



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

WELBECK – THE DEFENCE SIXTH FORM COLLEGE

INDEPENDENT SCHOOLS INSPECTORATE

Welbeck – The Defence Sixth Form College

Full Name of College	Welbeck – The Defence Sixth Form College	
DfE Number	855/8301	
Address	Welbeck - The Defence Sixth Form College Forest Road Woodhouse Loughborough Leicestershire LE12 8WD	
Telephone Number	01509 891712	
Fax Number	01509 891701	
Email Address	pa@dsfc.ac.uk	
Principal	Mr Peter Middleton	
Chair of Governors	Mr Peter Watkins CBE	
Age Range	16 to 18	
Total Number of Students	298	
Gender of Students	Mixed (230 boys; 68 girls)	
Numbers by Age	16-18 :	298
Number of Day Students	Total:	0
Number of Boarders	Total:	298
	Full:	298
Inspection Dates	01 Apr 2014 to 04 Apr 2014	

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in January 2009.

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. This report follows the framework laid down by the ISI, using criteria for inspection consistent with the requirements of the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk.

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

The report does not contain specific judgements on the National Minimum Boarding Standards. It evaluates the quality of the boarding experience and its contribution to students' 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.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the vice-chair of governors and 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 students. The responses of parents and students to pre-inspection questionnaires were analysed, and the inspectors examined documentation made available by the school.

Inspectors

Mrs Carole Evans

Mrs Alison Bawden

Mr Ian Lovat

Miss Margaret Pepper

Dr Nicholas England

Mr Carl Bingham

Reporting Inspector

Team Inspector (Deputy Head, HMC school)

Team Inspector (Director of Studies, HMC school)

Team Inspector (Former Head, ISA school)

Co-ordinating Inspector for Boarding

Team Inspector for Boarding

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Welbeck, The Defence Sixth Form College is a co-educational boarding college. It was established in 1953 as the Army’s Sixth Form College and moved to its present purpose-built site, in countryside outside Loughborough, in 2005. On moving it began to admit students for all three armed services and the Ministry of Defence (MOD) technical branch.
- 1.2 Although organized and run as a sixth-form college, Welbeck remains an MOD institution which is operated on their behalf by Minerva, as part of a Public Private Partnership. Minerva is legally responsible for the operation of the College, and sub-contracts academic provision to TQ Education and Training and the responsibility for the fabric and facilities of the College to Interserve Defence Limited; the Defence Academy is the responsible body on behalf of the MOD. The college provides an education for students who wish to pursue a career as a technical or engineering officer in one of the Armed Services or as an engineer within the Civil Service of the MOD. In addition, a number of private students are admitted each year.
- 1.3 The Governing Board, working within the Governors’ Charter, includes, amongst others, representative senior Armed Forces personnel, civilian representatives including educationalists, individuals with technical and industrial experience and staff and parent representatives. The Board acts as an advisory, rather than proprietorial body but has influence on the education and pastoral provision, and the College facilities and their day to day operation.
- 1.4 The college aims to: provide a stimulating learning environment in which career-focused students can develop their academic and personal potential to the full; offer all students a range of opportunities so that they can achieve to the best of their abilities within a framework of shared values and standards; value and nurture all students as individuals thus preparing them for life beyond the college.
- 1.5 At the time of the inspection there were 298 students on roll; just under a quarter of these were girls. Almost all the students are UK Nationals from varied backgrounds.
- 1.6 The college is selective and students must also pass a Single Service Selection Board if they are to attend the college as part of the Defence Technical Officer and Engineer Entry Scheme (DTOEES). Students come to the college with a varied range of educational experiences. The ability profile of students is considered to be similar to, or slightly above, the national average. The college has identified 35 students who have special educational needs and/or disabilities (SEND) although none of these require additional support. There are 3 students who speak English as an additional language (EAL), one of whom receives additional support. No student has a statement of special educational needs.
- 1.7 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 tables.

College	NC name
Lower sixth	Year 12
Upper sixth	Year 13

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The college successfully fulfils its aims, including offering to all students a range of opportunities so that they can achieve to the best of their ability within a framework of shared values and standards. The quality of the students' achievements in their academic work and in their activities is excellent. Students are successful in public examinations. All students including those with SEND or EAL make good progress. The curriculum is entirely suited to the purpose of the college. Teaching is good and supports the students' learning, however there is little sharing of best practice in order to raise the overall standard to that of the best. Teachers give willingly of their time to support students outside the classroom. The extra-curricular and military programme is extensive. Students achieve individual and team successes in a wide range of activities and national competitions. Students have an excellent attitude to their work and their behaviour is exemplary.
- 2.2 The students' personal development is excellent in response to highly effective pastoral care; they are confident and articulate. The relationships amongst students, and between students and staff, are excellent. Students are able to judge right from wrong and they take on responsibilities willingly. The arrangements for welfare, health and safety are excellent. Students feel safe in the college environment and confirm that they are well known and supported. Boarding makes an excellent contribution to the lives of the students.
- 2.3 Governance is excellent. The governors have an extensive range of professional skills and are fully committed to the aims of the college. The members of the board fully discharge their responsibilities. They are rigorous in monitoring policies and ensuring that all safeguarding procedures are in place. The quality of leadership and management is good. Senior leaders have a clear understanding of the strengths of the college and areas for further development. Senior leaders do not currently monitor teaching as an element of the college's evaluation of teaching and learning and boarding is not currently appraised as an element in the professional review of assistant house staff. The quality of links with parents, carers and guardians is excellent. There has been good progress made since the previous inspection, including in meeting the recommendations made at that time.

2.(b) Action points

Recommendations for further improvement

2.4 The college is advised to make the following improvements.

1. Instigate monitoring of teaching by senior managers as an element of the college's evaluation of teaching and learning.
2. Share good practice through mutual lesson observation so that the standard of all teaching is raised to that of the best.
3. Include participation in boarding in the appraisal of all relevant staff.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

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

- 3.1 The quality of students' achievements and learning is excellent.
- 3.2 Students are very well educated in accordance with the college's aim to provide a stimulating environment in which students can develop their academic potential to the full.
- 3.3 The students' excellent all-round achievement is based on high levels of knowledge, understanding and skill demonstrated in all curricular and extra-curricular activities. Students demonstrate strong speaking and listening skills, they are confident and articulate both orally and in writing. They are very competent in numeracy skills and are able to apply these in other subjects, for example physics and geography. Students have strong technological skills and are creative in design. When given the opportunity students demonstrate good levels of logical and independent thought. All MOD students are expected to continue their education to degree level, and are sponsored through university.
- 3.4 Students reason accurately and think for themselves in an analytical manner. In the AS Extended Project Qualification (EPQ), students successfully develop ideas over a broader canvas; they test hypotheses and carry out extensive individual and independent research, such as creating an online tutor in mathematics.
- 3.5 Students participate in the Model United Nations and a significant number have achieved awards in national mathematics challenges. They engage enthusiastically in physical activity and show high levels of fitness and physical skill across a wide range of sports. Students have achieved numerous successes across the range of sports, some at county level, and at adventurous training events, and they regularly compete and achieve success in military sporting events.
- 3.6 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. A-level results have been above the national average for maintained schools and similar to the national average for maintained selective schools. In 2013 over two-thirds of results were achieved at grades A* to B. This level of attainment indicates that students make progress which is good in relation to those of similar ability. This is confirmed by lesson observations, work scrutiny, curriculum interviews and supported by the students' personal ambitions and self-discipline. Students who have been identified as having SEND or EAL make progress in line with their peers.
- 3.7 The students have extremely positive attitudes to their work and their involvement in enrichment lessons and extra-curricular activities. They respect their teachers and are well-motivated learners. In lessons they are attentive and listen to the views and ideas of others. They work successfully individually and co-operatively. Students show initiative and take responsibility for their own learning when the opportunity arises. They take great pride in their work, which is very well organised and neatly presented.

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

- 3.8 The contribution of curricular and extracurricular provision is excellent.
- 3.9 The curriculum is entirely appropriate for the college in relation to its purpose and stated aims. It provides very well for the needs of students who are intending to study a technical degree at university. All students study four AS levels including mathematics and physics and all continue their study of mathematics to A level; additional subjects are chosen from a good range of options. An enrichment programme allows students to study for additional qualifications, for example, to take further mathematics, to offer an EPQ or develop language skills.
- 3.10 The personal development of the students is enhanced by a Career, Life and Service Skills programme (CLASS) which is delivered to students by means of a lecture programme given by external speakers, tutors, including the military personnel on the staff and careers advisors. The quality of the careers advice is excellent. The students appreciate this programme, particularly its informative and educative approach. The programme includes presentations on relationships, personal finance and health education. Study skills are covered and discussed, which many students find helpful.
- 3.11 Specific careers advice is provided mainly by the service personnel on the staff; former students visit to explain their career paths and there are presentations about the DTOEES. Students visit the universities that participate in the Defence Technical Undergraduate Scheme (DTUS) and a summer university day in the college provides additional guidance. Advice for students on the university application process is good.
- 3.12 The Combined Cadet Force (CCF) is a compulsory and integral part of the curriculum and a comprehensive Military Skills and Leadership Training (MSLT) programme runs throughout Years 12 and 13. A wide range of activities and opportunities is available to the students via the CCF, which they enjoy; some would like it to be even more comprehensive. Since the previous inspection the MSLT curriculum has been enhanced, but opportunities for further extension are limited by time and external resources.
- 3.13 As well as a comprehensive and successful sporting programme an excellent range of additional extra-curricular activities is provided. All students have to take part in at least one activity per week in addition to sport and CCF. The activities include sporting options and non-sporting options. The non-sporting options range from art to ballroom dancing and include volunteering in support of local residents. Students are also able to participate in the gold Duke of Edinburgh award. Wherever possible, the college responds to student requests for the introduction of additional activities, for example introducing taekwondo.
- 3.14 Students have many fruitful links with the local community; musicians perform at local venues, and students support local Remembrance Day Services and open days at a local hospice. The curriculum is further supported by a number of trips and visits, for example for fieldwork in biology and geography and visits to Parliament and the Normandy beaches.

3.(c) The contribution of teaching

- 3.15 The contribution of teaching is good.
- 3.16 Teaching is effective in promoting the students' progress, including towards entry to the DTUS. Most teaching is well planned and are highly structured, based on a good understanding of the students' needs. It enables students to work co-operatively and they have good relationships with their teachers.
- 3.17 The most successful teaching is conducted with good pace and employs a variety of effective tasks and approaches; these provide challenge and promote learning. In such teaching excellent questioning probes for deeper knowledge and understanding, and encourages students to think, analyse and draw conclusions. Such teaching fosters interest and enjoyment and actively engages students. Some less successful teaching is heavily teacher-dominated. This enables appropriate preparation for examination success but gives little opportunity for investigation or independent work. In some teaching the additional tasks provided for the most able, and strategies employed to enable their progress offer insufficient challenge. Students with SEND or EAL are well supported. There has been some progress towards meeting the recommendation from the previous inspection report, however opportunities remain to maximise the sharing of the good practice observed in the best teaching.
- 3.18 A variety of resources are used and some teaching takes advantage of new technologies to make lessons more accessible. Time is well managed. All teachers display excellent subject knowledge. There is a considerable amount of additional support given to students both informally and through extra lessons which reflects the commitment of staff to the students' progress. In response to the pre-inspection questionnaires students indicated that this additional support is much appreciated.
- 3.19 The quality of marking varies between departments. In some, work is marked regularly, errors are identified and constructive comments added with advice for improvement, but this is not consistent across all subject areas. Marking is supported by oral feedback in class. Students are encouraged by the award of Praise Forms for both effort and achievement.
- 3.20 Progress is monitored effectively through an extensive structure of assessment processes, regular tests and a 'traffic light' system that tracks the students' progress. These all stimulate the students' efforts and motivation. Currently the college does not use baseline tests to ascertain the students' potential on entry, but plans to introduce this are well advanced.

4. THE QUALITY OF THE STUDENTS' PERSONAL DEVELOPMENT

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

- 4.1 The students' spiritual, moral, social and cultural development is excellent.
- 4.2 The students are mature and confident in their dealings with each other and with adults. They have a well-developed sense of self and over the course of their two years in the college they develop a clear set of personal standards and values in the form of the military core values of selfless commitment, courage, discipline, integrity, loyalty, and respect for others. These values are introduced to the Year 12 students at an early stage as part of the military skills programme, and the aim that the students internalise these values so that they are part of their personal spiritual and moral philosophy is met. Students of any faith or none are equally accepted and their religious practices respected. Regular visits from clergy and a small but active student-led Christian Union, together with opportunities to attend services in the local area should they wish to do so, enhance the students' spiritual development.
- 4.3 The students' moral development is excellent; the military core values underpin their good conduct. Students demonstrate a strong sense of right and wrong. They show respect to others and to the staff in lessons and around the college. Their behaviour is impeccable, requiring minimal adult intervention. The college exudes an atmosphere of order, calm and purpose.
- 4.4 Students develop strong relationships with others and are exceptionally polite, punctual and well presented. There are many opportunities within the college for students to develop social responsibility and leadership skills; peer support and the college council are some of the many ways in which students are involved, and they develop strongly in response. They rise to the challenge of leadership roles. Students are willing to accept responsibility and seek to do so. Responses to the pre-inspection questionnaire showed that a very large majority of the students welcome these opportunities. Students are aware of, and contribute to, society beyond the college as volunteers and through fundraising for various charities. These include national military charities. Students also volunteer locally, for example as rugby coaches to local primary schools. They are aware of their own relative advantages in society. They have ready access to news and newspapers and the politics students, in particular, are made aware of and discuss global events.
- 4.5 The cultural awareness of the students is good. They benefit from participating in musical events, in the military band and jazz band, as well as the choir. Their cultural awareness is also extended by trips and visits, including an annual student exchange with a military academy in Austria and an annual overseas rugby tour. The students are aware of other cultures and integrate well with those from different backgrounds within the boarding houses and the college.
- 4.6 Students achieve an extremely high level of personal development by the time they leave and show great emotional maturity.

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

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The pastoral support and guidance for students is excellent and fully supports the college aims. A pastoral team which includes tutors, house and medical staff ensures that the students are known extremely well and shows a genuine concern for their wellbeing. Relationships amongst students, and between students and staff, are excellent. In interviews, students expressed appreciation of the willingness of staff to be available to help them with their work as well as any pastoral concerns.
- 4.9 The college has clear expectations of good behaviour and students are clearly made aware of the sanctions likely to be imposed should any inappropriate behaviour occur. Rewards are issued for good academic work and for good deeds within the college community. In the pre-inspection questionnaire a minority of students stated that teachers are not fair in giving rewards and sanctions. In interviews, students did not support this view and inspection evidence shows that rewards and sanctions are administered fairly. The college takes a clear stance against bullying, including cyber-bullying. Robust policies are in place to combat bullying and records show that should any incidents occur they are dealt with quickly and effectively, with suitably serious sanctions imposed.
- 4.10 Students are made aware of the benefits of a healthy lifestyle. In response to the pre-inspection questionnaires a majority of students did not consider the food provided to be good. In interviews, students were more positive in their views and the inspectors found the students are provided with a wide variety and quantity of good food; hot, cold and healthy options are always available. Students are proactive and highly motivated with regard to their physical fitness. They enjoy regular exercise through the college's comprehensive games curriculum, and the many and varied physical activities involved in the military programme.
- 4.11 A minority of students stated that they feel that the college does not ask for their opinions and respond to them. Inspection evidence, including discussions with students, does not support this view. Students are able to communicate their views to the student council and other related committees including the mess committee, dealing with matters relating to food. The student council meets regularly and has been active in the decisions to purchase new benches for the houses, new sports equipment and in the changes of timings to some house routines. Prefects' meetings and regular meetings between students and governors are embedded in the culture and practice of the college to ensure communication of student views within the houses.
- 4.12 The college has a suitable plan to improve the educational access for students with SEND.

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

- 4.13 The contribution of the arrangements for welfare health and safety is excellent.
- 4.14 The college has a comprehensive health and safety policy and all necessary measures are taken to reduce risk from fire and other hazards. Staff are trained in the use of fire equipment, regular fire drills are held and weekly fire alarm tests take place. Appropriate risk assessments ensure that the safety of the students and the whole college community is a priority. Risk assessments undertaken for internal and external college activities are comprehensive. A health and safety committee which

includes representatives from TQ, IDL and departments within the college, meets termly and provides strong oversight. The minutes and action points are circulated to all staff and the governing board.

- 4.15 There is excellent provision for students who are ill or injured. This care is provided in a very well equipped medical centre with full-time, qualified medical staff, and is supported by the many staff trained in first aid. Thorough and systematic records of accidents are kept and these are reviewed monthly by Minerva.
- 4.16 Appropriate safeguarding arrangements are in place and safer recruitment procedures are implemented. The college arranges suitable staff training in safeguarding. The designated persons for safeguarding also receive inter-agency training and they have strong links with local agencies. Staff provide the highest level of care for students, who know whom to contact in case of concerns.
- 4.17 Admissions and attendance registers are suitably maintained, the attendance registers are backed up daily and correctly stored.

4.(d) The quality of boarding

- 4.18 The quality of boarding education is excellent.
- 4.19 The outcomes for boarders are excellent. The boarding experience makes an exceptional contribution to the personal development of boarders. They are resilient, determined, competitive and personable. Boarders are reliable and punctual, and without exception immaculately turned out. They manage their time very well to cope with a challenging mix of academic study, military skills training and arduous physical exercise.
- 4.20 Boarders enjoy living together with a shared sense of purpose. They talk of close and supportive friendships with their peers and most positive relationships with their house staff, who take a close interest in each boarder's needs. The college ensures that everyone has an equal opportunity to benefit from a wide variety of activities. Boarders have plenty of opportunities to contribute to the community. All take part in a weekly parade, the success of which requires great teamwork and discipline. Boarders are provided with leadership opportunities through committee membership and positions of responsibility; prefects receive suitable guidance for their roles. They are able to effect change and implement their ideas through a variety of committees.
- 4.21 The quality of boarding provision and care is excellent. New boarders benefit from an extensive induction programme, which sets out to explain the ethos and expectations of the college, and to give support. Boarding mentors are assigned to the new boarders, who soon learn to live independently, keeping their rooms tidy and clean, and managing their own laundry. The school has clear and effective policies regarding the medical care of boarders, including the administration of medicines, which are meticulously applied by the staff. The medical centre is purpose built and provides excellent accommodation for those who are ill. Boarders speak very highly of the care which they receive. In the event of illness during the night, boarders can easily contact house staff, and they have access to a local doctor. Boarders can see a local dentist or optometrist by appointment.
- 4.22 The college deals very well with issues of health and safety. Fire drills are regularly carried out, both during the day and at night time. Boarders have lockable cupboards to keep their possessions safe. The college has a fenced perimeter, and

visitors are carefully checked on entry. Boarding houses are secure, and boarders say they feel safe. Boarders say the staff are approachable, and that they are able to raise concerns and complaints; they are also able to speak to a counsellor who is independent of the college. The boarders enjoy an excellent standard of accommodation in modern, well-designed houses. Their rooms are spacious and provide en-suite washing facilities. There is plenty of recreational space, and easy access to kitchens and the laundry.

- 4.23 In addition to concerns about the quality of food, a minority of boarders expressed dissatisfaction in questionnaires over the availability of snacks. Inspectors found the food to be healthy and nutritious and extra food is provided in the houses for snacks. The caterers provide individual diets as required, and they are fully aware of boarders' medical needs and allergies. Boarders benefit from an extensive range of activities, during the week, at weekends and also in the holidays. A minority of boarders expressed the view in their pre-inspection questionnaires that there was an imbalance between work and free time. During the inspection, discussion of this issue revealed opposing views amongst boarders, with some feeling that more time for relaxation is needed while others feel that they gain greatly from the long days. Most expressed the view that Sunday is important as a day of rest and recovery. Inspectors found that the demands placed on boarders do not unacceptably affect their welfare. Boarders are able to take leave on Sunday to visit local towns, where they can purchase personal items.
- 4.24 The arrangements for the welfare and safeguarding of boarders in the boarding houses are excellent. All staff receive suitable training in safeguarding. The college has excellent policies and procedures to prevent bullying, strongly encourages considerate behaviour and distinguishes very clearly between banter and bullying. In the event of bullying, the college authorities act swiftly and robustly. In each boarding house there is always a member of staff on duty, many of whom offer extra help with the boarders' work. Staff are appropriately checked before appointment and reside in accommodation suitably separate from that of boarders.
- 4.25 The effectiveness of leadership and management of the boarding provision is excellent. A well-constructed document sets out the aims and ethos of the boarding provision. The college management information system is used most effectively, to organise and store policies, to keep detailed records about boarders or to communicate with parents and carers. The organisation within each boarding house is excellent. There is an effective system for housemasters to be appraised by senior staff. The assistant housemasters and mistresses are appraised through their academic roles but this does not include their boarding responsibilities. There is a strong commitment to the evaluation of boarding standards and to continuous improvement, which is reflected in specific planning for the development of boarding. Many staff have attended training outside the school, and have gained qualifications in managing boarding.
- 4.26 In their pre-inspection questionnaire responses an overwhelming majority of parents showed a very high level of satisfaction with the organisation and management of boarding, and they were also positive about the boarders' personal development. Most boarders too are positive about their experience.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The Governing Board brings an extensive range of expertise which contributes on a regular basis to the development of the college. All members of the Board are highly committed. The excellent oversight, challenge and stimulus provided by the Board enable the college to fully achieve its aims. There are two sub-committees, academic and pastoral, and facilities, which both report to the main board. The MOD and Minerva ensure suitable financial provision for the college's activities.
- 5.3 Members of the Board together with representatives from Minerva, TQ and IDL are involved in formulating the college development plan and have put in place a comprehensive risk register. The Board meets termly and hears presentations from staff to remain abreast of academic, military and other developments. Governors support college events and some members of the board have undertaken lesson observations and have visited boarding houses.
- 5.4 The Governing Board is highly effective in discharging its responsibilities for welfare, health and safety and in addition to receiving their regular reports from the health and safety committee, they monitor policy and its implementation with care. They undertake a very thorough and annual review of the safeguarding policy and procedures.
- 5.5 An induction programme is in place for new members of the Governing Board and Governors receive regular update training. The governors have made good progress in meeting the recommendations from the previous inspection report.

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

- 5.6 The quality of leadership and management, including links with parents, carers and guardians, is good.
- 5.7 The leadership and management of the college are highly effective in promoting its aims. They are effective in preparing students for their intended careers in the Armed Services and MOD Civil Service, and place a strong emphasis on personal values and standards, leadership and teamwork. The senior leaders set high standards for themselves and also for the college community as evidenced by the excellent levels of the students' achievement and personal development. All members of the team have a clear understanding of the strengths of the college and of areas that require further development. The senior leaders are highly effective in the discharge of their delegated responsibilities and in monitoring the implementation of policies.
- 5.8 Recent review of the college development plan demonstrates a highly effective level of self-evaluation. The new plan is intended to be clearly reflected in faculty departmental plans, and, as such, to lay the foundation for much greater cohesion in planning.

- 5.9 All middle managers have responsibility for reviewing their staff on an annual basis and setting appropriate targets, although assistant house staff are not currently appraised on their boarding roles. Middle managers give excellent leadership in the boarding houses. Academic middle managers are effective administratively. Since the previous inspection some sharing of good practice in teaching has taken place, however this is inconsistent across the college. Full and comprehensive monitoring of teaching across all departments is not yet fully implemented.
- 5.10 There are effective measures in place to ensure that well-qualified staff are appointed across the college; they are appropriately trained in safeguarding and in welfare, health and safety. All new staff and governors are appropriately checked before appointment. Appropriate induction arrangements are in place to ensure that all staff receive the information and training that they need as they begin work at the college.
- 5.11 The quality of links with parents, carers and guardians is excellent. Parents responding to the pre-inspection questionnaire expressed extremely high levels of satisfaction with the college and they are very supportive of the college's aims and principles.
- 5.12 In the pre-inspection questionnaires a very small minority of parents indicated that they are not satisfied with the information they received about the progress their son or daughter makes. Inspection evidence found that there is detailed and frequent communication with parents. At the start of the academic year housemasters telephone parents within the first three days, and house tutors make contact with parents within the first two to three weeks to inform them how their son or daughter is settling into the college. There are further communications throughout the course of the year. Informative subject reports are given once a year and there is an annual consultation meeting with staff, which has recently been moved to allow a greater number of parents to attend. The college has a highly efficient and effective information management system that informs parents immediately via email of any concerns or of praise their son or daughter may receive. The college provides parents with a termly newsletter from the Principal and other half and mid-term updates. The website provides the required information to parents of current and prospective students.
- 5.13 The house staff are often the first point of contact for parents and they are available to receive communications from parents. Some of the houses also provide termly newsletters to parents and have recently set up pages on social media sites to allow parents to access up-to-date information. The college has a clear complaints policy that is implemented effectively and parents know who to contact if necessary.

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