



ISI Independent
Schools
Inspectorate

Self-Evaluation Form

Regulatory Compliance, Focused Compliance and Educational Quality Inspections

For use from September 2022

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To be completed electronically

Is the school happy for this form to be shared with the inspection team?	Yes
Date on which SEF was completed or last revised	23/09/22

Radley Glossary:

Council: Governing Body

Warden: Headmaster

Sub Warden: Deputy Head

Social: Boarding House

Tutor: Housemaster

PHM: Pastoral Housemistress (Matron)

Don: Teacher

Shell: Y9

Remove: Y10

Fifth: Y11

Pup: Head prefect in Social

Boy: Used within & other documents as a generic term to refer to pupils.
We do have one girl in the school at the moment

Changes to the September 2022 version

The document has been updated to take into account the changes to the National Minimum Standards for boarding.

Day schools do NOT need to transfer their previous SEF onto this document.

Boarding schools should use this template rather than any previous version.

Changes to the January 2022 version

Minor wording amendments only.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than any version prior to September 2020.

Changes to the April 2021 version

The DfE has amended the Independent School Standards Regulations with the addition of paragraph 32(1)(k) which requires a school to publish its arrangements for remote education if the school has pupils who are wholly funded by the state. This amendment has been included in Part 1, the regulatory checklist.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than the 2019 or earlier versions.

Changes to the September 2020 version

The DfE has amended the Independent School Standards Regulations with the addition of paragraph 2A and some amendments to paragraph 20. These amendments have been included in Part 1, the regulatory checklist.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than the 2019 or earlier versions.

Formatting improvement

Each of the rows in which responses are to be written are now separated by a paragraph mark. This facilitates adding additional rows, if required, by pressing the tab key.

Alternative version

The school may wish to use the alternative version of the SEF in the last section of this document. This contains exactly the same questions, but the response sections are divided into two columns which align more closely with the way inspectors gather evidence on inspection. The intention here is that comments in the first column outline outcomes for pupils, and comments in the second column relate these outcomes to contributory factors or the school's provision, such as aspects of the curriculum, teaching, pastoral care, leadership and management etc.

If the school uses this alternative version, the previous sections relating to pupils' achievements, pupils' personal development and contributory factors should be deleted. Otherwise, the alternative version should be deleted.

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PART 1 for Regulatory Compliance and Focused Compliance Inspections

For each Regulation and Standard, answer 'Yes' or 'No' on the basis of whether the school fully meets the requirements. For certain Regulations and Standards, and depending on the age range of the school, a response of 'N/A' may be appropriate. Under each section, provide brief explanatory comments only where needed to help the team to understand the nature and circumstances of the school, and its compliance. In addition, please indicate the member of staff responsible for the matters dealt with under each section of the form. This will enable the inspection team to know who to contact if further clarification is needed.

Part 1 Quality of education provided (curriculum)

1	The standards about the quality of education provided at the school are those contained in this Part.			
2(1)	The standard in this paragraph is met if—			
	(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively ; and	Yes		
	(b) the written policy, plans and schemes of work—	Yes		
	(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and			
	(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Yes		
2(2)	For the purposes of paragraph (2)(1)(a), the matters are—			
	(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;	Yes		
	(b) that pupils acquire speaking, listening, literacy and numeracy skills;	Yes		
	(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;			N/A
	(d) personal, social, health and economic education which—			
	(i) reflects the school's aim and ethos; and	Yes		
	(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);	Yes		
	(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—			
	(i) is presented in an impartial manner;	Yes		
	(ii) enables them to make informed choices about a broad range of career options; and	Yes		
	(iii) helps to encourage them to fulfil their potential;	Yes		

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;			N/A
(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;	Yes		
(h) that all pupils have the opportunity to learn and make progress; and	Yes		
(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.	Yes		
2A(1) The standard in this paragraph is met if the proprietor:			
(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education			N/A
(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),	Yes		
(c) [relates to Academies – not within ISI’s remit]			
(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,	Yes		
(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),	Yes		
(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and	Yes		
(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.	Yes		
2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil’s parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.	Yes		
2A(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.			

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- Curriculum, Teaching and Learning Policy which includes notes on how we incorporate FBVs.
- Schemes of Work on school intranet (StudentHub).
- Lesson observations (as a management tool but also a strong culture of peer-to-peer observation) and work scrutiny ensure that pupils are gaining the required skills and making appropriate progress.
- Regular appraisal system ensures that policy is enacted consistently within and across departments.
- Statistical analysis of results and value added including checking that pupils of different groups such as SEND and EAL pupils perform equally.
- PSHE Handbook (which includes RSE) and questionnaires.
- Careers Handbook. Careers advice records.
- Extension provided by Junior Scholars enrichment programme (Lower School Scholars) and supervising teacher
- And Curriculum Extension Programme (all Sixth Formers study two areas beyond their A Levels – one if they are studying four A levels).
- We offer an exceptionally wide range of activities which are listed on website and school calendar.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Academic Director – Stephen Rathbone

Part 1 Quality of education provided (teaching)

3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school—		
	(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;	Yes	
	(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;	Yes	
	(c) involves well-planned lessons and effective teaching methods, activities and management of class time;	Yes	
	(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;	Yes	
	(e) demonstrates good knowledge and understanding of the subject matter being taught;	Yes	
	(f) utilises effectively classroom resources of a good quality, quantity and range;	Yes	
	(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;	Yes	
	(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;	Yes	
	(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	Yes	
	(j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.	Yes	
4	The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.	Yes	

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- Teachers' and Heads of Departments' appraisals.
- Strong Induction processes.
- Lesson observations (as a management tool but also a strong culture of peer-to-peer observation) and work scrutiny. This includes a more informal biennial Lesson Observation Cycle for the staff to review and support each other.
- Visits from other schools' heads of departments and in the case of Academic Support, a professional consultant
- Teachers have a good knowledge of the particular needs of individuals
- HODs monitor work setting and marking. Departmental meetings ensure common standards of teaching and marking. General marking policy is augmented by departmental marking policies and spot-checks of boys' files.
- Examination results (available on the website) are strong, particularly relative to baseline data.
- Regular three weekly cycle of Interim Reports for each year group, commenting on output and effort. Analysis of reports by Heads of Year for years 9-11, identifying patterns and trends.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Academic Director – Stephen Rathbone

Part 2 Spiritual, moral, social and cultural development of pupils

5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—		
	(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	Yes	
	(b) ensures that principles are actively promoted which—		
	(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;	Yes	
	(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;	Yes	
	(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;	Yes	
	(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;	Yes	
	(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;	Yes	
	(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and	Yes	
	(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;	Yes	
	(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and	Yes	
	(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—		
	(i) while they are in attendance at the school;		
	(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or		
	(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.	Yes	

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- We have a strong PHSE programme which includes RSE and EDI delivered by Form Masters and outside speakers. Its success is measured in part by questionnaire but also by the way boys act towards each other and towards other people.
- Critical Thinking Classes for the Shells (Y9) inculcates a mindset wary of prejudice and distortion of facts, with special emphasis on reasoned thinking/research and verification of facts in an age of 'fake news'.
- Chapel is central to Radley and boys contribute willingly, especially their singing. Services five times a week as a whole community and Social Prayers on Wednesdays.
- The number of boys who ask to be Confirmed (often 30-50 boys per confirmation service)
- Good attendance in voluntary Catholic services and confirmation
- Good attendance in Christian Forum Society
- Cocoa: At the end of each day a member of staff offers biscuits, cake and other snacks in the Social cocoa room or their house. Boys are able to come and go as they wish but most will attend at some point each evening. Issues of the day (local and worldwide) are discussed in an informal environment.
- We have a very extensive lecture programme. Register of outside speakers is monitored to ensure balance and FBV.
- Community Partnerships. Most fifth formers (all not serving in CCF) help in local schools, charities, retirement homes etc every Wednesday. Letters from these organisations comment on the willingness of the boys and the respect they show to those from different backgrounds.
- Voluntary involvement in further partnerships; over 80 sixth form boys are trained to give Maths help to students from other schools, and a further dozen in mentoring schemes in partner schools, especially in the OX14 group. We have a number of boys involved in Young Leadership in Sport programmes.
- A large number of boys decide to stay on in CCF beyond their compulsory year, evidencing a sense of service. Others stay on as Mentors to fifth formers involved in Community Partnerships.
- Large number of boys taking DofE and particularly at Gold level.
- A huge amount of money is raised for charity through activity carried out by the College and individual boys. The Young Sports Leaders and others collect bikes and sports kit annually for two local charities (Oxfordshire Youth and the Oxford Hub).
- Boys are always excellent ambassadors when on the many Cultural Exchanges to other countries (MFL exchanges, Japan, Tanzania, Russia, USA etc).
- The Warden (or Sub-Warden) speaks weekly in Chapel on an issue of current interest in the news to encourage thought and awareness.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Academic Director – Stephen Rathbone

Part 3 Welfare, health and safety of pupils

6	The standards about the welfare, health and safety of pupils at the school are those contained in this Part.		
7	The standard in this paragraph is met if the proprietor ensures that—		
	(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and	Yes	
	(b) such arrangements have regard to any guidance issued by the Secretary of State.	Yes	
	<i>PREVENT</i> : The school has a clear approach to the Prevent strategy	Yes	
8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—		
	(a) arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and NOTE: for legal reasons failure of NMS 8 triggers a failure of this ISSR 8(a) (as a minimum), and customarily of 7(a) and (b) and 8(a) and (b).	Yes	
	(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges. NOTE: for legal reasons failure of any NMS triggers a failure of this ISSR 8(b) as a minimum.	Yes	
*	Boarder means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school.		
9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –		
	(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour;	Yes	
	(b) the policy is implemented effectively; and	Yes	
	(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.	Yes	
10	The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.	Yes	
11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.	Yes	
12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.	Yes	
13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.	Yes	
14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.	Yes	

15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.	Yes	
16	The standard in this paragraph is met if the proprietor ensures that-		
	(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and	Yes	
	(b) appropriate action is taken to reduce risks that are identified.	Yes	

Other legislation

Does the school fulfil its duties under Schedule 10 of the Equality Act 2010?	Yes	
Does the school reject the use of corporal punishment?	Yes	

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- Tutors (Housemasters) meet three times a fortnight to discuss pastoral issues. The Warden chairs **two** of those meetings.
- The Pastoral Team (which consists of the DSL, his deputies, the Head of Learning Support and the Heads of Year) also discuss matters of welfare and problems that individual pupils are facing.
- Sixth form boys help with mentoring younger boys and perfecting. Leadership training is given to all.
- Behaviour and Bullying policies in place. They are reviewed regularly and advertised to the pupils. There is a clear sense in the school that bullying is unacceptable.
- Discipline and Bullying records kept and scrutinised for patterns.
- Boys complete an annual welfare survey.
- Shell (Y9) boys (from 2018) sign a code of conduct in the presence of their Tutor and the Warden as a formal acknowledgement of the expected behavioural standards. This is shared with parents.
- The Warden and Sub-Warden meet with the Pups (Prefects) each week and will discuss issues around pupil welfare.
- Policies relating to safety including: risk assessments, fire, first aid are updated regularly particularly with a view to the latest regulations and ensuring that policy matches practice.
- All H&S records including, risk assessments, fire drills (which are conducted regularly), accidents and checks by external organisations kept by H&S manager.
- Each Boarding house has a Pastoral Housemistress. We also have a well-qualified (medically and in safeguarding) and caring team in the Medical Centre which is available to boys 24/7.
- An Admissions register is kept. Back-up arrangements exceed the regulatory requirements.
- Although as a fully boarding school the legislation for attendance registers does not apply (Education - Pupil Registration regulations 2006 4b) we still register attendance twice a day in boarding houses. We manage a list of pupils who are away (for illness, trips etc) and teachers report unexplained absences in any lesson to the Social teams.
- An annual compliance review is conducted by the Senior Master. Housemasters are obliged to help lead this process in their fifth / sixth year in post.
- An annual safeguarding review is conducted by the DSL and presented to the governing body (Council) and the local authority.
- Particular attention is given to specific responsibilities related to UKVI requirements.
- The Health & Safety Committee meets termly.
- We have created a new role – Health and Safety Manager from September 2022 to lead in many of the areas listed above.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Ben Holden (Sub Warden)

Part 4 Suitability of staff, supply staff and proprietors

17. The standards about the suitability of staff*, supply staff and proprietors are contained in this part.			
*Interpretation: Staff means any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract but does not include supply staff or a volunteer.			
18(1) The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.			
18(2) The standard in this paragraph is met if—			
(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;	Yes		
(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;	Yes		
(c) the proprietor carries out appropriate checks to confirm in respect of each such person—			
(i) the person's identity ;	Yes		
(ii) the person's medical fitness ;	Yes		
(iii) the person's right to work in the United Kingdom; and	Yes		
(iv) where appropriate, the person's qualifications ;	Yes		
(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;	Yes		
(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and	Yes		
(f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 19 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 19 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed. NOTE – for legal reasons, a failure of NMS 19.1 in relation to staff triggers a failure of this ISSR 18(2)(f)(as a minimum). For boarding supply staff, see below under ISSR 19(2)(e). Failures of NMS 19.2 to 19.4 and 22.1 to 22.5 will trigger failure of ISSR 8(b) (as a minimum).	Yes		

18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.	Yes		
18(4) The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ('M') has worked in—			
(a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons;			
(b) a maintained school in England in a position to which M was appointed on or after 12 th May 2006 and which did not bring M regularly into contact with children or young persons; or			
(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons, during a period which ended not more than three months before M's appointment.			
19 (1) This paragraph relates to the suitability of supply staff at the school.			
19(2) The standard in this paragraph is met if—			
(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received –			
(i) written notification from the employment business in relation to that person—			
(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;	Yes		
(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and	Yes		
(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and	Yes		
(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;	Yes		
(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;	Yes		
(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);	Yes		
(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—			
(i) the notification referred to in paragraph (a)(i); and	Yes		
(ii) a copy of any enhanced criminal record certificate which the employment business obtains,	Yes		

in respect of any person whom the employment business supplies to the school; and			
(e) except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 19 of the National Minimum Standards for Boarding Schools or where applicable, Standard 19 of the National Minimum Standards for Residential Special Schools are complied with. NOTE – for legal reasons, a failure of NMS 19.1 in relation to boarding supply staff triggers a failure of this ISSR 19(2)(e) (as a minimum).	Yes		
19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.	Yes		
19(4) This sub-paragraph applies to a person ('P') who has worked in—			
(a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons;			
(b) a maintained school in England in a position to which P was appointed on or after 12 May 2006 and which did not bring P regularly into contact with children or young persons; or			
(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons, during a period which ended not more than three months before P is due to begin work at the school.			
20(1) The standard in this paragraph relates to the suitability of the proprietor of the school.			
20(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual .			
20(3) The standard in this paragraph is met if –			
(a) the individual—			
(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and	Yes		
(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and	Yes		
(b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor—	Not applicable: DfE use only. However, if a school has not notified DfE of a new proprietor or chair of		
(i) [deleted]			
(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and			

<p>(iii) in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;</p> <p>and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.</p>	governors, ISI Office should be so informed and a check made with DfE.		
<p>(c) before the school is entered in the register, or in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor, the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual –</p>			
<p>(i) which is countersigned by the Secretary of State or by or on behalf of another registered person who is asked to arrange countersignature of the application by the Secretary of State; or</p>			
<p>(ii) which is transmitted by or on behalf of a registered person who is asked to arrange transmission of the application by the Secretary of State;</p>			
<p>and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State.</p>			
<p>20(4) Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.</p>			
<p>20(5) The standard in this paragraph is met in relation to an individual who is the chair of the school if—</p>			
<p>(a) the individual—</p>			
<p>(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and</p>	Yes		
<p>(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and</p>	Yes		
<p>(b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual—</p>	Not applicable: DfE use only, as above.		
<p>(i) [deleted]</p>			
<p>(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and</p>			
<p>(iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;</p>			

and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.						
(c) subject to paragraphs (7) and (8), the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual –						
(i) which is countersigned by the Secretary of State or by or on behalf of another registered person who is asked to arrange countersignature or the application by the Secretary of State; or						
(ii) which is transmitted by or on behalf of a registered person who is asked to arrange transmission of the application by the Secretary of State;						
and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State.						
20(6) The standard in this paragraph is met in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register, if—						
(a) MB—						
(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and	Yes					
(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;	Yes					
(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—						
(i) where relevant to the individual, an enhanced criminal record check ;				Yes		
(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and				Yes		
(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and				Yes		
(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.	Not applicable: DfE use only.					
20(8) In the case of a registered school—						

(a) sub-paragraph 5(b) and (c) are met where the checks referred to in those sub-paragraphs are completed before or as soon as practicable after the Chair of the school starts acting as such;	
(b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts as an acting member of the body of persons corporate or unincorporated named in the register as the proprietor of the school; and	
(c) sub-paragraph 6(c) is met where the enhanced check is made as soon as practicable after the Secretary of State's request.	
20(9) In this paragraph [20] a reference to the Chair of the school is a reference to an individual who is the Chair of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register and includes a reference to a similar officer.	
Please provide <u>BRIEFLY</u> your evidence for answering Yes above.	
If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.	
<ul style="list-style-type: none"> • The SCR and related documents are maintained scrupulously by the HR department. It is checked by the Head of HR, Safeguarding Governor, Warden and Senior Master and forms part of our regular Compliance review. • All those in a managerial role (as well as those in the HR department) have completed Safer Recruitment training and are familiar with our recruitment policy which is reviewed regularly. • All appointments are considered very carefully with extensive interviewing and discussion at management level as appropriate. 	
Indicate the name of the member of staff responsible for matters dealt with in this section of the form.	
The Head of HR: Sarah Ballard	

Paragraph 21 Single Central Register of Appointments

21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.			
21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.	Yes		
21(3) The information referred to in this sub-paragraph is—			
(a) in relation to each member of staff ('S') appointed on or after 1 st May 2007, whether—			
(i) S's identity was checked;	Yes		
(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;	Yes		
(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;	Yes		
(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;	Yes		
(v) an enhanced criminal record certificate was obtained in respect of S;	Yes		
(vi) checks were made pursuant to paragraph 18(2)(d);	Yes		
(vii) a check of S's right to work in the United Kingdom was made; and	Yes		
(viii) checks were made pursuant to paragraph 18(2)(e),	Yes		
including the date on which each such check was completed or the certificate obtained; and	Yes		
(b) in relation to each member of staff ('S'), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.	Yes		
21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1 st August 2007 who was appointed at any time before 1st May 2007 , whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.	Yes		
21(5) The information referred to in this sub-paragraph is, in relation to supply staff—			
(a) whether written notification has been received from the employment business that—			
(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and	Yes		
(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,	Yes		
together with the date the written notification that each such check was made, or certificate obtained, was received;	Yes		

(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and	Yes		
(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.	Yes		
21(6) The information referred to in this sub-paragraph is, in relation each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007 , whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.	Yes		
21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1 st August 2007 who was appointed at any time before 1st May 2007 —			
(a) whether each check referred to in sub-paragraph (6) was made; and	Yes		
(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.	Yes		

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- The SCR and related documents are maintained scrupulously by the HR department. It is checked by the Head of HR, Safeguarding Governor, Warden and Senior Master and forms part of our regular Compliance review.
- We have incorporated conditional formatting into the SCR to automatically highlight anomalies regarding dates. We also use the ISI SCR checker.
- All those in a managerial role (as well as those in the HR department) have completed Safer Recruitment training and are familiar with our recruitment policy which is reviewed regularly.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Head of HR: Sarah Ballard

Part 5 Premises and accommodation

22.	The standards about the premises of and accommodation at the school are those contained in this Part.			
23(1)	Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—			
	(a) suitable toilet and washing facilities are provided for the sole use of pupils;	Yes		
	(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and	Yes		
	(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.	Yes		
23(2)	Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.			
24(1)	The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—			
	(a) accommodation for the medical examination and treatment of pupils;	Yes		
	(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and	Yes		
	(c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.			N/A
24(2)	The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).			
24(3)	For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in other schools other than special schools or by children with special requirements.			
25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.	Yes		
26	The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.	Yes		
27	The standard in this paragraph is met if the proprietor ensures that—			
	(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and	Yes		
	(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.	Yes		
28(1)	The standard in this paragraph is met if the proprietor ensures that—			

(a)	suitable drinking water facilities are provided;	Yes	
(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;	Yes	
(c)	cold water supplies that are suitable for drinking are clearly marked as such; and	Yes	
(d)	the temperature of hot water at the point of use does not pose a scalding risk to users.	Yes	
28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—			
(a)	they are readily accessible at all times when the premises are in use; and	Yes	
(b)	they are in a separate area from the toilet facilities.	Yes	
29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—			
(a)	physical education to be provided to pupils in accordance with the school curriculum; and	Yes	
(b)	pupils to play outside.	Yes	
30	The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.	Yes	
31 For the purposes of this Part –			
(a)	‘physical education’ includes the playing of games;		
(b)	any requirement that anything provided under this Part must be ‘suitable’ means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and		
(c)	a pupil has ‘special requirements’ if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special school.		

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- We have created a new role – Health and Safety Manager from September 2022 to lead in many of the areas listed above. They also form part of our annual compliance review.
- Toilet, washing, changing, medical, drinking and boarding facilities all exceed the regulatory requirements.
- Sports form a major part of life at Radley and all levels are catered for extensively. Boys will have at least one session of games every Tuesday, Thursday, Friday and Saturday. Some will have additional training sessions and there are many opportunities for boys to take part in additional sports. Facilities for sport and activities are exceptional and include extensive pitches and indoor sports areas on our site.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Health and Safety Manager: Ally Horton

Part 6 – Provision of information

32(1) The standard about the provision of information by the school is met if the proprietor ensures that—			
(a) the information specified in sub-paragraph (2) is provided* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	Yes		
(b) the information specified in sub-paragraph (3) is made available* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	Yes		
(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request;	Yes		
(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;	Yes		
(e) following an inspection under section 87(1) of the Children Act 1989, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each boarder;	Yes		
(f) an annual written report of each registered pupil’s progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;	Yes		
(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school’s admission and attendance registers;	Yes		
(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;			N/A
(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.	Yes		
(j) particulars of any actions specified in sub-paragraph (4) are published and maintained on the school’s website or, where no such website exists, are provided to parents.			N/A
(k) particulars of the arrangements for meeting the requirement to provide remote education in paragraph 2 of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction given on 30th December 2020 by the Secretary of State for Education are published and maintained on the school’s website or, where no such website exists, are provided to parents			N/A

[NB this only applies to independent schools that have registered pupils whose education at the school is wholly paid for out of public funds received by the school from the Secretary of State.]			
32(2) The information specified in this sub-paragraph is—			
(a) the school's address and telephone number and the name of the head teacher;	Yes		
(b) either—			
(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or			N/A
(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;			N/A
(c) where there is a governing body, the name and address for correspondence of its Chair; and	Yes		
(d) a statement of the school's ethos (including any religious ethos) and aims.	Yes		
32(3) The information specified in this sub-paragraph is—			
(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;	Yes		
(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;	Yes		
(c) particulars of the policy referred to in paragraph 2;	Yes		
(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;	Yes		
(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;	Yes		
(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and	Yes		
(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.	Yes		
32(4) The action specified in this sub-paragraph is –			
(a) any decision by the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119 or 123 of the 2008 Act;			N/A
(b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act;			N/A
(c) any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register.			N/A
32(5) For the purposes of sub-paragraph (4)(b), 'relevant restriction' has the meaning given in section 117(1) of the 2008 Act.			
*Interpretation			
In these Regulations, where an element of a standard is information or a document being provided to a person, that element of the standard is met—			
(a) where the person has provided the school with a valid electronic mail address, by sending to that address			

- (i) the information or a copy of the document in electronic form; or
- (ii) the address for an internet website where the information or a copy of the document can be downloaded by the person,
in which case the information or copy of the document must be available for inspection by the person on the school's premises during the school day; or
- (b) by sending or giving the information or a copy of the document to the person.

In these Regulations, where an element of a standard is information or a document being **made available**, that element of the standard is met—

- (a) in a case where the school has an internet website, if—
- (i) the information or a copy of the document is—
- (aa) available on the website in a form accessible to parents of pupils and parents of prospective pupils, and
- (bb) available for inspection on the school's premises during the school day, and
- (ii) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are aware that the information or a copy of the document is available and the form in which it is available; and
- (b) in a case where the school has an internet website but the information or a copy of the document is not available on the website, or where the school does not have an internet website, if—
- (i) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are made aware that they may request the information or a copy of the document; and
- (ii) the information or a copy of the document is sent or given to such parents free of charge, in response to a request.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- All information is provided / made available as required.
- Reports are sent to parents roughly once every 3-4 weeks including a detailed end of term report in each subject for each pupil.
- Our website includes a "Routemap" facility to help parents know the priorities for their son's year-group. It also outlines how parents can help / engage with the school.
- A full outline of how we "provide" and "make available" documents, along with all documentation which is available to ISI pre-inspection is given on the inspectors' page of our website <https://www.radley.org.uk/about-radley/policies-inspection-reports/inspectors>.
- Most policies are available to all on our website: <https://www.radley.org.uk/about-radley/policies-inspection-reports>. But some are in a private area: <https://www.radley.org.uk/about-radley/policies-inspection-reports/all-policies>.
- Our Vision and information about the Radley Education can be found on our website: <https://www.radley.org.uk/about-radley/why/our-vision> (including the latest strategic plan) & <https://www.radley.org.uk/about-radley/why/a-radley-education>.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Senior Master: Mr Roger Shaw

Part 7 – Manner in which complaints are to be handled

33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—		
	(a) is in writing;	Yes	
	(b) is made available to parents of pupils;	Yes	
	(c) sets out clear time scales for the management of a complaint;	Yes	
	(d) allows for a complaint to be made and considered initially on an informal basis;	Yes	
	(e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;	Yes	
	(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;	Yes	
	(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;	Yes	
	(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;	Yes	
	(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—	Yes	
	(i) provided to the complainant and, where relevant, the person complained about; and	Yes	
	(ii) available for inspection on the school premises by the proprietor and the headteacher;	Yes	
	(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and –	Yes	
	(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and	Yes	
	(ii) action taken by the school as a result of these complaints (regardless of whether they are upheld); and	Yes	
	(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them.	Yes	

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- Complaints Policy on website.
- Complaints Logs (which are divided into Informal, Panel and Formal. Each is further subdivided into Welfare / Boarding and Academic / Other to help identify patterns).

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Warden: Mr John Moule

Part 8 – Quality of leadership in and management of schools

34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—		
(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;	Yes	
(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and	Yes	
(c) actively promote the well-being of pupils.	Yes	
34(2) For the purposes of paragraph (1)(c) ‘well-being’ means well-being within the meaning of section 10(2) of the Children Act 2004(a).		

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- All managers are appropriately qualified and trained.
- All teaching members of the Senior Management Team have previously been HODs and Housemasters.
- Rigorous procedures for checking that all standards are being met including annual compliance review.
- Members of the Senior Management Team are appraised annually by the Warden.
- The Warden and the Bursar are appraised by the Council. They were appraised externally during the 2018-19 academic year.
- Outcomes such as pupils’ personal development and achievements suggest that school is well managed.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Warden: Mr John Moule

Briefly indicate the process by which the proprietors/governing body satisfy themselves that Regulations and Standards are met, especially those for safeguarding, health and safety, safe recruitment, and boarding provision.

The Council meets as a full body once a term and two of the three annual meetings are over 24 hour periods at Radley. This allows full discussion with the SMT as a whole as well as contact with other staff. The General Purposes Committee meets termly and Safeguarding and H&S are reported on at each meeting with the items being high on the agenda. Those discussions then feed in to full Council where Safeguarding is given clear priority. At Governor request, there has recently been a full review of H&S and there is also an annual process of Inspection preparation which is reported to Council. All aspects of provision at Radley concern Boarding so all Council oversight is dealing with the boarding context but, specifically, there is an annual review of the pastoral questionnaire and Council members often stay with Tutors when they are at Radley. Additionally, the Audit & Risk Committee meet twice a year and undertake an annual review of risk and process. The Warden and Bursar are in regular contact with the Chairman of Council and of GPC, and the Sub-Warden meets regularly with the member of Council with responsibility for Safeguarding, who also attends occasional meetings of the internal Pastoral Committee and engages with Tutors directly as well as regularly checking the SCR. In addition, two members of Council act as Liaison members with Common Room which gives valuable opportunity for them to hear from the wider staff as to any trends and concerns. Members of Council occasionally visit Social Prayers (Assemblies) in Boarding Houses as well as lessons.

National Minimum Standards for Boarding Schools (NMS) applicable from 5 September 2022

This whole section on NMS should be deleted if the school does not have boarders

Part A: Governance, leadership and management

Aim: The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards children’s wellbeing and is ambitious for the progress of every child. Monitoring and accountability is strong and adds value.

To achieve this aim, the school should meet the following standards:

Standard 1 – Statement of boarding principles and practice

Failure of this NMS triggers a failing of ISSR 8(b)

1.1	A suitable statement ¹ of the school’s boarding principles and practice is available to parents, carers and staff, is known to and understood by boarders, and is seen to work well in practice.	Yes	
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Standard 2 – Management and development of boarding

Failure of any part of this NMS triggers a failing of ISSR 8(b) and, consequently, under ISSRs 34 (leadership and management), as appropriate.

2.1	The school’s governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.	Yes	
2.2	The school’s leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.	Yes	
2.3	There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.	Yes	
2.4	The school’s leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.	Yes	
2.5	The school’s leadership and management and governance actively promote the wellbeing of pupils.	Yes	
2.6	Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders’ welfare is safeguarded and promoted.	Yes	
2.7	The school follows and maintains the policies and documents described in Appendix A.	Yes	
2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.	Yes	

¹ Individual schools will be best placed, on a case-by-case basis, to ensure the statement is accessible to those for whom English is not their first language.

Standard 3 – Inclusion, equality and diversity

Failure of this NMS triggers a failing of ISSR 8(b). See also “Other legislation”, Equality Act 2010, Sched 10.3 (accessibility plan).

<p>3.1 Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010². In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the key factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.</p>	<p>Yes</p>	
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² The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Guidance is available at: [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426623/Equality_Act_2010_advice_for_schools.pdf).

Part B: Boarding provision

Aim: The school provides a homely and welcoming environment in which boarders feel safe, secure and comfortable, and where their privacy is respected. Boarders enjoy their accommodation and meal times and feel that their belongings and personal possessions are protected.

To achieve this aim, the school should meet the following standards:

Standard 4 – Boarding accommodation

Failure of any part of this NMS triggers a failing of ISSR 30

4.1	Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with.	Yes	
4.2	Good quality living accommodation and equipment, including appropriate internet ³ access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.	Yes	
4.3	Sufficient toilet and washing facilities with good-quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements. ⁴	Yes	
4.4	Boarding houses and other accommodation provided for boarders are well lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities.	Yes	
4.5	Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between boarder accommodation and staff accommodation. Bedding is warm, clean and comfortable.	Yes	
4.6	Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.	Yes	
4.7	Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) unsupervised ⁵ access to boarders, or to boarding accommodation while occupied by boarders.	Yes	

³ Part 2 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) sets out requirements for appropriate filtering and monitoring.

⁴ Separate toilet facilities for boys and girls aged 8 years or over must be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time. The School Premises (England) Regulations 2012, - <https://www.legislation.gov.uk/uksi/2012/1943/regulation/4/made> and [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](http://www.legislation.gov.uk)

⁵ Part 3 of Keeping children safe in education - GOV.UK (www.gov.uk) sets out supervision requirements.

4.8	Any use of biometric data/technology ⁶ or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes ⁷ does not intrude unreasonably on boarders' privacy. Any schools ⁸ which use biometric technology and/or CCTV should set out the rationale for its use in the school's security policy. In addition, schools using CCTV must be registered with the Information Commissioner's Office (ICO) ⁹ ¹⁰ and comply with relevant data protection legislation including the UK General Data Protection Regulations ¹¹ , the Data Protection Act 2018 ¹² and the Protection of Freedoms Act 2012 ¹³ .	Yes	
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Standard 5 – Boarders' possessions

Failure of any part of this NMS triggers a failing of ISSR 8(b)

5.1	Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is stored safely while in the process of being laundered and returned to the right boarder following laundering.	Yes	
5.2	Boarders are able to obtain personal and stationery items whilst accommodated at school.	Yes	
5.3	Good protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.	Yes	

Standard 6 – Provision and preparation of food and drinks

Failure of any part of this NMS triggers a failing of ISSR 8(b)

6.1	All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity ¹⁴ .	Yes	
6.2	Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building provided it is adjacent to or reasonably accessible from the boarding accommodation.	Yes	
6.3	In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect.	Yes	
6.4	Boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.	Yes	

⁶ Biometric data means personal information resulting from specific technical processing relating to the individual's physical, psychological or behavioural characteristics which allow or confirm the unique identification of that person, such as facial images, voice recognition or fingerprints. DfE guidance at: <https://www.gov.uk/government/publications/protection-of-biometric-information-of-children-in-schools>

⁷ Policies should be clear where surveillance is used for security purposes- it should not be used to compensate for inadequate staffing levels.

⁸ [Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools)

⁹ CCTV checklist | ICO

¹⁰ [Amended Surveillance Camera Code of Practice \(accessible version\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/amended-surveillance-camera-code-of-practice)

¹¹ [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2019 \(legislation.gov.uk\)](https://www.gov.uk/government/legislation/eu-exit-regulations-2019)

¹² [Data Protection Act 2018 \(legislation.gov.uk\)](https://www.gov.uk/government/legislation/data-protection-act-2018)

¹³ [Protection of Freedoms Act 2012 \(legislation.gov.uk\)](https://www.gov.uk/government/legislation/protection-of-freedoms-act-2012)

¹⁴ [School food standards: resources for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-food-standards-resources-for-schools)

Part C: Health and wellbeing

Aim: Boarders' health needs are fully met, and their physical, emotional and social wellbeing and mental health are promoted and supported. Any health care provided is in the best interests of the child.

To achieve this aim, the school should meet the following standard:

Standard 7 – Boarders' health and wellbeing

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRs 13(first aid) and 24(medical accommodation) as appropriate.

<p>7.1 The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell, ensures that the physical and mental health and emotional wellbeing¹⁵ of boarders are promoted and prompt action is taken when health concerns are identified. The policies include first aid¹⁶, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect, where appropriate, guidance provided by the Royal Pharmaceutical Society and the Royal College of Nursing.</p> <p><i>In addition to ISSR 8(b), reported under ISSR 13(first aid), as appropriate.</i></p>	Yes	
<p>7.2 Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.</p>	Yes	
<p>7.3 Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet and washing facilities. The accommodation is staffed appropriately and provides boarders with appropriate privacy, taking into account sex, age and any special requirements.</p> <p><i>In addition to ISSR 8(b), reported under ISSR 24 (medical accommodation), as appropriate.</i></p>	Yes	
<p>7.4 The school ensures boarders have access, as appropriate, to local medical, dental and optometric services and provision. In addition, the school engages effectively with health agencies, including specialist services (such as CAMHS, sexual health services and those providing support for victims of sexual abuse) when appropriate, responding in a timely manner to boarders' needs.</p>	Yes	
<p>7.5 The school facilitates access to all relevant health, counselling and support services (set out above) as required. It should be clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary.¹⁷</p>	Yes	
<p>7.6 All medication is stored safely and securely and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administering medicines. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as</p>	Yes	

¹⁵ "wellbeing" means wellbeing within the meaning of section 10(2) of the Children Act 2004

¹⁶ [First aid in schools, early years and colleges - GOV.UK \(www.gov.uk\)](#)

¹⁷ [Healthy Child Programme: 5 to 19 years old - GOV.UK \(www.gov.uk\)](#)

	being sufficiently responsible to do so. Where applicable, schools have regard to government guidance ¹⁸ .		
7.7	Boarders' confidentiality, rights, privacy and dignity as patients is fundamental and is appropriately protected. This includes the right of a boarder deemed to be 'Gillick Competent' ¹⁹ to give or withhold consent for their own treatment.	Yes	

¹⁸ [Supporting-pupils-at-school-with-medical-conditions](#)- which is statutory guidance for maintained schools, PRUs and academies, and non-statutory guidance for independent schools and [Promoting-thehealth-and-wellbeing-of-looked-after-children](#)

¹⁹ Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be deemed to be Gillick competent, if he or she has sufficient maturity and understanding of the treatment being proposed and the nature of the consent required. Further guidance is provided in the NHS consent to treatment – children and young people advice: <https://www.nhs.uk/conditions/consent-totreatment/children/>. Young people aged 16 and over are assumed to have sufficient capacity to decide on their own medical treatment, unless they are deemed not to have capacity under Section 2 of the Mental Capacity Act 2005, or where the decision in relation to their medical treatment is deemed to be against their best interests.

Fraser guidelines apply specifically to advice and treatment about contraception and sexual health- [Gillick competence and Fraser guidelines](#) | [NSPCC Learning](#)

Part D: Safeguarding

Aim: Boarders are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.

To achieve this aim, the school should meet the following standards:

Standard 8 – Safeguarding

Failure of this NMS triggers also a failing of ISSR 7(a) and (b), and 8(a) and (b).

<p>8.1 The school should ensure that:</p> <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State²⁰. 	Yes	
<p>8.2 The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.</p>	Yes	
<p>8.3 It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety should be reflected in the child protection policy, having regard to the Department's Keeping children safe in education guidance.</p>	Yes	
<p>8.4 Keeping Children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect:</p> <ul style="list-style-type: none"> • the school's policy on sexual relationships between children (and importance of boarders understanding this policy); • the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation; • the approach to protecting children where there is a significant gender imbalance in the school; and • the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems. 	Yes	

²⁰ [Keeping Children Safe In Education](#); and [Working Together to Safeguard Children](#)

Part E: Health and safety

Aim: Boarders are safe while at school, including in the school's boarding accommodation and when away from the school's premises, but under the care of the school, on an educational visit for example. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur.

To achieve this aim, the school should meet the following standards:

Standard 9 – Safety of boarders

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSR 11(health and safety), 16 (risk assessment) and 25 (premises), as appropriate.

9.1	The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy ²¹ . Staff undertake sufficient training to ensure the policy is followed in practice. <i>In addition to ISSR 8(b), reported under ISSRs 11 (health and safety), 16 (risk assessment) as appropriate</i>	Yes	
9.2	The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn. <i>In addition to ISSR 8(b), reported under ISSR 25 (premises).</i>	Yes	
9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. <i>In addition to ISSR 8(b), reported under ISSR 16 (risk assessment)</i>	Yes	
9.4	The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.	Yes	
9.5	Schools should have procedures to ensure boarders' safety when off site, but under the care of the school, including when on organised visits ²² . These procedures should be proportionate and focus on managing assessed risks. <i>In addition to ISSR 8(b), reported under ISSR 16 (risk assessment)</i>	Yes	

Standard 10 – Fire precautions and drills

Failure of this NMS triggers a failing of ISSR 8(b). Reported also under ISSR 12(fire safety).

10.1	Boarders and staff know what they would need to do in an emergency and can be evacuated safely.	Yes	
10.2	The school complies with the Regulatory Reform (Fire Safety) Order 2005 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.	Yes	

²¹ [Health and safety: advice for schools](#)

²² [Health and safety on educational visits](#)

10.3	In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. At least one drill per year should be carried out overnight, unless the school has assessed that this would be detrimental to boarders' welfare.	Yes	
10.4	Schools with 'flexi' boarders may (this will be based on their own risk assessment) need to carry out additional fire drills to ensure pupils with flexible boarding arrangements know what to do in an emergency.	N/A	

Part F: Boarders' rights, advocacy and complaints

Aim: Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and taken into account by the school.

To achieve this aim, the school should meet the following standards:

Standard 11 – Boarders' induction and individual support

Failure of any part of this NMS triggers a failing of ISSR 8(b)

11.1	There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards 11.2 through 11.6.	Yes	
11.2	The school should make arrangements, with parents and carers, which are clear about who is responsible for the collection and transport of boarders (including arrangements for international pupils) at the start and end of the school term and where there is any temporary absence from school.	Yes	
11.3	Boarders are able to contact any member of staff with personal, academic or welfare concerns. All staff should know what to do if a boarder approaches them with a concern.	Yes	
11.4	The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.	Yes	
11.5	Boarders are also provided with details of two or more child specific support services, such as Childline or the Children's Commissioner's Help at Hand service , to contact in case of problems or distress.	Yes	
11.6	Boarders are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision, and that advocacy provision adheres to the National Standards ^{23,24} .	Yes	

Standard 12 – Contact with parents/carers

Failure of this NMS triggers a failing of ISSR 8(b)

12.1	Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both parties, considering relevant time zones for international pupils. Schools should operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families.	Yes	
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²³ [National Standards for the Provision of Children's Advocacy Services](#)

²⁴ Further guidance on advocacy for children and young people with SEND is set out in [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#). The Code re-states the statutory requirement in s19 Children and Families Act 2014 for local authorities to have regard to the views, wishes and feelings of children and young people and 'advocacy should be provided where necessary'.

Standard 13 – Securing boarders’ views*Failure of this NMS triggers a failing of ISSR 8(b)*

13.1 Boarders are actively encouraged to contribute their views to the operation of boarding provision. There should be clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders’ views are considered in decisions about the running of the school and boarding provision and boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern in good faith.	Yes	
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Standard 14 – Complaints*Failure of either part of this NMS triggers a failing of ISSR 8(b) and NMS 18.1 is also reported under ISSR 33(complaints)*

14.1 The school has, and follows, an effective policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards ²⁵ . The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.	Yes	
14.2 The school should also have a clear and easily accessible process for boarders to raise their own complaints about boarding provision. The school’s procedures should be clear about how it will respond to complaints from boarders. Boarders are not penalised for raising a complaint in good faith.	Yes	
14.3 The school’s written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). The school should keep a record of complaints made but later withdrawn. The school should keep under review any emerging patterns arising from complaints.	Yes	

²⁵ [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](http://www.legislation.gov.uk/ukpga/2002/32/section/29) and <http://www.legislation.gov.uk/ukpga/2002/32/section/29>

Part G: Promoting positive behaviour and relationships

Aim: Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.

To achieve this aim, the school should meet the following standards:

Standard 15 – Promoting positive behaviour

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRS 9 (behaviour) and 10 (bullying), as appropriate.

<p>15.1 The school has and consistently implements a written policy²⁶ to promote good behaviour amongst pupils, including boarders. The school’s approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:</p> <ul style="list-style-type: none"> • the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; • the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees; • the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems; • how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong; • school systems and social norms, including rules, routines and consequences systems for pupils, including boarders’ behaviour when in the charge of the school and including when outside of the school premises and online; • pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour; • measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action; • when restraint²⁷, including reasonable force²⁸, is to be used and other physical contact and how this will be managed; and • arrangements for searching and screening²⁹ children and their possessions and how this relates to safeguarding policies. Any search of boarders’ personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State. 	Yes	
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²⁶ DfE guidance for maintained schools and academies- which may also help independent schools is here- [Behaviour-and-discipline-in-schools](#)

²⁷ In these standards “restraint” means using force or restricting liberty of movement

²⁸ [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)

²⁹ [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)

15.2	The policy complies with relevant legislation and has regard to guidance ³⁰ , and is accessible, clear and easily understood by staff, pupils, parents and carers.	Yes	
15.3	Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.	Yes	
15.4	The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.	Yes	

Standard 16 – Preventing bullying

Failure of any part of this NMS triggers a failing of ISSR 8(b) and ISSR 10 (bullying)

16.1	The school ensures that all forms of bullying (including cyberbullying, prejudice-based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective antibullying strategy. The strategy should include accessible and effective systems for children to report bullying.	Yes	
16.2	Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.	Yes	
16.3	The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often.	Yes	

Standard 17 Promoting Good Relationships

Failure of any part of this NMS triggers a failing of ISSR 8(b).

17.1	Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.	Yes	
17.2	In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.	Yes	
17.3	Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained ³¹ to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern ³² .	Yes	

³⁰ [School and college behaviour and attendance](#)

³¹ The regular safeguarding and child protection training (as required in KCSIE) could be one useful avenue.

³² Annex B of [Keeping children safe in education](#) provides information on teenage relationship abuse, exploitation and child on child abuse.

Part H: Boarders' development

Aim: The boarding experience aids and enhances boarders' development and helps them to develop social skills, living skills and resilience in line with their age and needs.

To achieve this aim, the school should meet the following standard:

Standard 18 – Activities and free time

Failure of any part of this NMS triggers a failing of ISSR 8(b)

18.1	Schools should create and make accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way taking account any special requirements.	Yes	
18.2	All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.	Yes	
18.3	Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.	Yes	
18.4	Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.	Yes	
18.5	Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.	Yes	

Part I: Staffing, guardians and prefects

Aim: Boarders are supervised by well-trained, experienced and skilled staff who have been vetted to ensure their suitability. There are sufficient staff to provide care for each child, and good continuity of staff. Any use of prefects is appropriate and well-managed.

To achieve this aim, the school should meet the following standards:

Standard 19 – Staff Recruitment and Checks on Other Adults

Failure of NMS 19.1 triggers a failing of ISSR 18(2)(f) (staff) and/or 19(2)(e) (supply staff), and 20 (proprietors) and 21 (SCR) where appropriate

Failure of NMS 19.2 to 19.4 triggers a failing of ISSR 8(b)

19.1	Schools operate safer recruitment and adopt recruitment procedures in line with the regulatory requirements ³³ and having regard to relevant guidance ³⁴ issued by the Secretary of State.	Yes	
19.2	For all members of staff households who are aged 16 and over (not on the roll of, nor employed by, the school) and who live on the same premises as boarders, an Enhanced certificate with a check of the Children’s Barred List must be obtained from the Disclosure and Barring Service (DBS). For all other persons aged 16 and over, not on the roll of, nor employed by the school, who live on the same premises as boarders, an Enhanced certificate with a check of the Children’s Barred List must be obtained. The same premises would include, for example, an abbey or teacher housing on the same grounds as the school, requiring the use of the same entry and exit points.	Yes	
19.3	There is a written agreement between the school and any person aged 16 and over not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance and expectations on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.	Yes	
19.4	All persons visiting boarding accommodation or staff accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining unsupervised access to boarders or their accommodation ³⁵ .	Yes	

Standard 20 – Staffing and Supervision

Failure of any part of this NMS triggers a failing of ISSR 8(b)

20.1	Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.	Yes	
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³³ Part 4 of [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk) and The School Staffing (England) Regulations 2009

³⁴ Part 3 of [Keeping children safe in education](#)

³⁵ Part 3 of KCSIE provides advice on visitors, contractors and volunteers and supervision.

20.2	Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.	Yes		
20.3	The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and individual needs of boarders, and the locations and activities involved.	Yes		
20.4	Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. There is continuity of staff, as far as is reasonably possible, such that boarders' relationships with staff are not overly disrupted.	Yes		
20.5	Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.	Yes		
20.6	Staff working within the school know and implement the school's policy, and any local protocols, in relation to boarders going missing and understand their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.	Yes		
20.7	Schools should ensure that they have a suitable number of staff (and at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night.	Yes		
20.8	Boarders are able to contact a member of staff easily in each building at night and know how to do this.	Yes		
20.9	Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation, and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated ³⁶ from the accommodation and facilities provided for boarding pupils.	Yes		
20.10	No boarders have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs a one-to-one situation should be avoided with boarders with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.	Yes		

Standard 21 – Prefects

Failure of this NMS triggers a failing of ISSR 8(b)

21.1	Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.	Yes		
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³⁶ "Appropriately separated" does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

Standard 22 – Educational guardians*Failure of this NMS triggers a failing of ISSR 8(b)*

22.1	All educational guardians appointed by the school ³⁷ are subject to the same safer recruitment procedures as staff.			N/A
22.2	Where the school is responsible for appointing educational guardians it regularly monitors the suitability of its arrangements.			N/A
22.3	Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the boarder.	Yes		
22.4	Any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies ³⁸ .	Yes		
22.5	Under no circumstances should school staff be appointed as an educational guardian for boarders ³⁹ .	Yes		

³⁷ This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear as to whether the school or parent is responsible for the arrangements made and thus the welfare of the child. Guidance for schools on educational guardians is available in the 'Boarding Briefing' series published by the Boarding Schools' Association.

³⁸ Steps to take where a concern about an educational guardianship arrangement relate to the harm (or likely harm) of a boarder are set out in Part 1 of [Keeping children safe in education](#)

³⁹ Note- this does not prevent school staff supporting a child in an emergency situation where that support has been risk assessed and arranged through consultation with senior managers (and where possible the designated safeguarding lead and SENCO as appropriate).

Part J: Children accommodated off-site

Aim: Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.

To achieve this aim, the school should meet the following standard:

Standard 23 – Lodgings and Host Families

Failure of any part of this NMS triggers a failing of ISSR 8(b)

23.1	It is clearly stated to parents/carers whether any lodgings ⁴⁰ accommodating pupils are to be arranged by the school or by parents/carers themselves.			N/A
23.2	Any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least termly.			N/A
23.3	Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.			N/A
23.4	The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any boarder is placed there. Unless the host family are in a family relationship with the boarder, the school can demonstrate that all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any boarder is placed.			N/A
23.5	The school ensures that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy.			N/A
23.6	The school has a satisfactory written agreement with each adult providing lodgings for boarders on its behalf.			N/A
23.7	At least once per school term a member of staff discusses their lodgings separately with each boarder accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.			N/A
23.8	The school provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's wifi, access to and the showing of age restricted material, such as films etc with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.			N/A

⁴⁰ School arranged lodgings are those provided or arranged for a pupil under 18 by the school, or any member of its staff as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil's parent or an organisation (including educational guardian) other than the school acting on the parent's behalf. They include term-time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school-arranged educational guardians. This standard does not apply for school trips.

23.9 Schools alert the local authority to any arrangements that may constitute private fostering ⁴¹ .			N/A
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⁴¹ Children Act 1989: private fostering - GOV.UK (www.gov.uk)

Appendix A: List of policies and documents

The following policies and documents should be kept by the school:

Policies:

1.	Countering bullying, including cyberbullying and initiation/ hazing type violence and rituals	Yes	
2.	Child protection and safeguarding	Yes	
3.	Discipline (including sanctions, rewards and restraint)	Yes	
4.	Staff disciplinary, grievance and whistleblowing	Yes	
5.	Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of prescribed and non-prescribed medication	Yes	
6.	Safety and supervision on school journeys	Yes	
7.	Access to school premises by people outside the school	Yes	
8.	Pupil access to risky areas of school buildings and grounds	Yes	
9.	Health and safety	Yes	
10.	Pupil access to a person independent of the school staff group	Yes	
11.	Provision for pupils with particular religious, dietary, language or cultural needs	Yes	
12.	Supervision of 'unchecked' staff	Yes	

Documents:

13.	Staff Handbook/guidance for boarding staff (this document may include many of the policy documents listed above)	Yes	
14.	Statement of the school's boarding principles and practice	Yes	
15.	Requirement for staff to report concerns or allegations of risk of harm to pupils	Yes	
16.	Complaints procedure	Yes	
17.	Procedure for enabling pupils to take problems or concerns to any member of staff	Yes	
18.	Responses to alcohol, smoking and substance abuse	Yes	
19.	Risk assessment and plans for foreseeable crises	Yes	
20.	Staff induction, training and development programme	Yes	
21.	Prefect duties, powers and responsibilities	Yes	
22.	Key written information for new boarders	Yes	
23.	Job descriptions for staff with boarding duties and safeguarding responsibilities	Yes	

Where applicable:

24.	Clarification of responsibilities of any educational guardians and homestays	Yes		
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25.	Agreement with any educational guardians and homestays	Yes		
26.	Clarification of responsibilities of school for lodgings arranged by the school			N/A
27.	Educational guardianship agreement	Yes		
28.	Agreement with any adult providing lodgings, on behalf of the school, to pupils			N/A

Appendix B: List of records

The following school records are required:

1.	Child protection allegations or concerns	Yes	
2.	Major sanctions	Yes	
3.	Use of reasonable force	Yes	
4.	Complaints and their outcomes	Yes	
5.	Individual boarder's records (containing personal, health and welfare information)	Yes	
6.	Administration of medication, treatment and first aid (kept confidentially)	Yes	
7.	Significant illnesses	Yes	
8.	Significant accidents and injuries	Yes	
9.	Parental permission, where required, for medical and dental treatment, first aid and non-prescription medication	Yes	
10.	Risk assessments, and action taken in response to risk assessments	Yes	
11.	Staff recruitment records and checks (including checks on others given unsupervised access to children or residential accommodation)	Yes	
12.	Staff duty rotas	Yes	
13.	Staff supervision, appraisal and training	Yes	
14.	Fire precautions tests and drills	Yes	
15.	Risk assessments under the Regulatory Reform (Fire Safety) Order 2005	Yes	
16.	Menus	Yes	
17.	Pocket money and any personal property looked after by staff	Yes	
18.	Care plans (where applicable)	Yes	
19.	Parental permission for high-risk activities	Yes	
20.	Checks on licensing of relevant adventure activities centres	Yes	
21.	Assessments of lodgings arranged by the school		N/A
22.	Assessment of off-site accommodation used by the school	Yes	
23.	Suitability of any guardianship arrangements	Yes	

All of the above records should be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed. The records should contain on appropriate level of information to support monitoring, reviewing and changing policy and process.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

- Boarding is absolutely central to the way Radley is organised. To a Radley teacher, Boarding is synonymous with Pastoral Care. All full time teachers help with boarding duties.
- We have extremely strong resident pastoral staff. They are supported by the Pastoral Team (led by the Sub Warden (DSL)).

- All NMS are reviewed annually as part of our compliance review.
- Social Teams meet weekly to discuss boarding issues and individual boys if they have difficulties.
- Pupils complete an annual Pastoral Questionnaire, the results of which are seen by the governing body.
- Housemasters meet twice-weekly to discuss boarding issues.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

The Sub-Warden: Mr Ben Holden

PART 2 for Educational Quality Inspections

The evaluation scale

The report grades the pupils' achievements and personal development according to the following scales.

Main school (and EYFS settings not needing registration) The grades relate to headline judgements only. In practice, the body of the report often uses more flexible epithets.
Excellent
Good
Sound
Unsatisfactory

Notes on self-evaluation

These parts of the form are designed to help the school and inspection to focus upon the most relevant and important issues. The school may have a variety of methods for performance review and management **but the emphasis in this document should be solely on outcomes for pupils:**

- (i) through its own formal self-evaluation of or monitoring programme for pupils' achievement and personal development;
- (ii) as part of any appraisal arrangements where outcomes for pupils are a focus;
- (iii) built into the cycle of development planning;
- (iv) using the ISI form.

The school or head may operate informally, by senior managers being 'in touch' with what is going on and with the quality of outcomes for pupils. ISI has no requirements about the methods the school uses to promote pupils' achievement and personal development; the inspection focuses on the distinctive character of each school. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development related to outcomes for pupils.

Schools may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas related to pupil outcomes you have identified as needing improvement or development, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for this self-evaluation are:

- (i) observation (of lessons and activities);
- (ii) scrutiny (of pupils' work, assessment records, pastoral records, sanctions and reports);
- (iii) analysis of indicators (ability tests, examination results, rates of attendance, subject choices, participation in activities, EYFS assessments and EYFS Profile);
- (iv) discussion and taking surveys (of pupils, parents, staff and others);
- (v) review (of relevant documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the *Educational Quality Inspection Grade Descriptors* document to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

The characteristics of the main school

Which of its aims does the school fulfil best?

- It aims to achieve excellence across all it does – academically, in pastoral care, on the games' fields, on the river, in the theatre, in its music, in partnerships and in all other areas. That excellence is achieved every year.
- Radley aims to ensure that boys with even moderate academic records will produce exceptional results through outstanding teaching and the employment of a strong work ethic.
- Success is also measured by participation in activities beyond the classroom: DofE, sport, music, CCF, societies etc. There is a very healthy level of commitment and involvement amongst boys.
- It aims to develop character through strong pastoral care and regularly reinforced spiritual and moral values centred on Chapel and the pastoral team. Full boarding, the ability to work 24 hours a day with each of our boys on teaching him, helps mould decent and tolerant people. Crucial to this is the availability of Dons living on site; they are available to work with, supervise, and care for boys at all times.
- Our funded places scheme has grown substantially in recent years and it is a core strategy of the school to continue this process. Equally important is the integration of boys from different backgrounds which we believe we do very well.
- Radley is a single sex boys' school. There is a strong demand for it; Council and Common Room are committed to it and dons have great expertise in educating and motivating boys. Radley aims to continue as an all boys' school.
- Radley seeks to encourage boys to think and speak about issues and to develop the social skills and confidence to do so successfully. Crucial to this is the tradition of Radley 'Cocoa' as well as the many societies, conferences and lectures within the school and the system of form mastering.
- The school is very proud of its charitable and partnership endeavours which promote consideration for others less fortunate and activity which seeks to bring benefit to them. The process is also crucial in helping develop character and perspective in the boys.
- Radley aims to produce young men who leave the school as well-balanced individuals, with a clear set of values and a confidence that will enable them to make a difference in whatever they choose to go on to do.
- A strength of the school is the SEND department who see a broad spectrum of boys and ensure that all achieve to their highest ability.

Which of its aims does the school fulfil least well, and what steps are you taking to improve?

- We are working hard in the context of challenges in the world at large to ensure that boys are aware of both the benefits and drawbacks of the digital media age (with appropriate controls and support) and that, in a privileged environment, they have an appreciation of those less fortunate.
- We have reviewed how we teach IT. A new Director of Digital Strategy started in January 2020 and two of his aims were to consider how we ensure IT competency in Y9 and our provision for those who want to take computing further (GCSE Computer Science, Coding and Robotics clubs etc). A new Head of Computing arrived in September 2020 to work with the Director of Digital Strategy on these issues. We feel that a great deal of progress has been made in these areas but they remain as priorities to further develop – in quality and in capacity.
- Our partnership work has historically been good but lacked strategic focus. This was addressed at whole school strategy level and with a Director of Partnerships appointed in September 2020 to oversee it. Evidence of increased and strategically focused partnerships work is cited elsewhere in this document.
- We needed to increase capacity in Chapel to cater for the increase size of school. The main build has been completed and the new Organ was installed in October 2021.

- Sustainability is an area of college life in which we feel we need to do more, while proud of what we are doing. College strategy will be forward-thinking and geared towards genuine goals rather than soundbites.

What evidence do you use to ascertain the fulfilment of the school's aims?

- Academically we constantly review and assess. All teaching dons are appraised and observed annually. So are HoDs who are trained to lead departments ambitiously and proactively.
- The Warden appraises all Tutors and HoDs annually and all other staff on a four termly model. The Academic Director appraises all subject HoDs in the Michaelmas term or early in the Lent term.
- We write reports on boys roughly once every 3-4 weeks, which are discussed with boys by Form Masters and are sent home
- From September 2020, Year Group Heads for Shell, Remove and Fifts work with the Sub-Warden and Academic Director to further enmesh academic and pastoral issues and provide detailed input on individuals and groups within the respective year group. The Heads of Years are developing a more granular tracking scheme.
- Test results are shared so that boys who are underperforming can be helped. Pastorally, weekly Tutors' meetings, other meetings for Pastoral Housemistresses and Sub-Tutors plus weekly Social informal meetings deal with pastoral and discipline matters and enable us to assess performance in this area.
- The Academic Director hosts the Academic Operations Group twice termly to coordinate the regular functions of the academic life of the school, including teaching, learning and exams. The Academic Strategy Committee aims to provide holistic and innovative input for school discussions on academic policy and meets about once a term. The academic Heads of Department (HoDs) meet in a plenary session twice a term, chaired by the Academic Director, with the Warden in attendance. HoDs are also divided into Cluster Groups and these meet termly to allow for more granular discussion on school academic policy, aims and outcomes – these are hosted by the Senior Master (Michaelmas), Warden (Lent) and Academic Director (Summer).
- SMT meets regularly to review how the school is performing and what to develop next, with some meetings to review day-to-day issues and others with a specific discussion focus. They also meet once a half-term to reflect on wider strategic matters; this feeds into liaison and discussion with Council.
- Pupil questionnaires – 6.1, Remove and Shells – inform us of the outcomes of our Pastoral care and policies. Satisfaction or otherwise with academic provision will also emerge from the questionnaires.
- Regular meetings of the Pastoral Team, which monitors the Socials, and of the Tutor team.
- The teaching staff meet every day for "Short Break". This gives opportunities for informal discussions as well as formal announcements. If there are particular issues that a pupil is facing, then those who have dealings with that boy group together to discuss.
- The Warden meets formally with the Pups (prefects) once a week and with senior prefects at least two further times a week, in addition to informal meetings before and after Chapel. The Academic Director and Senior Master Co-Curricular meet in a similar way, usually weekly, with the Academic Prefects and Co-Curricular Prefects to take soundings and monitor progress.
- SMT meet weekly with the Tutors to discuss issues and once a half-term, this meeting is extended to allow wider discussion of a particular topic.
- The Warden and SMT report to Council fully and use the strategic plan as a framework for that reporting, and monitoring and measuring priorities and progress. Specialised papers are regularly presented.
- The Warden sees all Y9 boys (in House groups) for Cocoa at his home in their first term and entertains all the Y12 boys for dinner (in groups of twelve or so). This enables him to engage regularly with students. He also visits each Boarding House once a year to see all boys in their environment and to host cocoas for each year group.

What have been the main improvements since the previous inspection?

- We are taking a much more active approach to recruiting particularly talented pupils from Britain and around the world. Since the last inspection we have continued to broaden the range of backgrounds that boys come from, including an increase in the number of overseas pupils. It has also included a significant expansion of the bursary provision as a central strategic goal. This approach has had a very positive effect on the school.
- There has been further expansion of societies (many boy-led) and lectures which provide ample opportunity for independent thought, intellectual enrichment and schoolwide, inter- and intra-year group debate. Some contentious areas of public debate and controversy have been addressed, such as race and identity.
- A greater emphasis on vertical integration within Socials.
- Improvement to the sports management structure. And follow-up of “Fitness for Life” assessments.
- Improvement in College-wide ICT systems.
- Growing use of innovative IT within the curriculum, including introduction of GCSE Computer Science.
- Increased teacher skills in IT including online and dual learning.
- A dedicated MakerSpace, based in the Design Centre but for use by all interested coders. This is also the centre of operations for the newly formed Robotics society.
- Growing use of video platforms for discussion across the ether with guest speakers, other schools and the recruitment of new pupils.
- Partnerships has become a strategic priority. We work closely with our strategic partners at Desborough College and Broadway Academy, and are developing a formal learning partnership with local schools in Abingdon in the OX14 group. Our approach to partnership extends beyond just the academic benefits of teacher development and the learning opportunities for primary and secondary school children. We also look to partner through our co-curricular activities, with a particular focus on music and sport. Through partnering on projects in our local community as well as community links developed overseas, we place a particular focus on our environment and sustainability.
- Growing links with girls' schools – in Abingdon and Oxford – with regard to academic debate and joint study e.g. Upper Sixth Conference on the Holocaust and Thinking Suppers for Year 9s (both with St Helen and St Katharine). We also have a strategic partnership with Downe House seeking to model effective developing relationships between boys and girls in single sex contexts over their time at school.
- Development of ethics and philosophy provision via compulsory Theology in Lower School and in society meeting and during Academic Priority Time (APT) talks.
- Huge expansion in teacher-to-teacher discussion on pedagogy, via the Learning Lunches and other fora.
- Similar expansion in study skills clinics run by Coordinator of Teaching and Learning.
- Expansion of the CEP (Curriculum Extension Programme) with most boys opting for two extra elements (one if studying four A Levels or doing AS Art). This has broadened the academic offer and experience through EPQ, International Relations, mini-MBA and other courses.
- We appoint, mainly from top universities in the USA, residential Cook Fellows, whose role is primarily to work on encouraging able, gifted and talented boys’ appreciation of the importance of clear oral and written communication: in both informal and formal settings, with a key focus on social media, and speeches/presentations.
- The Cook Fellows provide support for Common Room in laying on activities and ‘stretch’ for the able, gifted and talented. Cook Fellows and Graduate Teachers boost the activities of the academic and departmental societies as a forum for encouraging the enthusiast (regardless of ability) but also specifically the most able, gifted and talented.
- Opening of a newly refurbished Science Centre (Sept 2019).
- Appointment of a new Director of Digital Strategy (from Jan 2020) and Head of Computing (from Sept 2020) to revitalise the use of computers and IT in the College.

- Appointment of a Master i/c Junior Scholars (new role) helps in coordinating pathways for our brightest Y9s and 10s to maximise the benefit they can draw from what is already offered.
- Appointment of Lower School Heads of Years (new roles) monitor academic progress and engagement of all boys in their year groups.
- Appointment of a Health and Safety Manager.
- Reiteration and revision of school-wide marking policy and need to enforce it uniformly (within context of differences between subjects). The TAG process has helped develop this.
- Opening of a new boarding house (L Social) in September 2020.
- Extension of Chapel and new organ.
- Extension of “Shop”. We will soon have the facility for a Social to dine separately each day to provide a different lunchtime experience.
- Collaborations with Downe House (a girls’ school): A group of 6.1 students from both schools meet to discuss ideas and develop meaningful collaborations around consent and related issues.
- iPads issued to all boys as they arrive in the Shell year from September 2020 has increased pupil confidence with IT and organisation. Now in third year of operation and is regularly reviewed/amended.
- Increased responsibilities given to senior boys such as Senior Prefect’s presentations to prospective parents on Open Days and senior four prefects addressing Shells and their parents on their first day.

The Quality of the Pupils’ Academic and Other Achievements

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections but give a cross-reference where it seems important. References (A1, A2 etc) refer to the criteria in the Inspection Framework.

A1 – What do examination and externally standardised tests show about pupils’ attainment? What do changes in their attainment levels indicate with regard to pupils’ progress and the value which the school adds to their achievement? Are there any differences in the achievement of different groups of pupils (eg year/stage, gender, ethnicity, SEND, EAL, the most able)

- MidYIS data illustrates the outstanding value added that pupils gain at Radley.
- From time to time we compare results for different groups (eg SEND / EAL) with the cohort as a whole.
- For example, for the 2018 GCSE results (9-1 with conversions for those still on letters):

	MidYIS average predicted results	Actual average result	Increase
All pupils	6.93	7.27	0.34
SEND pupils	6.82	7.10	0.28
EAL pupils	7.06	7.44	0.38

ie the value added is almost identical. All groups of pupils gain a very similar value added.

A2 – How well do pupils develop their knowledge, understanding and skills across the different areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)? Are there any areas in which pupils demonstrate particularly effective knowledge, understanding and skills?

There is a school-wide emphasis on the need for global and interdisciplinary thinking, helped by the presence in-school of graduates from Oxford and American universities, whose job is to act as agents of intellectual stretch (the Cook Fellows and Graduate Teachers). There is a strong emphasis on STEM through close collaboration between the sciences, Design (renamed Design Engineering) and the Maths Department. STEM conferences have involved external experts demonstrating interdisciplinary applications and research/industrial/biomedical/artistic collaboration and cross-fertilisation. Pupils in the Design Engineering Department have regularly won prestigious Arkwright Scholarships. Participation in Olympiads pushes scientists hard and results are impressive, while humanities and social scientists are encouraged to participate in Oxbridge essay competitions. Some pupils win places on prestigious summer camps e.g. at William and Mary College in Virginia. The Modern Languages Department organises intense competitions with other schools.

A3 – How well do pupils develop their communication skills (speaking, listening, reading and writing)? How well do they apply these skills to other areas of learning?

Boys give presentations across their Radley career: in Year 9 in the Critical Thinking lessons and elsewhere; in individual subject classes by presenting on sub-topics; in 6.1 by presenting on prototype-EPQ, actual EPQ topics and as part of the MBA and IR courses; by giving Social Prayers talks; by leading prayers in Chapel and doing the Bible reading (in Chapel and in individual classes each morning); by being expected to attend Social Cocoa and take part in conversation there, with peers and adults; by introducing and thanking guest speakers to department and society talks; by taking part in debates and study days with girls' schools – all year groups. All boys in Y9-12 and some in Y13 take part in the Declamations competition. All Y9 boys take part in the Haddon Cup drama competition a few weeks after the start at Radley. This helps them bond as a year group and gives them confidence on stage.

We expect boys to ask questions of visiting speakers, of which there are many. The Warden has every Year 12 boy for dinner at his house, where boys are expected to engage in conversation about current affairs with each

other and teachers. Participation in conferences with other schools involves workshops and related presentations – this applies to all year groups. Boys write articles for the (biennial) school magazine – ‘The Radleian’ – and other school publications (including the academic journal ‘Serpentes’ and the satirical ‘Chronicle’). Cocoa gives day-to-day evidence of how pupils apply their thinking to issues of the day. The College places strong emphasis on the quality of day-to-day interaction between pupils and staff in a boarding community.

A4 – How well do pupils develop their competence in numeracy? How well do they apply their knowledge and skills in mathematics to other areas of learning?

Over half of the sixth form take Maths in any given year. Results are outstanding. Maths is promoted in Year 9 with Warden's Algebra tests. Approximately half do GCSE early and Maths is easily the largest subject at A level. Data is routinely utilised across a wide number of other subjects including the Sciences, Economics, History, Politics, Design, Geography and Geology. This means all boys are made to engage with some level of statistical and other mathematical data across their school career.

A5 – How well do pupils develop their competence in information and communication technology? How well do they apply their ICT skills to other areas of learning?

Many boys arrive at Radley highly skilled in IT. This is added to within the Y9 Digital Literacy lessons as well as throughout the curriculum. We are developing methods of testing that all Y9s reach a high level of IT competency and that support is given to those who need it. Coding is taught to all Shells as part of the Design syllabus as well as in an optional activity. We have an IT Helpdesk to support boys and staff with any help that they need with hardware or software. We offer a wide range of activities to stretch students in the digital world including: Competitive Robotics, Codebreaking Society, Berbras UK (the national computational thinking challenge run by Oxford University and the Raspberry Pi Foundation), the British Informatics Olympiad and Cyberdiscovery (a cybersecurity program run by GCHQ). GCSE Computer Science is now a GCSE Option.

A6 – What is your assessment of pupils’ study skills and their ability to draw upon a suitably wide range of sources? How well developed are their higher-order learning skills such as the ability to analyse, hypothesise and synthesise? How effectively do pupils apply their learning and thinking skills to other areas?

Abilities in these fields are well-developed though there is, as result of examination reform, a rightly renewed focus on the need for close reading, critical analysis and tightly marshalled argument in all subjects. Notable pushes have been made in all fields, but especial adjustments to new realities have been seen in the humanities, social sciences and the sciences. Sixth form induction programmes have recently been amended to reflect changing educational needs. Broadness of thinking is encouraged through a wealth of speakers on a variety of issues, many of them ones of intense public debate. Critical Thinking is a key part of the Shell (Y9) curriculum, while the Sixth Form Curriculum Extension Programme encourages a variety of intellectually adventurous options to augment A-levels. These range from the EPQ, the Ashridge Business School mini-MBA, LAMDA, Chinese Cultural Studies, Liberal Arts and the International Relations programme. Pupils are expected to choose two of these in addition to their A-level subjects (one if they are studying four A Levels).

A7 – How well do pupils achieve in other areas? What are their achievements in scholarships and competitions? What other academic distinctions do they achieve? How successful are they in sports, the performing and other arts and other extra-curricular activities? In each case, the school should have played a part in the achievement or positively supported an external activity (please indicate).

Academic

Academic life has returned to normal since the pandemic. Engagement in intra- and inter-school competitions has resumed. Oxbridge and other essay (e.g John Locke Institute) competitions are increasingly popular among the humanities and social sciences, while a range of interesting topics are researched via the EPQ. Science Olympiads are entered with commendable outcomes and the Design Department continues to enjoy success with the Arkwright Scholarships. The Art Department has an extensive gallery programme, showcasing boys and external artists' work in the school and locally. International Relations has been introduced into - and become a prominent feature of - the Curriculum Extension Programme while the mini-MBA remains highly

subscribed, along with a wide range of other options, including the very popular AS Art. There has been a huge expansion in robotics and coding activity in recent years, with impressive competition success following at national level. The Radley College Foundation is setting up an entrepreneur scheme to encourage boys' business initiative.

Particularly Notable Academic Achievements 2021-22 (Individual and Collective)

- Hyunjo Kim entered The Christchurch Tower Poetry Competition and The Foyle Young Poets competition and shortlisted for the John Locke Essay Prize in the Theology category.
- Angus Grinstead entered the 2021 Gould Essay Prize
- 12 boys from the 6.1 and 6.2 took part in a Literary Awards Shadowing Project
- The Junior Book Group (Years 9 and 10) took part in a reading programme with Mostly Books, an independent bookshop in Abingdon

- a Year 9 boy won the Anthea Bell Translation Prize for beginners in Spanish, organised by Queen's College, Oxford
- three boys had poetry in French, Polish and Mandarin published in an anthology as part of the Prismatic Jane Eyre project
- six boys won awards in the UK Linguistics Olympiad: 1 Gold, 3 Silver, 2 Bronze
- six boys wrote shortlisted entries for the Oxford German Olympiad
- Twelve 6.1 boys attended the Institute for Research in Schools (IRIS) London conference in June 2022 and presented posters on their Chemistry and Physics research projects
- Graeme Wong was highly commended in the Cambridge University Architecture prize and gained full marks for his EPQ project to redesign the Medical Centre
- Artist OR Henry Parkin and a team from Royal College of Art took part in COP26 to raise awareness of its leading work in creating sustainable design solutions for the future including a 'Fixed Sail Artificial Jellyfish for Extracting Microplastics from Water using Ferrofluid'
- We launched House+Home, an art collaboration with 8/9 local schools across the region. Model houses were made and decorated by children to reflect the strength of our communities. 1000+ were on display at St Ethelwold's House, Abingdon and then in the Sewell Centre Gallery.
- Success for Johnny Simpson (Highly Commended), Boaz May and Tolu Olanipekun (Commended) in Young Art Oxford and their work on display in the Ashmolean Museum in May
- LAMDA Acting exam results: 17 boys entered Level: 9 x Gold (Grade 8), 3 x Silver (Grade 7) and 5 x Bronze (Grade 6) Medals Results: 10 Distinctions and 7 Merits
- Pending Arkwright scholarships for 3 current 61 boys.
- In May 2022 five Year 13 students passed ABRSM Grade VIII Theory - two were awarded a Merit; in June 2022 one Year 12 student passed ABRSM Grade VII Theory
- In August 2022 a Year 11 student is winner of the 16-18 category of the UK composing competition 'Compose Yourself' (with a theme and variations on a theme by Faure
- Headlines from the UKMT Intermediate Maths Challenge (Feb 2022) - 122 participants from Fifts and below; Highest number of medals awarded in 7 years of records; Highest percentage of participants gaining a medal in 7 years of records; 36 Gold, 45 Silver, 30 Bronze; Top 3 boys all Shells (Kevin Wai, David Nie, Kelvin Lam) – absolutely a first time ever; Best in Shells, Best in School AND 100% - Kevin Wai. Kevin Wai, David Nie, Kelvin Lam participating in Junior Olympiad paper, results next term
- Harry Markham interviewed Gina Miller as part of 175 Radley celebrations
- 5 Gold and 27 Silver won by Year 12 and 13 boys in the Biology Olympiad
- 4 Gold and 8 Silver won by Year 12 and 13 boys in the Chemistry Olympiad

The Arts

Drama: The year began with the annual Haddon Cup followed by the College Play, This House. Other notable productions were A Few Good Men, Dodo, Remarkable Tales and Donkey's Years. Highlights during the year were: the Peter Cook Monologue competition, a performance at the Globe in the final of the ESU Performing Shakespeare Competition and the Sweeney Todd Gala Concert. The annual Drama workshop programme included a Film Script and Performance short course and a mock-audition workshop.

Music: There are 469 instrumental lessons every week, given by 42 visiting music teachers. This year, 7 boys successfully passed their diploma exams, with 4 achieving distinctions. Over 150 boys performed as part of the Partsong competition, and there were competitions in singing, woodwind, guitar and a hugely successful Battle of the Bands. Songwriters and bands now record for the College's own recording label. The Chapel Choir sang Evensong at Portsmouth Cathedral, as well as singing for weekly Chapel services, the Carol Services and the Dedication Service for the extended Chapel. 96 pupils performed at a concert at London's prestigious Cadogan Hall. Boys also played concerto movements with the College Orchestra and with visiting professional ensembles, whilst others played as part of the professional orchestra accompanying the 200-strong Choral Society. There were masterclasses with 22 visiting professional soloists and ensembles, including the BBC Big Band and the Maxwell Quartet. One boy attended the Royal Academy of Music Junior Jazz Course, and another was awarded the Organ Scholarship at St Edmundsbury Cathedral. Others are members of the National Youth Choirs of Great Britain.

Art: Exhibitions included Wessex Airscapes; Shells and selected OR sculptures at the Turrill Sculpture Garden; The Queen's Banquet and ceramics by Arabella Ross; Print-spiration by the Oxford Printmakers Co-operative; House+Home at St Ethelwold's House, Abingdon; Georgina von Etdorf; George Fox's Venice, On Reflection; The Shell Banquet; and Recollections of Place by Jon Rowland. Graeme Wong was highly commended in the Cambridge University Architecture prize and was then awarded full marks in his Extended Project to redesign the College's Medical Centre. OR Henry Parkin and a Royal College of Art team took part in COP26, creating sustainable design solutions for the future. Shell artists Johnny Simpson, Boaz May and Tolu Olanipekun won prizes at Young Art Oxford and their work was displayed in the Ashmolean Museum.

Sport

Rugby returned with over 450 boys playing during the Michaelmas term. The club took part in 187 fixtures and was victorious in 135 with a number of unbeaten teams: Midgets 1, 3 and 6; Junior Colts 1, 2 and 4; and Colts 3. Colts 1 only lost one fixture. On a national level, Bigside progressed to the second round of the U18 Schools Cup, losing to Berkhamsted, the eventual winners of the Daily Mail Trophy. Junior Colts 1 conducted an exceptional U15 Schools Cup campaign, reaching the semi-final of the competition, in which they lost to the eventual winners, Wellington. The club continues to have boys representing the academy programmes of Gloucester Rugby, Wasps, Northampton and Bath. Last year's 1st XV captain, Toby Thame, signed a professional contract with Northampton Saints. ORs Will Stuart (England and Bath) and Tom West (Wasps) continue to play at the highest level. In Rowing there were stellar results, firstly at the Schools' Head of the River Race, with three crews winning their respective categories (J16A, J16B and 3rd VIII) and the club taking away the Thames Team Trophy for the combined fastest three senior eights on the day. At the National Schools' Regatta in May, the club took thirteen crews to the event and achieved a bronze in J15B, silver in J15A and J16C, and gold in J16A, J16B, 3rd VIII and 2nd VIII. The 1st VIII raced superbly at Henley Royal Regatta, knocking out the National Schools' silver and gold medallists, but unfortunately losing in a nail-biting final to a strong St Paul's crew. Six boys represented their country at various events this summer, with Cameron Tasker becoming Junior World Champion in the coxless fours. ORs continue to excel internationally with Josh Bowesman-Jones, Charlie Elwes, Tom George and Ollie Wynne-Griffith all representing Great Britain. The Hockey season saw the 1st XI, 3rd XI and JC1 win their ISHL leagues, with other teams finishing second or third in their competitions. In Football the 1st XI came second in the CISL League, with the 3rd XI winning their championship. Cricket saw the 1st XI, Colts 1 (unbeaten) and JC1 all win their John Harvey Cup age group competitions, with George O'Connor playing for Sussex Academy. The Tennis club had an excellent year, reaching the final of the ISTA Clarke Trophy, and winning Group 2 in the ISL. George Cadbury-Gosling was a finalist in the West Midlands Invitational Singles

Championships and the junior teams also did well at ISTA. In Rackets Magnus Garson won the Foster Cup and he and his partner were also in the National Doubles final. Other boys were in the Renny Cup semi-final, and semi-finals and finals in the National Singles and Doubles for their age groups. Three ORs were invited to work at North American clubs. Real Tennis saw Magnus Garson win the National Schools Singles and then the Doubles with Ed Alder. Hugo Acheson-Gray won the B grade National Schools Singles before winning the National Schools U16 Doubles with his partner Ambrose Garson. The Squash club also had an excellent season with rare wins recorded against Winchester and Eton. The golfers reached the regional finals of the HMC Foursomes, and then made the finals of the ISGA National Matchplay tournament at Formby, winning our region. One boy came 14th overall and won an individual gold medal. The team also won the West of England Schools Trophy. The Polo club is thriving, with the novices winning the SUPA arena tournament, and the Seniors winning silver in the overall SUPA tournament. Jose Trenor Perinat was awarded the best up-and-coming player award.

Particularly Notable Co-Curricular Achievements

- ESU Performing Shakespeare Competition
- Graeme Wong highly commended in the Cambridge University Architecture prize
- Cadogan Hall concert
- 900 local schoolchildren have benefited from various partnerships collaborations
- JC1 Rugby national semi-finalists
- Cameron Tasker Junior World Rowing Champion
- Magnus Garson Foster Cup Winner

A8 – What is your assessment of pupils’ attitudes towards learning? To what extent do they demonstrate initiative and independence? To what extent are they willing to work collaboratively and to take leadership in their learning?

Generally very strong with the usual minority of less motivated whose needs are the focus of ongoing readjustment and, where they are the result of poor attitudes, encouragement to recognise the need for change. Huge emphasis has been put on the need to show initiative and independence and this is seen in a variety of relevant classroom techniques and formats. Pupil voice is a much larger part of learning at Radley than in the recent past and this has been greatly encouraged by the Academic Director and Coordinator of Teaching and Learning. The Academic Prefects and more widely, academic award holders, are expected to show leadership in this area. The MACAT PACIER skills form a strong part of the Critical Learning programme of study for Shells (Y9), and there has been a renewed emphasis of late on the need for team work and boy leadership - in the class and elsewhere. The emergence of the entirely boy-led academic magazine *Serpentes* is a key example of boy leadership.

Self-evaluation – Contributory factors

What are the most significant aspects of the curriculum which promote pupils’ achievements and learning skills?

- Academic Priority Time
- School Societies and related lectures
- The Academic Support Department
- The Distinction and Copy system, and Commendations for pastoral and co-curricular achievements
- School wide calendared tests (eg Warden’s Algebra Tests, Warden’s Spelling Tests, Warden’s Verb Tests, Global Awareness Test)
- Public acknowledgement of academic achievement in Social Prayers, School Assembly and the School Website and Magazines.
- Teaching and Learning initiatives (Personal Organisation, Revision techniques, Memorisation etc.) promoted by Academic Director and T&L Coordinator and academic departments.
- Each Social has a library rep who encourages the development of reading.

What are the most significant aspects of teaching that promote pupils’ learning and achievement?

- Teaching involves the promotion and celebration of pupil achievement through the award of Distinctions for very strong work (and consistently good performance) and Copies for uncommonly good work. In terms of learning skills, careful attention to the precise demands of the questions which will be faced in final exams – bolstered by regular practice and factual tests etc. – are central to the modus operandi of every department. Increasingly, boys are being asked to present their own opinion on what mark or grade their work deserves, before a judgment is announced by the teacher. Self-evaluation is central to the reporting system, either explicitly or implicitly.
- The root assumption among the SMT and wider Common Room is always that things can be made better, year on year. Lesson observation (including the Lesson Observation Cycle) has been greatly expanded to encourage mature reflection on best practice and make space for teachers to share ideas (and possible problems) which the press of a busy term might normally crowd out.
- A close relationship with the International Boys’ School Coalition allows a number of teachers to attend annual British and foreign conferences on pedagogy.
- Learning Lunches, organised by the Coordinator of Teaching and Learning, are voluntary but involve large and growing numbers of teachers of all levels of experience and age. Boys are invited to present at these on their viewpoints of learning and to express opinions on what and what does not work for them in the classroom. Teaching and Learning Clinics are held for boys to assist with matters such as personal organisation and revision skills. We are convinced these developments helped with the attainment of very strong A-level and GCSE results.

- We have a well-resourced library and dynamic library staff who, through various activities such as the academic reading group encourage reading and help boys to develop research skills.
- In recent years, there has been a growing emphasis on reading groups in e.g. the History and English Departments.

Where relevant, in what ways does the boarding experience enhance pupils' learning and achievement?

- They are able to attend a vast variety of academic talks, societies, concerts, performances, quizzes, inter-lingual evenings etc, within school, at times of the day unworkable for day school pupils. They can also take part in educational school trips at the weekend, as well as in the week. Additionally, they can be helped to achieve more highly in the academic sphere through engagement in personality-developing and morale-boosting extra-curricular activities, which feed back into the classroom in a number of ways.
- The boarding experience means much more access to academic staff at all times through the week, meaning more interaction, both formally and informally. This can be particularly useful during revision periods.

What impact have leadership and management (including governance) had on promoting pupils' learning and achievement?

- Much is made in school assemblies, by the Warden, of the successes and achievements of boys in academic and co-curricular (as well as sporting) matters - across the spectrum of ability. A number of prestigious prizes are awarded and the Smale Casket – awarded to an individual boarding house for the best aggregated academic achievement in a year – is greatly coveted and hotly pursued. Likewise, social tutors will publicly laud academic achievement in house assemblies and award and reward boys according to their own internal systems. The success of Oxbridge entrants is publicly recorded in Covered Passage. School publications, the website and Twitter record academic and related achievements. The Warden and other members of SMT seek to attend as many activities as they can to show support and give praise by word and by letter/email as appropriate.
- Council, with the Warden and SMT, regularly discusses what skills and competencies we expect Radleians to gain in order to be prepared for an ever-changing job market.
- Resources are allocated by Council for staffing, building work, capital projects etc to help realise these aims and feedback is regularly sought by, and provided to, Council on the delivery of benefits from these projects. For example, Council take a particular interest in how boys are prepared for life beyond Radley and challenge the provision of careers advice, and the processes around university choice.
- The introduction of Graduate Teachers and Cook Fellows provides academic stretch for the more able boys.
- Our new website harnesses Social Media as a tool to inspire boys and to highlight pupil achievements.
- Appointment of a Master i/c Junior Scholars (new role) helps in coordinating pathways for our brightest Y9s and 10s to maximise the benefit they can draw from what is already offered.
- Appointment of Lower School Heads of Years (new roles) monitor academic progress and engagement of all boys in their year groups.

Which areas of pupils' learning and achievement is the school seeking to improve or develop? What actions are being taken?

- Extend measuring of ICT competency.
- Critical thinking skills - especially the PACIER skills (problem-solving, analysis, creative thinking, interpretation, evaluation, reasoning) via partnership with UCL/MACAT programme and its online diagnostic package and training.
- Pupil leadership and initiative – through creation, leadership and development of societies, events etc
- Links with wider world – continuous review of global connections through exchanges and internet-based communication.

- More clearly articulated and commonly enforced marking policy, combined with consistent approaches to feedback, based on the best of recent research.

If you wish, select a grade for pupils’ achievements, using the EQI grade descriptors document to assist you.

<i>Excellent</i> YES	<i>Good</i>	<i>Sound</i>	<i>Unsatisfactory</i>
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The Quality of the Pupils’ Personal Development

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections but give a cross-reference where it seems important. NB This section focuses on the outcomes for pupils. It is helpful to provide specific examples for each criterion.

P1 – What is your evaluation of pupils’ self-understanding, self-esteem, self-confidence, self-discipline and resilience? How well do they understand how to improve their own learning and performance, and how well prepared are they for the next stage of their lives?

- The PSHE programme encourages self-understanding, self-esteem, self-confidence, self-discipline and resilience.
- These of course vary from boy to boy but on the whole Radleians are confident boys who are well motivated and know how to improve their own learning and performance.
- For those who find this difficult there are plenty of support systems including the boarding house staff, form masters, medical centre, chaplains, counsellor, etc.
- 6th form boys are encouraged to self-reflect by writing their own comments about their progress in academic reports.
- The overwhelming majority of boys go on to universities in the UK and abroad. They are well supported in their decision making and applications by the Universities team, Form Masters and Housemasters.

P2 – How good are pupils at making their own decisions, for example, with regard to their work and their use of time? How fully do they appreciate that their decisions are important determinants of their own success and well-being?

- As boys progress through the school they are encouraged to take more responsibility for their time and academic progress.
- On the whole they are very good at self-regulating and on occasions when boys struggle to manage their time there are support systems to help them. For example, sessions with the Academic Support department or supervised study periods in the library for sixth formers.
- Boys are extremely well motivated to do their best academically and in co-curricular activities.

P3 – How do pupils demonstrate their spiritual understanding and appreciation of the non-material aspects of life, whether religious, philosophical or other?

- All boys attend Chapel every Monday, Tuesday, Thursday and Friday evening and Sunday morning. Boys regularly read the lessons, lead the prayers.
- 100+ boys are members of the choir. They sing in Chapel services and in Cathedrals all around the country.
- The Choir lead the singing in Chapel but all boys contribute enthusiastically.
- About 75 C of E and a further 20 Catholic boys per year are confirmed.
- A group of boys serve as sacristans – who help the Chaplains with the day to day running of Chapel.
- Christian Forum is an evening Society which allows boys to explore their faith.
- Each Social has a designated charity and there is a Charities Committee composed of reps from each Social. Socials carry out regular events for their designated charities (eg. Barnardo's, Macmillan).
- Boys are encouraged to deliver Social Prayers (Wednesday evening talks) about subjects and causes dear to their hearts.

P4 – To what extent are pupils able to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including their behaviour towards others?

- Pupils are well behaved. They are extremely good at looking after each other.
- We actively monitor disciplinary issues at all levels and look for patterns.
- The Day Book feature on the school database allows teachers to log general concerns and for SMT to analyse and respond to trends as necessary.
- The Fundamental British values agenda is closely adhered to in terms of free speech and guarding against distorted thinking and warning of the dangers of extremist and fundamentalist ideologies.

P5 – To what extent are pupils socially aware and able to work effectively with others? How well do they work with others to solve problems and achieve common goals?

- Pupils work well with each other in lessons and in team sport. All boys have the opportunity to represent the college in matches and the overwhelming majority play team sports over three terms. Teamwork is a key component of Radley Sport.
- CCF exercises in years 10, 11, 12 and 13.
- Charity events.
- A high level of collaboration between Pups, Academic Prefects, Co-curricular prefects and SMAC reps.
- Partnerships Programme:
 - **OX14 Learning Partnership** (ISSP containing three independent and three state schools in Abingdon) - collaboration on student mentor training (Yr 13), academic coaching (Yr 12 and Yr9), student voice (Yr 12/13)
 - **Partnership with Orchard Meadow and Pegasus Primary Schools** (Primary Schools part of United Learning MAT, Blackbird Leys, Oxford) - student led delivery of weekly whole school (250+ Yr 1 to 7 children) enrichment project involving 32 Yr 11 students
 - **Partnership with Orchard Meadow and Pegasus Primary Schools** (Primary Schools part of United Learning MAT, Blackbird Leys, Oxford) - online reading support programme linked with individual boarding house (D Social) involving 10 Yr 12 students in support of 20 Yr 5 and 6 students
 - **Strategic partnership with Broadway Academy** (Co-educational secondary school with academy status, Perry Barr, Birmingham) - online reading programme involving 20 Yr 12 English students (Broadway and Radley) to support 20 Yr 9 students at Broadway; residential weekend for Yr13 students
 - **Colet Mentoring/Online Maths support** (in partnership with St Paul's School) 13 Yr11 maths students trained as online mentors in supporting Yr11 Broadway Academy.
 - **Critical Thinking lessons** - whole school focus on collaboration through both academic and co-curricular activities; critical thinking lessons (Yr9) developing a language of collaboration in support of external partnership work
 - **Partnership work with Oxfordshire Youth** developing opportunities to work alongside senior members of charity
 - **Partnership work with Active Oxfordshire** students leading on bike drop for disadvantaged areas; hosting fund-raising opportunities; hosting primary schools sports games
 - **Partnership with Oxford Academy** (Coeducational secondary school, Littlemore, Oxford) - rowing academy involving 14 Yr 9 Oxford Academy pupils rowing twice each week with our Yr 9 students
 - **Partnership with Oxford Music Society and Abingdon Music Centre** - developing Primary School music participation involving students across the school (Yr 9 to Yr 13), recent music week involved over 2000 Primary School children
 - **Partnership with Oxfordshire Youth and The Oxford Hub** - supporting the provision of sport and activity in Blackbird Leys, Oxford. Student led charity fund raising, bike donations scheme (120+ bikes collected and redeployed within community)

- **Partnership work with Desborough College** (All boys Secondary School, SAT Maidenhead, Berkshire) - online academic coaching 16 Yr 12 students (Radley and Desborough) supporting 16 Yr 9 students at Desborough
- **Partnership work with Desborough College** (All boys Secondary School, SAT Maidenhead, Berkshire) - online Inspire Lectures (delivered by teachers at each school) 25 Yr 9 students working in breakout rooms to discuss topical issues
- **Partnership work with Desborough College** (All boys Secondary School, SAT Maidenhead, Berkshire) - Yr 9 creative writing project collaborating on poetry and prose for combined anthology of work

P6 – To what extent do pupils fulfil responsibilities and contribute positively to the lives of others, within the school, including in boarding, to the local community and wider society?

Examples include:

- **Community Partnership Programme** (Barnado's, British Heart Foundation, Headway Oxford, Oxfordshire Youth) - weekly support in local charity shops and community organisations involving 16 Yr 11 students.
- **Primary School curriculum support** (St Swithun's Primary School, Kennington; Kennington Pre School, Kennington; Rush Common Primary School, Abingdon; Radley Primary School, Radley; Caldecott School, Abingdon; Kingfisher School, Abingdon) - weekly student support of curriculum teaching in local state primary schools involving 24 Yr 11 students.
- **Online music assemblies** - student produced online music assemblies have reached 1000+ Primary School children and streamed over 2500 times
- **Community Concerts** - weekly music concerts performed in local Abingdon and Oxfordshire care homes by 16 Yr 11 students; both online and in person over 55 local care homes have been supported
- **Fundraising** - over £130,000 has been raised for local charities and organisations (including but not exclusively: Thames Valley Air Ambulance, Footsteps Foundation, Young Minds, Maggie's Trust, Shelter, Royal British Legion)

P7 – How do pupils show that they respect and value diversity within society, have respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions?

- **Strategic partnership with Downe House School** (Independent girls' day and boarding school, Newbury, Berkshire) - student led consent project (Yr 13) alongside planned joint activities (academic, co-curricular and sporting) across Yrs 9 to 13
- **Strategic partnership with Broadway Academy** (Co-educational secondary school and sixth form with academy status, Perry Barr, Birmingham) - combined online discussion groups (Yr 12); combined religious worship; Yr13 residentail weekend; art collaboration through religious art
- **Partnership work with Commonwealth Education Trust** (promoting quality education in lower-income countries by building teacher capacity and confidence through innovative, digital, high impact training) - student led (Yr 9) online collaboration with schools within the Commonwealth

P8 – How good is pupils' knowledge and understanding of how to stay safe and be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle? How well do they put this knowledge and understanding into practice?

- Most of the boys are also exceptionally well-motivated to succeed in sport. As a result most boys lead a very healthy lifestyle. There are termly fitness assessments for Y9, Y10 and Y11 boys.
- The dangers of smoking, drinking to excess and drugs are covered in PSHE and this is backed up by the behaviour policy. Support is available from the medical centre where needed (for example giving up smoking).

Self-evaluation – Contributory factors

What are the significant aspects of the pastoral care systems that promote pupils’ personal development?
<ul style="list-style-type: none"> • Mentor and vertical integration systems • Social Committees • Breadth of sub-Tutorial teams • Involvement of all staff in boarding means a high standard of individualised care is achieved: form groups are small, which allows greater personal attention.
How does the curriculum (e.g. for PSHE) promote pupils’ personal development?
<ul style="list-style-type: none"> • Increased breadth and structure of PSHE programme and resources. • There has been an increase in high quality external and internal speakers supporting Form Masters in the delivery of PSHE. For example, on Mental Health. • Fifth form post GCSE programme includes PSHE lectures. • IT awareness lectures including issues such as cyber bullying.
Where relevant, in what ways does the boarding experience enhance pupils’ personal development?
<ul style="list-style-type: none"> • Enjoyment of activities and boarding life • Lots of leadership and personal development opportunities within Socials such as Prefects, Mentors, Social Committees and other positions of responsibility. • Close and open relationship between pupils and supervising adults. • Good communication between Tutors, Pastoral Team, Common Room and All Staff. • Speed with which any concerns / problems are dealt with • Prefects and Mentors in tune with Social’s and College’s pastoral aims • Participation by all in Boarding / Pastoral care at all levels. • Boarding encourages age-appropriate independence and the skills gained from this serve the boys well in later life.
What impact have leadership and management (including governance) had on promoting pupils’ personal development?
<ul style="list-style-type: none"> • The Warden and Sub Warden meet with the Pups and other boy leaders regularly (both formally and over breakfast). Through these meetings the pupils have an impact on decision making. • All teaching members of SMT have been housemasters and are form masters meaning that they have a good understanding of the link between the pastoral and academic. • Warden invites all Shells for “cocoa” at his house (by Social) and all 6.1s for a formal dinner. This gives opportunities for discussion and debate. He also visits each Social once a year and hosts Cocoa for all year-groups in their own environment. • SMT regularly visit Socials and cover duties when the Social team are away. • Mentor diaries are reviewed by members of the Pastoral Team. • The Undermaster leads the pupil advisory committees (representatives from each Social discuss issues such as Hall, Shop, Sports Centre). There are also consultative committees for pupils within each Social. • Boys see members of the Senior Management Team for reprimands when needed and there is a culture of SMT and others praising boys for their achievements. • Members of the SMT are present at College events, very visible through the school and take opportunities whenever they arise to talk to pupils. • The teaching members of SMT all attend Chapel, giving an opportunity to talk to any pupil (as they exit Chapel) four nights a week.

- There are discussions in Council about the personal skills we would like Radleians to develop during their time at Radley.
- Council actively engage with the Pastoral report given by the Sub-Warden annually. There have been many discussions about how the College can promote good physical and mental health, all of which feed into school policy and practice. For example, as a result of one such meeting we now employ a school Psychiatrist. At another meeting Council reiterated their desire for Chapel to remain a fundamental part of College life by agreeing to an extension.

Which areas of pupils' personal development is the school seeking to improve or develop? What actions are being taken?

- We have made and are continuing to refine the prefecting systems and other opportunities for leadership.
- In addition to Pups (heads of boarding houses), we now have a team of Academic Prefects and Co-curricular Prefects led by two senior boys.

If you wish, select a grade for pupils’ personal development, using the EQI grade descriptors document to assist you.

<i>Excellent</i> YES	<i>Good</i>	<i>Sound</i>	<i>Unsatisfactory</i>
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