



**SHIPLAKE COLLEGE**  
HENLEY-ON-THAMES



# ISI Inspection Summary



**A full ISI inspection in April 2015 judged Shiplake College as EXCELLENT across every single inspection category**

Pupils' achievements and learning



Curricular and extra-curricular provision



Contribution of teaching



Development of pupils



Pastoral care



Development of welfare, health and safety



Quality of boarding



Quality of governance



Quality of leadership and management



**EXCELLENT**

# Preface

**Shiplake College is an independent day and boarding school for boys aged 11-18 and girls aged 16-18. The College is situated in 45 acres of Oxfordshire countryside, on the banks of the River Thames.**

From Tuesday 28 April to Friday 1 May 2015, a team of ISI inspectors visited Shiplake College and observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with staff, observed extra-curricular activities, conducted a full assessment of boarding, reviewed exam results and analysed the responses of parents and pupils to pre-inspection questionnaires.

The inspection report gave a clear judgement on each aspect of the school. These headline statements are based on a four point descriptor scale ranging from 'unsatisfactory' to 'excellent'. The inspectors' judgements of Shiplake College are outlined below, with all evidence quoted directly from the full report:

## Pupils' Achievements and Learning

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Pupils are enthusiastic and committed in their learning, underpinned by excellent teaching and learning support.



Pupils demonstrate depth and breadth in their subject knowledge and have well-crafted learning skills and understanding.



Pupils show strong creativity, performing to a high standard in a wide variety of activities.



Independent learning is strong, particularly through the use of the innovative and popular Thinking Space.



Pupils receive a high quality of education, consistent with the school's aims to provide a broad education that encourages individuals to achieve their full potential.



A significant number of pupils develop their physical skills and powers of resilience through participation in the outdoor education programme.



Pupils display a very positive attitude to their work. They concentrate well in class, working with purpose and high levels of motivation.

## Curricular and Extra-Curricular Provision



Bespoke academic programmes reflect the school's commitment to meeting the needs of individual pupils.



Small classes, subject clinics and individualised timetables support academic needs and progress very well.



An effective careers guidance programme allows pupils to focus on all the opportunities available to them following school.



Pupils benefit from a full and wide-ranging co-curricular programme in which they develop a range of interests and skills.

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# Contribution of Teaching



The teaching observed makes a very positive and effective contribution to pupils' progress, and amply fulfils the school's aims to unlock the potential in all pupils.



Relationships between teachers and pupils are warm and respectful. Teachers work hard to encourage their pupils, balancing sympathetic support with firm expectations.



Teachers know their pupils very well and use a range of strategies to develop the talents of those they teach.



Teachers work very diligently to support their pupils, particularly through their ready availability in revision clinics and through online support, to ensure that the pupils produce their very best work.



Teachers use an open and questioning approach in the classroom and encourage pupils to have high aspirations for their learning.



Accommodation of different abilities and respect for the views of others are hallmarks of all lessons.



# Development of Pupils



Pupils have strong self-esteem and are confident in their personal values, appreciating the sense of belonging and significance which the small community engenders.



Pupils' behaviour towards one another is excellent. They listen carefully to each other's views and are supportive of one another.



Pupils enthusiastically take on a wide range of positions of responsibility across many aspects of school life, so they develop their character, confidence and leadership skills.



Pupils display a cheerful confidence and ready courtesy to all members of the community and flourish in the school's nurturing and supportive atmosphere.



# Pastoral Care



Relationships, founded on mutual respect, are excellent across the entire school community.



The school is highly successful in maintaining a friendly atmosphere, which enables pupils and staff to enjoy their busy working lives.



Staff are fully committed to providing pupils with the individual support required to encourage them to realise their full potential, regardless of their ability.



The conduct of the pupils is exemplary, reflecting the commitment of staff, the effectiveness of the pastoral management structures and the clarity of behavioural expectations.



# Welfare, Health and Safety

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- “ The systems to safeguard pupils’ welfare, health and safety are well developed, robust and regularly reviewed.
- “ Risk management is a priority, particularly as the school is committed to challenging pupils through outdoor activities.

# Quality of Boarding

- “ The school works extremely hard to nurture, encourage, challenge and support every boarder in its care.
- “ Pupils speak very positively about how well they are cared for and how they feel safe in the boarding environment.
- “ Boarders are confident, courteous and self-reliant, demonstrating a high level of maturity.
- “ The behaviour of boarders is exemplary; rules are clear and understood.
- “ Boarding staff at all levels show interest and pride in boarders’ achievements and are keen to support them in furthering and widening their skills.
- “ Inspectors found that a wide range of opportunities exist that help prepare boarders for adult life.



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# Quality of Governance

- “ The aims and values of the school are strongly supported by a board of committed governors who bring expertise in many fields germane to education.
- “ The governors are very committed to the original aims of the school, but equally recognise the need to ensure that its education and direction in all its aspects are fitting for future generations of pupils, by providing the stimulus for growth and improvements.

# Quality of Leadership and Management

- “ The senior managers uphold the aims of the school and offer strong leadership in all areas. The school’s values, which include respect for others and democracy, are seen in all aspects of its life.
- “ A recent independent survey of parents reflected a very high level of satisfaction with the education, support and communication provided by the school.
- “ Responding to a recommendation of the previous inspection, excellent progress has been made in relation to the monitoring of teaching and learning.

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