



ROYAL
HOSPITAL
SCHOOL

ACHIEVING **EXCELLENCE**

INDEPENDENT SCHOOLS INSPECTORATE INSPECTION

JANUARY 2025

A NOTE FROM THE HEADMASTER

In January 2025, the Royal Hospital School underwent an inspection by the Independent Schools Inspectorate (ISI), and I am delighted to report that the School met all the requisite standards and regulations, highlighting our exemplary educational standards and pastoral care.

A team of eight inspectors visited over two and a half days, conducting a comprehensive evaluation that included observing lessons, assemblies, extracurricular activities, and interactions with staff, governors, pupils and parents, as well as reviewing documentation, policies and samples of pupils' work.

The report comments on the extent to which standards are met in five core areas:

Leadership and management, and governance

Quality of education, training and recreation

Physical and mental health and emotional wellbeing

Social and economic education and contribution to society

Safeguarding

This positive outcome reflects the dedication of our staff, governors, parents and pupils in upholding the highest standards at RHS. We are incredibly proud of what our school stands for, and this inspection has reaffirmed our commitment to providing an exceptional educational experience for all our pupils.

Of all the wonderful feedback RHS received, I believe the most compelling reflects our community: **'Pupils show kindness to one another.'** This truly speaks to the heart of our school culture - where respect, honour, and service are fundamental to everything we do.

I wish to extend my sincere thanks to the whole RHS community for their continued support and dedication. I am thrilled to share the highlights of the report and look ahead to how RHS will continue to innovate and grow.



Irfan H Latif
Headmaster





“Pupils progress successfully to a variety of university courses, apprenticeships or other careers.”

KEY FINDINGS

Founded on the principles of discovery, exploration, and challenge, RHS extends beyond conventional learning paradigms. The school offers an innovative and inclusive curriculum, preparing pupils from all walks of life to navigate the complex waters of the future with confidence and readiness.

ACADEMIC EXCELLENCE

'The core curriculum is designed well so that pupils develop their knowledge and understanding across a wide range of subjects. They develop further skills through the extensive extra-curricular programme and through enrichment opportunities in which all pupils participate.'

'Pupils engage purposefully with their learning'

'...pupils follow courses that suit their skills and aptitudes, and achieve well in their final examinations.'

PUPIL WELLBEING AT THE HEART

'Staff know pupils very well and look after their pastoral needs effectively. Pupils feel comfortable to share concerns and know that adults listen to them.'

'Pastoral care is effective for both boarding and day pupils.'

AN EDUCATION FOR THE FUTURE

'Pupils receive useful careers education and guidance that helps them to make informed choices about their future career or educational paths.'

'Leaders promote engagement in the world beyond school through a wide variety of local and international service projects.'

'Pupils progress successfully to a variety of university courses, apprenticeships or other careers.'

OUR UNIQUE SCHOOL ETHOS

'The school develops pupils' respect for traditions that express the school's historic links with the Royal Navy and bring the school community together.'

'...an inclusive and welcoming community. Pupils accept each other's differences and demonstrate an appreciation of cultural diversity.'

'Pupils show kindness to one another.'

WHERE PUPILS FEEL AT HOME

'Houses provide a suitable and welcoming atmosphere and accommodation that supports pupils' wellbeing.'

'Boarding accommodation is comfortable and refurbished on a rolling programme.'



NAVIGATING SUCCESS



LEADERSHIP

‘Leaders promote the school’s ethos and values consistently and effectively, so that pupils reflect these in their behaviour.’

‘Leaders and governors actively promote pupils’ wellbeing across the school. They foster an inclusive culture of respect, honour and service. Leaders and governors work together successfully so that the school reflects its particular heritage whilst also preparing pupils effectively for their future lives.’

‘Leaders have a clear understanding of the successes and needs of the school and there is a suitable strategic plan in place to support the promotion of pupils’ academic and personal development.’

‘Leaders seek the views of pupils when considering how best to adapt provision in the future.’

‘Assemblies, chapel and special events contribute to a sense of community and identity.’

‘There are regular and detailed reports to parents about their children’s achievement and progress.’

“ This is an excellent report by ISI - one which gives parents and pupils confidence in the high quality of care, education and opportunity for which RHS is known. Our strategy for continued success is also clear to inspectors. RHS has a bright future! ”

Chair of Governors: Mr Trevor Rowell







NAVIGATING SUCCESS

QUALITY OF EDUCATION

‘Pupils have opportunities to select from a wide range of courses that reflect their interests.’

‘Pupils engage purposefully with their learning and work well independently.’

‘Pupils act on the detailed and helpful feedback they receive from teachers.’

‘Pupils develop their digital literacy skills effectively through the integrated use of technology’

‘Pupils demonstrate application and creativity in design projects, skilfully using a range of tools and producing accomplished final pieces.’

‘The music curriculum is wide ranging, and pupils develop their skills effectively whether in lessons,

congregational singing and choirs, or in the marching band and musical ensembles.’

‘The curriculum effectively meets the needs of pupils who speak EAL. Pupils have specialist lessons which enable them to quickly develop their English proficiency.’

‘Pupils benefit from individual support from SEND specialists which enables them to secure their understanding and develop confidence’

‘The school provides a suitable extra-curricular programme. All pupils participate and benefit from a broad choice of activities.’

NAVIGATING SUCCESS

‘Pupils have ambitious targets’

‘Pupils achieve well in public examinations. They follow courses that suit their aptitudes and abilities and benefit from a diverse range of pathways to follow.’

‘Pupils benefit from the ‘electives programme’, through which they develop skills for life beyond school through a variety of courses including cookery, sailing, sports leadership and the extended project qualification (EPQ).’

‘Pupils progress successfully to a variety of university courses, apprenticeships or other careers.’



“There are clear structures
in place to enhance
wellbeing”



PHYSICAL AND MENTAL HEALTH

‘Leaders promote pupils’ physical and mental health and emotional wellbeing effectively.’

‘Pastoral care is effective for both boarding and day pupils. Staff know pupils very well and recognise when they may need extra pastoral support.’

‘Pupils have trusted staff that they can talk to’

‘There are clear structures in place to enhance wellbeing’

‘Pupils show kindness to one another’

‘...there is very little bullying reported in the school.’

‘Older pupils are guided to have responsibility for supporting younger pupils under staff supervision’

HOME FROM HOME

‘Staff take care to ensure that all pupils feel welcome and at home in boarding.’

‘The site and premises are maintained to a high standard.’

‘The health centre provides suitable facilities for pupils who are injured or unwell and includes a dental surgery. Trained medical staff ensure pupils are well cared for’

‘Pupils benefit from an extensive range of physical education... They appreciate the value of exercise and how it relates to their wellbeing.’

‘Extra-curricular clubs reflect pupils’ interests... Many pupils attain a high level of competitive success.’



SOCIAL AND ECONOMIC EDUCATION

‘Leaders develop pupils’ understanding of the positive contribution they can make to society and the benefits of service.’

‘Leaders encourage pupils to develop an appreciation for education across the world’

‘Pupils have many opportunities to undertake positions of responsibility, ranging from voluntary roles in clubs or activities to school-wide councils and more formal prefect positions... They actively pursue these opportunities.’

‘Pupils develop a clear understanding of right and wrong because leaders encourage them to reflect on

the impact of their decisions and actions on others.’

‘pupils learn mutual respect through the PSHE education programme, as well as through initiatives such as the pupil-led ‘diversity day’

‘Pupils develop a mature understanding of individual liberty and democracy through the curriculum... and also through the extensive programme of visiting speakers.’

BEYOND RHS

‘Senior pupils receive effective and helpful careers guidance... They actively engage with an online careers programme to explore career and university options.’

‘The oldest pupils learn about how to best look after their own safety once they leave school’

‘Pupils learn how to budget and manage their personal finances.’

‘In the sixth form, pupils receive effective personalised guidance and advice to help them with university applications and to give them the skills they need for life beyond school, whether that is going to university or beginning a career.’

“RHS has been a home away from home and given me opportunities to grow as a person, leader, student and as an athlete.”

Audrey, Yale University September 2024



2024 FINALIST
TE Awards
for Innovation
in Education

NAVIGATING SUCCESS





NAVIGATING SUCCESS

SAFEGUARDING

‘A culture of promoting safeguarding covers all aspects of school life’

‘Leaders actively instil a robust culture of safeguarding through a comprehensive cycle of training and ongoing review. Leaders ensure that all staff, volunteers and governors receive safeguarding training at least annually, and that all new staff receive comprehensive induction into the school’s appropriate safeguarding policies and procedures. Staff know how to recognise and report any potential concerns’

‘Pupils are clear about how to share a concern if they need to.. There is a wide range of staff available for them to talk to, including staff in the pastoral team and health centre, and a suitable independent person. Pupils can also raise concerns anonymously online.’

‘Leaders take a proactive and thorough approach to keeping pupils safe online. Pupils are taught about online safety and safeguards are put in place before pupils can access the internet.’



“Pupils are clear about how to share a concern if they need to.”





NEXT STEPS

Embracing progress, development and innovation

It is always the case that schools are given recommendations for improvement. With an outstanding report as a backdrop, we are pleased to have received just a single recommendation: ensure that teaching consistently enables pupils with high prior attainment to make as much progress as possible in lessons.

At RHS, every lesson matters, and we are excited to reflect upon and develop how we can further stretch and challenge our pupils inside, and outside, of the classroom. Mrs Banks, who joined RHS in September 2024 as the new Deputy Head (Academic), is working closely with key colleagues across the school to build upon a number of stretch and challenge initiatives.

Building upon the individualised pupil support and guidance acknowledged widely within the ISI report, RHS is proud to continue fostering an environment where every pupil is empowered to reach their highest potential. We are committed to ensuring that all pupils are consistently given opportunities to excel and progress.







NAVIGATING SUCCESS

EXAM PROFILE

In 2024, RHS saw a year-on-year improvement in the highest Sixth Form grades, with 40% of all grades being A*-A or equivalent, and the highest ever percentage of A*/Distinction* grades. An excellent 25% of pupils achieved AAA (or equivalent) or higher.

At GCSE, over half (50.4%) of all exams were awarded the top grades of 9-7. This marks the school's best-ever GCSE performance, with an outstanding 97.1% of grades at 9-4.

PUPIL PROFILES



NANAYAA

Academic Scholar Nanayaa, received an amazing set of GCSE results, with nine grade 9s and one grade 8 across Mathematics; Biology; Chemistry; Physics; Food Nutrition and Preparations; Philosophy, Religion and Ethics; Spanish; English Literature; English Language, and History. Nanayaa is now embarking on her A Level studies at the RHS Sixth Form, with the ambition of pursuing a career in the medical field.



OLI

Achieving a coveted place at the Royal Northern College of Music in September 2024, Oli aspires to be a professional opera singer and performing musician.

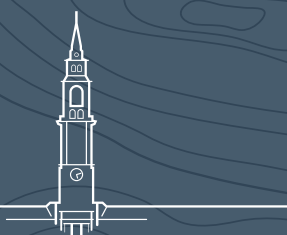
"I cannot sing the praises of RHS enough. In the two years I've been at the school I have grown exponentially as a person and honestly it may as well be a second home. That being said, my true second home is the music department. Without the help of the amazing department staff I would not be going on to pursue music at this level, and I certainly would not have taken so much out of my experience. So, huge thanks to the whole department."



EMI

Joining the school in year 7, Emi immersed herself in the RHS experience and received an outstanding set of results in Psychology, History, Film Studies and in English Literature at A*A*A*A and has commenced her study of English Literature at Durham University.

"RHS has been such a supportive community for me throughout my 7 years here; highlights have got to include writing for The Bubble, the legendary choir trips, and the drama community - from opera to plays to musicals, I'm so thankful for the people who have allowed me to pursue not just a passion, but a creative purpose in life."



ROYALHOSPITALSCHOOL.ORG

