in the school, where polymath teachers conduct lessons of breath-taking range and complexity so that, for example, in a Year 13 lesson, pupils spent their time painting with freshly cut reeds in the style of van Gogh whilst discussing Christopher Ricks' new work on Bob Dylan, proposing a new scene for *Hamlet* and questioning how you can tell what is 'true' in history. Through the range of topics covered and the often collaborative pupil-led but teacher-guided approach, independence, tolerance and respect for others' views are strongly promoted. Teaching is non-partisan when dealing with political matters.
- 3.19 This openness of attitude and commitment to a broad-minded liberality of thought flows through the teaching into the rest of the curriculum, where lessons are driven by the teachers' palpable enthusiasm for their subjects and for the progress of their pupils. At its best, the teaching is very carefully planned to present demanding challenges designed to stretch the pupils in line with their potential. There are countless examples of high level expectations being set by teachers throughout the school, from a Year 9 Latin class encouraged to apply their reasoning to a tough grammatical task, to a Year 13 further mathematics group tackling high level Olympiad problems. Lucid instructions, coupled with a skilled approach to responding personally to pupils' questions, ensure the full range of pupils' learning needs is addressed. Often, teachers time their lessons very well so that a highly useful plenary session towards the end summarises and consolidates the learning.
- 3.20 The teaching supports those with particular learning needs, such as EAL and SEND, and strong examples of adjustments being made in lessons were evident, for example, through the use of coloured worksheets, reinforcement by emphasis of key words and individual attention during the lesson to check progress and understanding. The school fulfils the required provision for the one statemented pupil in the school.
- 3.21 In the few cases when teaching is less successful, poor planning results in a meandering or slow paced lesson that lacks clear focus and challenge. In these lessons, though teachers almost always demonstrate their own strength of subject knowledge and skills, the understanding of the pupils is not sufficiently supported, checked and reinforced. The progress towards meeting the recommendation of the previous inspection to bring all teaching to the level where 'excellence is the norm' has been slow and there were examples where excellence was missed owing to a lack of challenge and stretch for all the pupils in a class.
- 3.22 A concern raised in the pupil pre-inspection questionnaire by a small minority regarding the amount of work set was not supported by inspection evidence. Homework is set appropriately, tasks are well tied into the learning objectives of each course and a good number of excellent examples of very helpful and supportive marking were seen during the scrutiny of pupils' work. However, high-quality feedback of this nature is far from being used consistently throughout the school, with some marking being perfunctory and infrequent. The monitoring of pupils' progress is effective with attainment information being used well to set targets and challenge pupils to improve specific strands of their work. Though some classrooms have attractive subject-related displays on the walls, many of them appear somewhat more monolithic and displays of pupils' work to celebrate effort and achievement are rare.
- 3.23 The progress of pupils is strongly supported by teachers' willingness to be available to give additional help and offer consultation outside of lessons, something very

much appreciated by the pupils. Similarly, teaching stretches well beyond the classroom into the array of academic societies and clubs on offer to the pupils.

## **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 school is active in promoting both the pupils' personal development and the values that characterise modern Britain, such as the rule of law, individual freedom, respect and tolerance. The pupils' spiritual development is excellent. The conviction and confidence pupils show in articulating ideas about faith and the spiritual life in both written and oral form reflects the impact of the school's educational philosophy of spiritual development in its widest sense. Pupils are sensitive to the non-material aspects of life and show remarkable aesthetic and spiritual awareness, as reflected in the challenging art throughout the school and in their appreciation of architectural form in the buildings in which they live and work. They also value the central place of music within personal development, stemming from the school's medieval choral foundation. Pupils have a high level of self-esteem and are critically reflective, fulfilling the college's aim to cultivate awareness of the non-tangible aspects of life.
- 4.3 The pupils' moral development is excellent. They show a keen sense of right and wrong, seen in sportsmanship, fair play and mutual respect. Pupils confirmed that the quality of life in their house communities stems more from an innate moral code amongst members of the house than any system of rules. Pupils have a considerate and perceptive awareness of the democratic process, the civil and criminal law of England and individual liberty. Their awareness of key social, economic and legal issues such as democracy in the urbanisation of power and the dangers of alcoholism is good, and is developed through their participation in regular discussion and debate on such matters in their extended studies. Pupils confirm that their awareness of the importance of tolerance and harmony between cultural traditions and the dangers of extremism is strengthened by the excellent range of speakers who visit the college. Pupils are able to give convincing reasons for the values which they support as, for example, in a discussion in a session on how one reaches moral decisions. Pupils' awareness of the public institutions and services of England is very good, supported by a wide range of visits to law courts, national and local government institutions, and different places of worship. In addition, pupils welcome politicians across the political spectrum to the school's lecture programme.
- 4.4 Pupils demonstrate an outstanding level of social skills. Pupils have an unaffected modesty of manner. They are confident, articulate and socially aware. Pupils are courteous, thoughtful and compassionate. Throughout the school, pupils are active members of the community and assume roles to serve at many levels. There are excellent opportunities for pupils to take on responsibilities which aid their personal growth. They willingly accept responsibility as head of college, head of school, head of house, prefects, mentors, chapel monitors, captains of teams and members of the college's charity committee. Older pupils set an excellent example as they move about the school and relations between older and younger pupils are outstanding. Pupils are mature, responsible and caring. Organisation of the many and varied drama activities rests mainly with the pupils and they carry out their tasks with determination and enthusiasm. Pupils are actively involved in the running of their boarding houses, taking their responsibilities very seriously, aware that every individual's contribution is important. The work pupils do, for example, in local schools, hospitals, hospices, care homes and the extensive charitable fundraising

projects they undertake, shows their commitment to assisting those less fortunate than themselves.

- 4.5 The cultural development of pupils is excellent. Pupils show a ready appreciation of cultural diversity fostered through membership of a diverse school community where tolerance and harmony are the norm. Their daily relations with each other confirm that they understand that discriminating against anyone because of their background or belief is never acceptable. Pupils have a strong cultural awareness through their participation in house plays, music concerts and interactions with pupils of different nationalities at the college. Pupils value all they learn about different cultures from the extensive range of overseas visits and international exchanges with schools from all over the world. Participation in the outstanding annual Winchester International Symposium is valued by the pupils as a means of developing their cultural understanding. Pupils enjoy exploring the college's treasury, which houses the college's collection of Greek, Chinese, Egyptian, Roman and Honduran antiquities. This enables them to understand how past civilisations have shaped the present.
- 4.6 On leaving the college pupils are confident and self-aware, show a very good understanding of their responsibilities and have an excellent standard of personal development.

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

- 4.7 Pastoral care is excellent.
- 4.8 The management of pupils by heads of houses and teachers reflects the school's pastoral aim of care with a light touch, so that pupils have responsibility for their own development, but know they are looked after. Pupils trust their head of house and their form tutor and confirm that they can approach these staff or any other member of staff for advice. They also value the caring support of house matrons and the medical centre. Continuous and well-monitored exchange of information among staff underpins the strong support of pupils. Pupils respect differences and show exceptional trust across age groups. They esteem the quality of peer support, especially praising the system of peer mentoring. Relationships among pupils and between pupils and staff are excellent.
- 4.9 Pupils appreciate the importance of diet and exercise to their development. Pupils keep fit by using the sports facilities in the boarding house, the sports centre and the extensive school grounds. A small minority of pupils responding to the pre-inspection questionnaire said there were limited opportunities for responsibility. Inspection evidence did not support this. Pupils assume a very wide range of roles of service in their houses, run societies, captain sports teams and lead cultural activities.
- 4.10 The school is effective in promoting good behaviour and guarding against bullying. High standards of behaviour are expected and are universal. Pupils are genuinely articulate about correct values and respect of others. Pupils told inspectors that unacceptable behaviour was dealt with constructively by heads of houses and the second master. Discipline is fair and based on the pastoral aims of the school. Pupils report that bullying is rare and if it occurs, it is dealt with promptly in line with clear procedures. Pupils are responsible in their use of the internet, and observe the college protocols regarding it. An appropriate plan is in place to improve educational access for pupils with SEND.



- 4.11 A minority of pupils responding to the pre-inspection questionnaire said they were insufficiently consulted about life in the school. Inspectors found that pupils' views are gathered effectively through termly house and year group consultations, which have led to changes such as the management of free time, improvement in house facilities and the quality of meals. In addition, a weekly meeting of senior prefects with the headmaster exchanges information between pupils and the school management. Whilst consultation with pupils is frequent and leads to improvements for them, inspectors agreed with the view of a majority of boys who said they would welcome a school-wide consultative body.

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

- 4.12 The arrangements for welfare, health and safety are excellent.
- 4.13 The systems to safeguard pupils' welfare, health and safety meet requirements and their effectiveness is monitored regularly. Risk identification and management is a priority, particularly for ensuring that the pupils can safely enjoy the college's range of sports, activities and expeditions. Fire prevention is a priority. Fire marshals are trained in the use of fire equipment, staff are trained in evacuation procedures and fire drills are held regularly and appropriately recorded. Action points from fire drills are followed up assiduously. Security systems protect pupils but are not intrusive and pupils stated that they felt safe at the college. The health and safety committee monitors all health and safety issues and reports to one of the governors' committees and direct to the full governing body.
- 4.14 Registration of pupils is correctly managed and recorded, and the college follows up promptly any unexpected absences. The admission register contains all the required entries and is backed up and stored correctly. The medical centre gives excellent support to all pupils who are ill or injured. The first-aid policy is effective in practice and includes good provision for specialist areas, such as sport.
- 4.15 The school practises safer recruitment; it carries out and records accurately all checks required when appointing staff. All members of staff have regular training in child protection. At the start of the term all staff received update training, which included strategies for preventing students from radicalisation and extremism, reporting female genital mutilation and monitoring student absence. In a meeting with new staff, both teaching and support staff, they confirmed that their induction training included the required elements of safeguarding training. The higher-level training of the school's designated safeguarding leads for child protection is up-to-date and safe recruitment protocols are undertaken. The senior designated leader for safeguarding works highly effectively with the governor responsible for safeguarding and reports in person to the governing body on an annual basis. Records of child protection issues are fully detailed and links with external agencies are strong. The college's arrangements for ensuring the suitability of visiting speakers are rigorous as are the college's ICT filtering systems. The provision for those who require extra learning or personal support is excellent.

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

- 4.16 The quality of boarding is excellent.
- 4.17 Outcomes for boarders are excellent and fulfil the aims of the school. Boarders are extremely happy at Winchester. They are confident, polite and considerate. They thrive in an environment of intellectual challenge and live in boarding houses which espouse a healthy and ethical lifestyle. This is evident in the respect pupils have for themselves and the staff. The daily message they receive via house assemblies prompts both moral consideration and discussion. The system of mentoring encourages older pupils in the house to offer support and guidance to younger boarders. Prefects lead the house well and their considered and measured support is esteemed by the pupils. Boarders respect their role and appreciate the quality of community that is created as a result of their actions. This results in pupils who are unashamed and unforced in their enthusiastic declaration of pride in their houses. Boarders respect each other's privacy and build lasting friendships during their time in the house. They are happy to celebrate their fellow's achievements and quick to offer support where it is required.
- 4.18 Whilst in their early years at the school, pupils do not have an over-reliance on the use of computers and have appropriate access to the internet and television. They are also provided with excellent coverage of local, national and international events by the provision of a wide range of newspapers and periodicals. Pupils are avid in their pursuit of topical information and thoroughly enjoy informed debate amongst themselves and with any visitor to the house. The pupils report that, as well as being confident in approaching all members of house staff for advice, the termly 'consultations' with the housemasters and teachers are a valuable way in which to express their views and raise concerns. Staff and the head of learning support work closely with housemasters to assist all pupils with learning or work difficulties as required.
- 4.19 The quality of boarding provision and care is excellent. Boarding and estates staff work together to ensure that all of the houses are exceptionally well maintained, clean and safe. The college is engaged in a process of continual upgrading of facilities which includes a cycle of house refurbishment and redecoration. Housemasters have the facility to email concerns on daily maintenance matters, which are dealt with promptly. Pupils speak with admiration for all of the domestic staff and are grateful for the speed with which laundry items are returned. They fully appreciate the work undertaken by all matrons, who provide an extensive and exemplary service of care to the houses.
- 4.20 A wide range of academic, cultural activities and societies is available to pupils during the afternoon, evening and weekends. Boarders also volunteer to participate in a variety of traditional and modern sports such as football, judo, rackets, water polo and rowing to ensure they have extensive opportunities to enjoy physical activity and stay fit and healthy.
- 4.21 The medical facilities are excellent. The medical centre is staffed seven days a week by qualified nurses who work closely with local doctors and other medical professionals. The medical centre and all houses maintain meticulous records of all medicines dispensed. Matrons play a vital role in assisting the medical staff by ensuring the specific needs of pupils are catered for and each boarding house has several members of staff who are qualified in first aid.

- 4.22 The school's catering managers work closely with individual house chefs to ensure consistently high standards of food. The boarders have an opportunity to represent their house on the food committee which meets regularly with the catering manager and head chefs. The college also operates a system of food committee exchange, whereby pupils can visit other houses and sample the variety of food on offer. In the pre-inspection questionnaire, a small minority of boarders raised questions about the quality of food provided and the availability of snacks and drinking water outside of mealtimes. During the inspection a cross section of pupils from all houses were interviewed and meals were taken by inspectors in each of the boarding houses, resulting in no evidence to substantiate the claim. Consequently, the college has successfully satisfied the first of the two recommendations of the previous intermediate boarding inspection. Mealtimes are a thoroughly enjoyable experience, where visitors are made welcome.
- 4.23 Arrangements for safeguarding boarders and ensuring their welfare are excellent. All boarding staff have undertaken appropriate levels of child protection training, which is updated annually by the school's designated safeguarding lead. House documentation is meticulous, staff are aware of the whereabouts of pupils and appropriate levels of supervision are maintained to make sure pupils are safe. All boarding houses undertake fire evacuation drills, including at night, and keep detailed logs of all incidents and act on lessons learnt, where required. All alarm and emergency lighting systems are checked regularly and appropriate records kept.
- 4.24 The behaviour of boarders is exemplary. Pupils co-operate fully with all boarding staff and have a clear understanding of the rules which are designed to keep them safe. The boarders are trained in how to respond to emergencies, which includes knowing exactly how to contact staff during the night. Pupils are confident in reporting concerns to staff and say bullying is not prevalent in any house at Winchester. Boarders know whom to contact concerning any safeguarding issues, including a nominated adult outside of the school for help and support. They understand that all issues and concerns are dealt with in an appropriate and sensitive manner. Boarders have every opportunity to contact parents via mobile phone, email and, in most cases, by voice and video link. All houses undertake an annual review which provides the opportunity to share the best practice and rigorous risk assessments are completed to ensure the boarders' safety. In doing so, the college has successfully satisfied the second recommendation from the previous boarding inspection.
- 4.25 The effectiveness of leadership and management of boarding is excellent. All National Minimum Standards for boarding have been met. Since the previous inspection an effective system of annual appraisal has been initiated for both housemasters and matrons. The housemasters manage highly motivated teams of assistant housemasters, matrons and tutors to provide boarders with comprehensive care and guidance. The system of academic tutors sharing duties with boarding staff, combined with a strong culture of information sharing amongst all staff, provides appropriate and targeted advice for the boarders, thus contributing to the excellent academic and social outcomes achieved by the pupils.
- 4.26 Regular staff meetings within house cement the collegial approach to management and provide the basis for further development. The claims made by an overwhelming majority of parents who responded to the pre-inspection questionnaire, that their child enjoys boarding, the experience of boarding helps my child's progress and that boarding is organised and managed efficiently were

confirmed by all inspection activities and are a reflection of the dedicated, professional and effective leadership of the management of boarding.

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

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

- 5.1 The governance of the college is good.
- 5.2 The governors are strongly committed to the well-being and development of the school and bring a range of experience and expertise to exercise effective oversight and guidance of the school in line with its aims. They effectively discharge their responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. In addition to the termly full meeting, the fellows monitor the working of the school through six working groups. This structure enables fellows to be informed and provide support, challenge and stimulus for growth and improvement.
- 5.3 The governing body is particularly effective in discharging responsibilities for child protection, welfare, and health and safety throughout the school, undertaking a correctly recorded annual review of safeguarding as required. It is less effective in gaining a good insight into other aspects of the school. The governors are aware of the range of other policies and discuss some of them in their committees, guided by senior leaders, but they do not have a structure for regular review of these policies and their effectiveness. Governors attend school functions; plans are in hand for governors to visit lessons and meals in the houses to help them review the implementation of policies. The school has made only partial progress towards meeting the recommendations of the previous inspection in 2009. Monitoring by the governing body of the school's responses to the 2009 recommendations has not been sufficiently focused.
- 5.4 Governors are highly motivated and self-critical with formal procedures for assessing their own performance. They have their tenure reviewed every five years to ensure that they are giving active and relevant support to the school's development. A comprehensive log is kept of attendance at college functions. Governors work closely with the headmaster and senior leaders and are known to staff and pupils.

### **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, is good.
- 5.6 The school has a clear and shared sense of its purpose in equipping pupils to flourish within a scholarly and caring environment. These aims are clearly articulated and acknowledged at all levels and in all sections of the school community. They give direction to and are reflected in the very high quality of pupils' academic and extra-curricular achievements. They are also evident in the excellent standard of pupils' personal development and the purposeful atmosphere that pervades the school.
- 5.7 Leadership is perceptive, considered and constructive. The head and his senior team combine effectively in an open, collaborative and supportive manner. They have clearly delineated roles that have been refined and strengthened since the previous inspection. Leaders at all levels know their staff and pupils very well. They have established a consultative and collegial management style that aims to engage all members of the community and promotes professional dialogue, trust and mutual

respect whilst having high aspirations for each pupil. Recent changes in the management structure have strengthened collaboration between pastoral and academic management. The academic strategy committee has been established to review current policy and shape priorities for development. Its deliberations draw on the views of all academic departments and inform discussion in the senior management and academic curriculum committees. Similar structures are in place to influence and co-ordinate strategic planning in the pastoral, extra-curricular and administrative areas of school life. Meetings of consultative committees and working groups are regular and purposeful and minutes are widely circulated.

- 5.8 There has been slow and limited progress with the recommendation from the previous inspection in 2009 to monitor teaching and learning and promote the sharing of excellent classroom practice. Mechanisms to clarify lines of reporting and enhance accountability have been put in place, but their adoption has yet to be fully embraced by all departments. Heads of department are highly committed to the promotion of scholarship and work very hard to support the interests and aspirations of their pupils. As at the time of the previous integrated inspection, significant inconsistencies in practice between departments remain. Departments do not routinely monitor and evaluate their classroom practice to ensure consistency in the quality of teaching and of marking. Subject teachers regularly engage in informal and collegial discussion and some use has been made of pupil feedback on the effectiveness of classroom strategies, but no systematic programme of lesson observation has been introduced to extend good practice and promote the pursuit of excellence in teaching within and across all academic departments.
- 5.9 The whole-school development plan is based on the senior leaders' analyses of the school's established strengths and areas for improvement. However, the staff play little part in this process. Few departments have their own plans for improvement to show how they contribute to meeting the whole-school priorities or carry out effective self-evaluation. Departmental literature combines guidance with forensic analysis of academic successes and priorities, but the tone is aspirational, geared to maintenance rather than development.
- 5.10 The school is highly successful in attracting able, well-qualified teaching staff who share its values and in motivating them to participate fully in the life of the community. Newly-appointed staff receive a suitable induction including their responsibilities for the pupils; safeguarding, welfare, health and safety. All members of staff are encouraged and supported in gaining further qualifications and appropriate training. Since the previous inspection, the professional review process has been strengthened. The headmaster meets each teacher every three years to consider and review all areas of his or her contribution to the life of the school. Detailed arrangements are in place for the appraisal of boarding staff and members of the non-teaching staff, but, as previously, the appraisal of teachers is variable both in regularity and in rigour. Non-teaching staff are integral to the successful operation of the school and their contribution is widely acknowledged and appreciated. The school is carefully attentive to its safeguarding, welfare and health and safety responsibilities, including checking and recording the suitability of staff, and training in these areas for staff at all levels of the community is thorough.
- 5.11 Parents who responded to the pre-inspection questionnaire showed great support for the school's pastoral care of their sons, and for the standard of education provided by the college. A small minority of parents in response to the pre-inspection questionnaire confirmed that there was a lack of encouragement to be involved with the daily life of the school. Inspectors found that parental involvement

with the daily life and work of pupils is kept to a minimum, in line with the college's aim of fostering independence and self-reliance among the pupils. Parents are, nonetheless, invited to main school events and contribute to the college's programme of lectures and visits.

- 5.12 Reports are well written, containing good records of assessments and revealing a strong understanding of individual pupils. The standard of comments for improvement varies across departments and the combined effort and achievement grade for intermediate reports clouds feedback. The lack of full reports for the spring term for Years 11 and 13 does not fully assist pupils' progress as they prepare for examinations. Regular communication to parents varies across the houses. The parents of current and prospective pupils receive all required information about the school. Some parents receive informative termly house newsletters and some houses and departments use social media, allowing parents a more regular insight into the life of the houses.
- 5.13 The school has a suitable complaints policy. Parental concerns are responded to promptly and effectively. Parents confirmed in their replies to the pre-inspection questionnaire that teachers and housemasters respond in detail to parents about any communication on pastoral or academic matters concerning their children. Often, this is followed up by telephone to discuss ways in which parents and the school can work together in a boy's best interests.

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