

School inspection report

23 to 25 January 2024

Pangbourne College

Pangbourne

Reading

Berkshire

RG8 8LA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	7
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	10
SAFEGUARDING	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	11
SCHOOL DETAILS	12
INFORMATION ABOUT THE SCHOOL.....	13
INSPECTION DETAILS	14

Summary of inspection findings

1. Governors and leaders have a clear vision so that the school fulfils its aims and maintains its Christian tradition. Leaders actively promote the school's values. The 'flag values' of kindness, resilience, integrity, respect, industry, moral courage, initiative and selflessness are instilled in pupils and are exemplified in pupils' attitudes and behaviour towards others.
2. Governors work to support and challenge leaders and meet regularly to oversee all aspects of the school's work. They expect leaders to evaluate the success of their strategic and operational decision-making so that the school meets the evolving needs of pupils. This ensures that leaders have the appropriate skills and knowledge so that the Standards are met consistently.
3. Leaders provide pupils with high-quality education, training and recreation opportunities. Pupils demonstrate good progress from their starting points and achieve well in examinations. The broad and balanced curriculum is supported by a wide-ranging co-curriculum programme, which promotes pupils' physical and emotional wellbeing.
4. Teaching enables pupils to make good progress. Teachers typically have good subject knowledge, and plan well. Assessments of pupils' work shows that many, including those who have special educational needs and/or disabilities (SEND), achieve above their expected levels, particularly in the senior years. Some teaching is less effective in tailoring planning to engage all pupils. In these cases, progress is slower. Sometimes pupils do not fully understand the feedback given to them about how to improve their work.
5. Behaviour in the school is good, evidenced in the positive atmosphere that prevails throughout. Pupils report that bullying is rare. Teachers act promptly to deal with any incidents that occur. In their surveys, some pupils reported low-level disruptive behaviour but very little evidence of this was observed during the inspection or referenced in discussion with pupils.
6. Health and safety procedures and related policies are implemented effectively. Strategies to mitigate risk with suitable risk assessments are in place and regularly reviewed. The premises are well maintained, secure and procedures to reduce the risk of fire are followed effectively.
7. Leaders plan effectively for pupils' social and economic education and their contribution to society. A suitably personal, social, health and economic education (PSHE) programme, which incorporates relationships and sex education (RSE) supports pupils' learning further. There is an appropriate careers programme for pupils, which prepares them well for the next stage of their education or training.
8. Safeguarding is effective and follows the latest statutory guidance. Governors provide the necessary oversight to ensure that leaders carry out their safeguarding duties effectively. Leaders and staff have the appropriate training relevant to their role. Leaders ensure that prompt action is taken for identified concerns and liaise with the appropriate agencies when required. Recruitment procedures are thorough. Pupils feel safe and have staff to turn to should they want to raise a concern.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders and managers should ensure:

- teachers' planning is always matched closely to individual needs so that all pupils are enabled to make consistently good progress
- feedback given by teachers is clear so that pupils know what to do to improve in their work.

Section 1: Leadership and management, and governance

9. Leaders and governors ensure that the school successfully fulfils its aims. Governors are highly supportive and provide clear oversight of all areas of the school's work. They hold leaders to account through regular meetings of sub-committees and whole board meetings that monitor and evaluate leaders strategic and operational planning and decision-making. They set high standards and expectations so that the school runs smoothly and ensures that it meets the evolving needs of pupils.
10. A broad and balanced curriculum is supported by a suitably challenging programme of co-curricular activities and sports. As a result, pupils thrive and participate with enthusiasm. They develop new skills and confidence. Leaders effectively monitor pupils' learning and progress through the regular observation of lessons.
11. Leaders regularly monitor and evaluate the implementation of the school's policies and plans, ensuring that they maintain high standards. Informed and conscientious day-to-day management ensures that risk is carefully managed and health and safety actions are taken promptly to ensure the site is well maintained. All health and safety aspects are monitored and reviewed on a regular basis. Boarding houses and school buildings are refurbished on a rolling programme to provide high-quality facilities. Boarding houses are comfortable and well maintained.
12. The school has an appropriate accessibility strategy and fulfils its responsibility under the Equality Act. Teaching does not discriminate against any groups of pupils. Pupils have a clear understanding and respect for diversity and promote acceptance themselves within the community. There is a suitable accessibility plan, which increases access across the curriculum as well as the school site.
13. Leaders seek the views of pupils in regular school surveys to inform their planning. They recognise the many external influences from social and other media that may impact pupils. They respond accordingly with teaching that provides pupils with the knowledge and skills of how to manage these external forces. Leaders promote a continuing emphasis on maintaining pupils' mental health. They actively encourage pupils' involvement in physical exercise and healthy eating to support pupils' wellbeing.
14. School leaders ensure that suitable information is made available on the school website. Leaders respond promptly and effectively to any complaints expressed by parents and keep appropriate records.
15. Safeguarding is effective. Leaders ensure that the policy includes the latest statutory guidance and is implemented effectively. Governors and leaders meet regularly with the safeguarding team to oversee their work and to provide support.

The extent to which the school meets Standards relating to leadership and management, and governance

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. The curriculum is broad, balanced and provides the appropriate range of subjects. Pupils develop their knowledge, skills and understanding across the range of subjects. There is an appropriate choice at GCSE and A Level, with BTEC subjects as a recent introduction to provide further choice. The promotion of reading, a recent initiative across the school, aims to develop pupils' fluency in reading and writing further and is beginning to have a positive impact. A mentoring scheme run by older pupils has increased younger pupils' fluency and enjoyment of reading.
18. The school has an appropriate assessment framework. Pupils' progress is tracked from initial baseline assessments. Aspirational targets are produced by teaching staff for pupils to work towards. An analysis of pupils' ongoing regular assessments demonstrate that most pupils make good progress from their individual starting points. As they move through the school many make better than expected progress relative to their starting points and achieve well in public examinations.
19. Teachers have good subject knowledge and plan lessons through the schemes of work agreed within each department. Teachers use an appropriate range of teaching resources to support learning. They know their pupils well and positive rapport is evident within almost all classrooms. They plan so that pupils develop their speaking, reading and writing skills in keeping with their age and aptitudes.
20. In most lessons, pupils apply themselves well to the tasks set, are motivated and make good progress. They increase their understanding and develop a range of appropriate skills. Occasionally, pupils do not always fully understand the tasks set. Sometimes teachers' feedback on how to improve is less effective. In these cases, pupils' progress is less consistent.
21. Pupils are further supported through a range of enrichment subject clinics which they can attend voluntarily. Pupils are challenged to achieve their best by reflecting on their work and highlighting areas to improve and to recognise setbacks as opportunities to reflect and learn.
22. Pupils who have SEND are effectively provided for by the learning support department. This department prepares detailed individual educational plans that are shared with teachers to support pupils' learning. On occasions, there is less evidence of the appropriate strategies being implemented to help pupils in their learning and, as a result, pupils' progress is slower.
23. The small number of pupils with English as an additional language (EAL) are well supported. They make good progress in developing their English speaking and reading skills through the support of teaching staff and those in their boarding house. Teachers help them to access the curriculum by providing specific vocabulary for individual subjects.
24. Pupils regularly take part in a wide-ranging extra-curricular programme, including sports such as rowing, rugby and horse riding or in creative and performing arts, art and design, Combined Cadet Force (CCF) and The Duke of Edinburgh Award (DofE). These effectively contribute to their leadership and team-building skills. They thrive on the competition whether winning or losing, and making new and lasting friendships. This provides a highly positive contribution to their recreational time which builds confidence, team spirit and skills for life.

The extent to which the school meets Standards relating to the quality of education, training and recreation

25. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

26. Leaders actively promote pupils' physical and mental wellbeing. They set high standards and expectations. The promotion of the school's 'flag values', which serve as a basis for all behaviours, nurtures healthy relationships and communities within the school. The values underpin the school's culture and ethos and act as a point of reference for daily living and working. They are well understood by pupils and demonstrated by staff.
27. Pupils take part with enthusiasm and thrive in many diverse creative and sporting activities. They are proud to represent their school, with many who are highly successful, playing representative sports at local, county or national level.
28. Leaders devote a significant allocation of curriculum time to pupils' personal and physical education. Pupils value the breadth of opportunity and the positive contribution it makes to their confidence and wellbeing, whether it be socialising informally or working towards a common goal. They enjoy the challenges provided through team fixtures and competitions, improving their physical and interpersonal skills as they train together and grow in self-esteem.
29. Pupils receive positive encouragement from staff who lead activities. This is further supported by tutors and boarding staff who care for and support them, nurturing positive relationships between all. Come rain or shine, the weekly parades with the marching band, a Pangbourne tradition, brings all pupils and staff together. Pupils are proud to be part of this long tradition and say that it unites them, giving them a true sense of belonging and providing a lasting memory of their time at school.
30. Leaders ensure the pastoral provision supports the emotional wellbeing needs of pupils to deal with the challenges of today's world. Sixth form pupils take on roles of responsibility as trained peer mentors and as prefects and act as role models in school and in boarding to support younger pupils to manage their wellbeing. The school have a number of qualified staff and counsellors to equip pupils to cope with the pressures they may face.
31. Pupils explore a wide range of age-appropriate topics through the well-planned PSHE and RSE programme. This is an evolving programme to meet the needs of the different age groups. The programme reflects the aims and values of the school to encourage pupils to be respectful and tolerant. Subject leaders respond to pupils' feedback. They review the PSHE and RSE programme in response to pupils' comments for further explanation or to revisit a topic to further their understanding.
32. Regular assemblies and chapel services with time for prayer and whole school singing support pupils' spiritual understanding and wellbeing and provide a space for quiet reflection. Pupils have many channels for expressing their views, including several committees, such as boarding, school council and the Charlotte Drake society. This is a recent innovation for female pupils to discuss a range of topics, often with invited speakers. An equivalent society for male pupils is planned. Pupils report that staff listen to their views. For example, following requests from pupils, a female rugby team is now in place.
33. Suitable levels of supervision throughout the school day and in boarding are adhered to by staff. Behaviour is generally good. Pupils understand the rewards and agree with sanctions for pupils who

disobey the rules. Pupils confirm that bullying is rare. On the rare occasion of unkind words or a misdemeanour staff deal with it swiftly and help pupils to know how to manage their behaviour. Leaders deal sensitively with pupils who have SEND and manage their behaviour appropriately. During the inspection little evidence of misbehaviour was observed. Pupils finding it difficult to sustain focus in lessons are permitted to leave to an allocated supervised quiet space to be quiet before returning to a lesson and this has a positive effect on overall behaviour in the school.

34. Boarding accommodation is comfortable and well furnished, with common rooms and outdoor space for boarders to meet. Boarders know that a member of the house team or the medical centre team are available if they become unwell or are injured. Boarders enjoy varied, nutritious meals and healthy snacks in their houses. Boarders' views are sought through boarding meetings, surveys or individually.
35. Leaders ensure that the premises and accommodation provide a safe and healthy environment. All relevant health and safety requirements, including those relating to fire safety and evacuation, are understood and the relevant policies and procedure are implemented effectively. The admission and attendance registers are maintained appropriately, and the school conscientiously follows up the destinations of pupils who move onto other schools.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 36. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

37. Leaders' promotion of the flag values actively prepares pupils for life in British society and effectively promotes British values. As a result, they become young people who are respectful, tolerant and hardworking. Pupils are ready to take their next steps with confidence and are well prepared to contribute in whatever way they can to society.
38. Pupils look beyond the confines of their own school. Through curriculum and enrichment activities, including overseas projects, pupils learn to understand and respect other cultures and faiths. Projects including the support of a school and the building of a house in Uganda and meeting the young people there, helped sixth formers to further appreciate the value of education. Pupils support charitable enterprises at home and abroad. Individual houses choose and raise funds for different charities, and support local primary schools when they visit to have science lessons or in reading support. Pupils raise funds for local charities and foodbanks, and celebrate Christmas not only as a school but through giving to others in keeping with their school values.
39. Leaders encourage pupils to raise their views through the school council, food council or directly within their own boarding house. Pupils readily utilise these opportunities and feel that their opinions are valued and listened to. For example, a recent change to the uniform for sixth-form pupils was instigated by pupils raising an idea for change.
40. Leaders provide a clear age-appropriate, impartial careers education programme. Pupils benefit from effective support for their next steps with regular talks from external speakers and guidance on university applications, personal statements and apprenticeships. Pupils benefit from the positive support they receive from parents and staff in mock interviews. Leaders ensure that pupils are financially aware and are well prepared to manage their finances in later life.
41. Leaders' recent focus on developing equality, diversity and inclusion has developed pupils' understanding further. Pupils have a broad understanding of inclusion and can discuss their understanding of protected characteristics with confidence. Pupils demonstrated that their school is an inclusive, open community and that all pupils are valued.
42. Pupils value the opportunities for leadership roles in school and to contribute positively to the school community. They take great pride and celebrate the traditions of their school, which are underpinned by the core values. They understand British values clearly from their school values and demonstrate mutual respect as they live and work together in a harmonious and convivial community. There is celebration of different faiths and cultures as part of school life in boarding, in school and in the celebration of different foods shared by all in special meals together throughout each term. They understand and respect the rule of law, and the role of public institutions.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

43. All the relevant Standards are met.

Safeguarding

44. Governors and leaders ensure that suitable arrangements to safeguard and promote the wellbeing of pupils are effective. The safeguarding policy includes the latest statutory guidance and is published on the school website. Related policies such as whistleblowing and the staff code of conduct are understood and followed by staff.
45. The designated safeguarding lead (DSL) and his team work closely with external agencies when the need arises. Any referrals to children's services, the designated local authority officer and the police if appropriate are made in keeping with local guidelines. Pupils know that staff are available for them and how to report any concerns.
46. Leaders ensure that all staff and any volunteers receive safeguarding training as they join the school. Training is updated at regular intervals. As a result, staff are knowledgeable in safeguarding procedures, including those for online safety and the risks posed by radicalisation and extremism. Those with designated safeguarding lead responsibilities receive appropriate advanced level training and this is updated as required. All governors are suitably trained and provide support and challenge to the safeguarding team in school.
47. Safeguarding leaders keep comprehensive records of any pupils of concern which are kept securely. Any safeguarding concerns are acted upon within the appropriate timescales.
48. Leaders are alert to the need to monitor pupil attendance and staff work with families to ensure they are doing all that is possible to support pupils who are finding it difficult to be in school.
49. Recent improvements in information and communication technologies and in filtering and monitoring systems ensure pupils further safety. From regular training, teachers understand the importance of online safety and ensure that pupils are equipped with the knowledge to know how to stay safe online. Pupils say that they know how to stay safe online and are aware of the dangers of the internet. Suitable monitoring and filtering processes are in place.
50. School leaders ensure that recruitment checks are completed for all staff, volunteers, board members and an accurate record of appointments is kept. Governors regularly check the single central record to ensure that all required checks are carried out in a timely fashion.

The extent to which the school meets Standards relating to safeguarding

- 51. All the relevant Standards are met.**

School details

School	Pangbourne College
Department for Education number	869/6005
Registered charity number	309096
Address	Pangbourne College Pangbourne Reading Berkshire RG8 8LA
Phone number	01189 842101
Email address	admissions@pangbourne.com
Website	www.pangbourne.com
Chair	Mr Patrick Roberts MBE
Headteacher	Mr Thomas Garnier
Age range	11 to 18
Number of pupils	464
Number of boarding pupils	156
Date of previous inspection	12 to 14 November 2019

Information about the school

52. Pangbourne College is a co-educational independent day and boarding school for pupils aged between 11 and 18 years. It was originally founded as a nautical college in 1917 by the Devitt and Moore Shipping Company, and still occupies the same campus. The college is a registered charity and is administered by a board of governors.
53. The college comprises two sections: the junior department for pupils aged 11 to 13 years and a senior department for pupils from the ages of 13 to 18 years.
54. There are seven boarding houses: one junior house for Years 7 and 8, four houses for male pupils and two for female pupils from Year 9 to Year 13
55. The school has identified 213 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
56. English is an additional language for eight pupils.
57. The school states its aims are to develop the academic potential of its pupils, their teamwork, leadership, self-discipline and service skills. Through its Christian ethos, the school intends that its eight 'Flag Values' of kindness, selflessness, moral courage, initiative, industry, resilience, respect and integrity, provide a secure foundation for pupils in adulthood.

Inspection details

Inspection dates

23 to 25 January 2024

58. A team of seven inspectors visited the school for two and a half days.

59. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

60. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net