



ISI Independent
Schools
Inspectorate

Additional Inspection Report

Harrow School

September 2022

School's details

School	Harrow School			
DfE number	310/6000			
Registered charity number	310033			
Address	Harrow School 5 High Street Harrow Middlesex HA1 3HP			
Telephone number	020 88728000			
Email address	harrow@harrowschool.org.uk			
Head Master	Mr Alastair Land			
Chair of governors	Mr John Batting			
Age range	13 to 18			
Number of pupils on roll	832			
	Boarders	832	Day pupils	0
	Seniors	492	Sixth Form	340
Date of inspection	20 September 2022			

1. Introduction

Characteristics of the school

- 1.1 Harrow School is registered as a single sex school for male pupils aged 13 to 18. It occupies a site either side of the High Street of Harrow-on-the-Hill. The school is fully boarding and on entry pupils are allocated to one of twelve all-age boarding houses. The school is part of a Royal Charter Corporation, a charitable trust whose trustees act as the school's governors with proprietorial responsibility. There are 172 pupils with special educational needs and/or disabilities (SEND). No pupil has an education, health and care (EHC) plan. There are 166 pupils on the multilingual list who have English as an additional language (EAL), of whom 9 require language support. The previous inspection was a regulatory compliance inspection in December 2019.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	Met
Part 3, paragraph 9 (behaviour) and 10 (bullying); NMS 15, 16 and 17	Met
Part 3, paragraph 13 (first aid); NMS 7	Met
Part 3, paragraph 14 (supervision of pupils); NMS 20	Met
Part 3, paragraph 16 (risk assessment); NMS 9	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (manner in which complaints are to be handled); NMS 14	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met

2. Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8]

Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.3 The school meets the standards.
- 2.4 Implementation of all aspects of the school's safeguarding procedures is effective in providing appropriate support for the needs of pupils, all of whom are boarders.
- 2.5 Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures. They have a suitable knowledge of the thresholds for reporting issues. Staff are aware of whom to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take appropriate action when necessary.
- 2.6 The safeguarding policy includes suitable definitions of abuse and has been reviewed effectively in line with the latest statutory guidance. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. Discussion with the designated safeguarding lead (DSL) for the school confirmed that pupils receive help to address risks and prevent issues escalating. The DSL acts on and refers the early signs of risk or need, monitors any potential for radicalisation, and ensures the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This is confirmed in written evidence from safeguarding records. All behavioural issues and allegations of bullying are treated as potential safeguarding concerns. Effective communication is maintained with parents. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Monitoring and filtering technology is effective. The physical and mental health of all pupils involved in any incident are given a high priority, and the school provides effective counselling.
- 2.7 The safeguarding policy gives contact details for local safeguarding partners. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency. Recent training has reminded staff about the need to maintain appropriate confidentiality when discussing information about pupils.
- 2.8 Suitable arrangements for handling allegations against staff, senior leaders or the governors, and potential misconduct, are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that procedures are followed effectively, and the school follows up actions promptly. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.

- 2.9 Governors are appropriately trained in safeguarding. A governor with appropriate expertise maintains a close working contact with the DSL and annually conducts a review of the effectiveness of the safeguarding arrangements on behalf of the governors.

Welfare, health and safety of pupils – behaviour and bullying [ISSR Part 3, paragraphs 9 and 10; NMS 15, 16 and 17]

- 2.10 The school meets the standards.
- 2.11 A suitable behaviour policy and arrangements to guard against bullying are in place. Both are implemented effectively. There is a clear code of conduct for pupils. Arrangements recognise the particular circumstances of boarders. Sanctions are applied appropriately and proportionately. Records of misbehaviour are detailed, allowing trends to be identified and the effectiveness of sanctions to be evaluated. Appropriate adjustments are made for pupils with behavioural or other needs.
- 2.12 The school promotes respect of those with protected characteristics through its behaviour policy and has defined levels of behaviour that guide decisions when individual incidents arise. Records corroborate the views of pupils that there is almost no child-on-child abuse of those with protected characteristics. When any does occur senior leaders treat incidents with due seriousness and effectively. They provide support for alleged victim and perpetrator and monitor the effectiveness of any action taken.
- 2.13 Detailed recording enables all pastoral concerns to be logged for each pupil. All incidents of misbehaviour between pupils are considered as potential bullying and/or safeguarding issues, and trends analysed. Allegations of bullying, when they occur, are reported quickly and in detail, and dealt with proportionately. Documentation shows that parents of both alleged victim and perpetrator are involved at the earliest stages of any incident.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13; NMS 7]

- 2.14 The school meets the standards.
- 2.15 Senior leaders ensure that the school's first aid policy is effectively implemented and administered in a timely and competent manner. There are suitable additional policies relevant to the context of the school. The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell. Senior leaders ensure that the physical and mental health and emotional wellbeing of boarders are promoted. Policies and procedures are reviewed in the light of known incidents. Following a past incident senior leaders have now ensured that prompt action is always taken when health concerns are identified. The school now employs a general practitioner and a sports doctor to be the focal point of arrangements for pupils' medical care. This has ensured effective liaison between all medical staff. These figures provide additional training to staff in how to deal with injuries sustained by pupils during high risk activities such as rugby football.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 20]

- 2.16 The school meets the standards.
- 2.17 Pupils are properly supervised by qualified and trained staff. Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. Staff know the whereabouts of boarders in their charge at all times or know how to find their whereabouts.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 9]

- 2.18 The school meets the standards.
- 2.19 The school's risk assessment policy clearly describes appropriate lines of responsibility and the approaches to be taken to identify and mitigate risk. There is an effective culture of assessing risk to pupils in any decision taken, in particular regarding pupils about whom behavioural or safeguarding concerns have been identified. There are appropriate assessments of risk for in-school activities and for school visits both in the UK and abroad, including for sports. Appropriate assessments are also made for the needs of individual pupils both while in school and in the surrounding area. In all these areas, appropriate action is taken to mitigate risks identified.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.20 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]

- 2.21 The school meets the standards.
- 2.22 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; the establishment of a formal procedure for a complaint to be made in writing; provision for a hearing before a panel which includes an independent member and allows for parent to be accompanied; provision for the panel to make findings and recommendations and for a confidential record to be kept of findings. Records of complaints show that the school follows its own procedures rigorously unless prevented by legal constraints. They indicate where complaints involve boarding. The school records any complaints made but subsequently withdrawn. There is a suitable mechanism which enables boarders to make a complaint in good faith. Whether or not complaints have been upheld, the school undertakes a detailed review of any lessons learned and implements any consequent recommendations effectively.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]

- 2.23 The school meets the standards.
- 2.24 Senior leaders and governors demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met, and the wellbeing of pupils is actively promoted. Governors monitor compliance with regulations appropriately.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the clerk to the governors. They talked with groups of pupils and scrutinised a range of documentation, records and policies.

Inspectors

Mr Stephen Cole

Reporting inspector

Mrs Karen Williams

Assistant reporting inspector