

2025
ISI INSPECTION REPORT
Highlights



RUGBY SCHOOL



From the Head Master

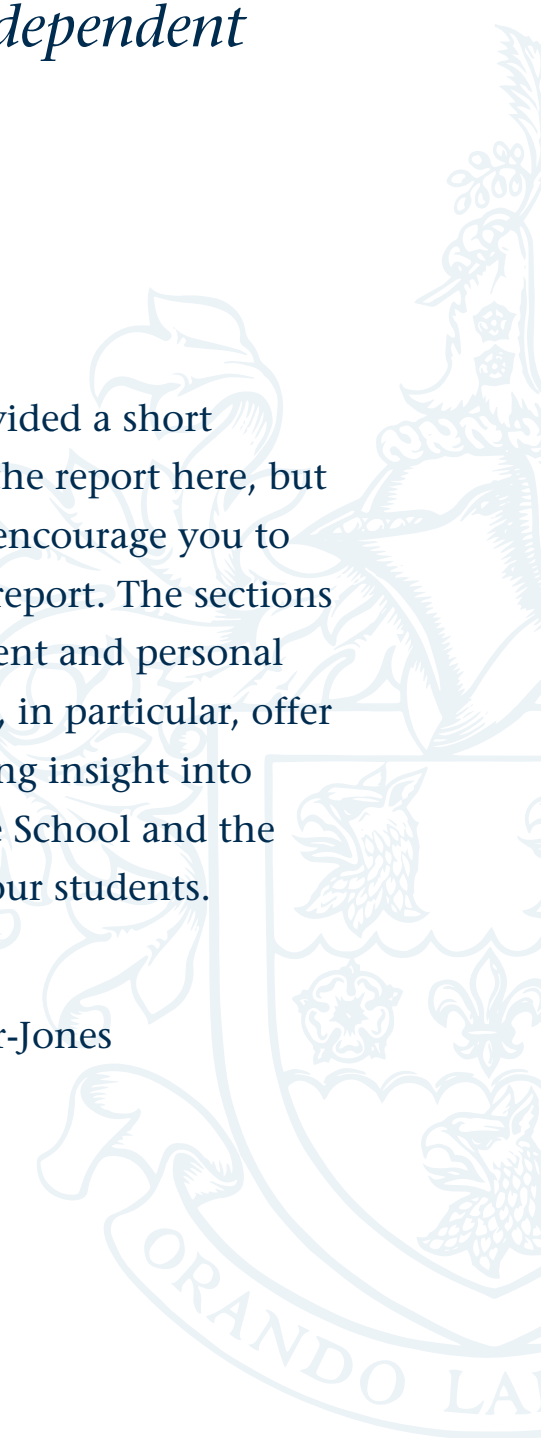
I am pleased to share with you a summary of our most recent report from the Independent Schools Inspectorate.

The inspection covered both regulatory compliance and educational quality. Compliance is assessed on a binary basis - schools either meet the standards or they do not. I am pleased to report that Rugby met all of the required standards.

In addition, I am delighted that Rugby was awarded a coveted 'significant strength'. Approximately one in ten schools achieve this recognition. Ours was for our exceptional co-curricular provision.

We have provided a short summary of the report here, but I would also encourage you to read the full report. The sections on achievement and personal development, in particular, offer an encouraging insight into the life of the School and the character of our students.

Gareth Parker-Jones
Head Master



Introduction

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Rugby School was inspected between 29 April and 1 May 2025.

A team of nine inspectors visited the School for two and a half days, conducting lesson observations, registration periods and assemblies, co-curricular activities and mealtimes. They spoke with the chair and other governors, the Head Master, school leaders, managers and students. They visited the learning support area and facilities for physical education and boarding houses. They scrutinised samples of students' work and a range of policies, documentation and records provided by the School.

The inspection reports on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in the full report as 'the Standards'



This document is a topline summary of the findings.
The full report can be found [here](#)

Schools are expected to meet the robust standards listed below:

1. Leadership and management, and governance
2. Quality of education, training and recreation
- 3 Pupils' physical and mental health and emotional wellbeing
4. Pupils' social and economic education and contribution to society
5. Safeguarding

Rugby School was inspected in all five areas and met all standards.



Summary of Inspection Findings

Pupils and staff know and understand the values of the school and put them into practice in their daily lives.

Staff have high expectations for pupils' behaviour which are clear to pupils, who treat each other and staff with respect.

Boarders are well cared for by house staff and teachers.

Pupils make good progress across the full range of subjects that they study.

Staff are well trained. They are vigilant and act quickly to support pupils who are in need of additional help and guidance.

The school's co-curricular programme enables pupils to participate at all levels. This includes pupils who have developed their skills to a high level as well as those just starting to form an interest or skill in a wide range of activities. Through the co-curricular programme, pupils also develop their understanding of the importance of working together to support the local community and society as a whole. This is a significant strength of the school.



Leadership and management, and governance



Leaders' development planning and review is informed by the views of pupils, parents and staff. Leaders carefully consider potential risks associated with any changes they propose.

Pupils who have SEND receive the support they need to access the full curriculum and the full range of co-curricular activities.

Boarding is led by well-trained and dedicated staff who understand the needs of boarders and take effective next steps to ensure boarders are helped and supported and feel safe at school.

Governors ensure that leaders have appropriate skills and understanding so that the Standards are consistently met.

Parents receive regular and detailed written reports on their child's attainment and progress. The required information is made available to parents on the school website.



2 Quality of education, training and recreation



The choices that leaders have enabled pupils to make to shape their own curriculum helps to keep pupils motivated and supports them to make good progress.

Pupils engage keenly in their work and make good progress. They are ambitious in their learning and readily ask questions to further their understanding and extend their knowledge. Pupils learn to think critically and carefully. Pupils communicate with clarity and confidence.

Boarders are well supported in their work by teachers who understand their needs. Frequent formal discussions between academic and pastoral staff mean that the data gathered by assessment is scrutinised carefully and pupils' needs are identified at an early stage.

The co-curricular provision is inclusive and supports both pupils who are performing at the highest level and those who are just starting to develop their skills.

The co-curricular programme allows pupils to develop skills of teamwork and collaboration as well as infusing a sense of ambition and promoting their self-esteem. As the programme also includes elements of service, it helps pupils understand the importance of supporting the community and broadening their perspectives.





3 Pupils' physical and mental health and emotional wellbeing



Relationships between pupils and staff are mutually respectful and warm. Staff have high expectations for pupils' learning and behaviour. This is well understood by pupils who behave well and treat each other with understanding and respect.

Pupils are notably loyal to their houses and the co-curricular programme ensures that pupils from different houses mix with others routinely, which contributes to the development of a cohesive school community.

The opinions of boarders are regularly sought, and leaders make adjustments to help improve boarders' experiences. Boarders are able to access help and support with their academic work in boarding time from teachers and from older pupils who are trained in mentoring.

Prefects are well prepared for their role and are allocated suitable duties, which they carry out with supervision and effective support from staff. Prefects help to gather pupils' views and opinions and share these with leaders to help improve the experience of pupils across the school.

The school site is well maintained.

Parents are kept well informed of what is being taught in RSE and are able to access the same visiting speaker events as their children. Parents also have access to additional speakers to help support their understanding of their child's needs and experiences.

4 Pupils' social and economic education and contribution to society



Pupils learn to think critically and empathetically about the wider world.

Inclusive chapel services are accessible to pupils of all faiths and none, while also reflecting the school's Christian foundation, helping pupils to understand and respect different beliefs and traditions.

Pupils are well supported by the school's carefully planned careers programme to understand the variety of choices available when they leave school and are helped to make the right decision for their future.

Pupils speak with eloquence and understanding about the issues of equality and inclusion and value the benefits of the supportive house communities. Pupil-led clubs and societies represent the views and experiences of different groups of pupils and are open to all pupils to attend.



5 : Safeguarding



The safeguarding policy is in line with statutory requirements and is effectively implemented by leaders to help safeguard pupils at all times. The governing body maintains rigorous oversight of safeguarding arrangements, receiving termly updates from the designated safeguarding lead (DSL) which detail key information such as the number and category of referrals to external agencies, training for staff and trends in online safety incidents. Governors also conduct a thorough annual review of safeguarding. Governors are diligent in verifying the information they are given by leaders by speaking with pupils and staff.

The required checks on staff, governors and volunteers are carried out before they start work in the school and are suitably recorded in a single central record of appointments (SCR), which is monitored by governors.



Thank you for reading
Rugby School's
Independent Schools
Inspectorate Report.
The full version can be
found on our website
[here](#)



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THE WHOLE PERSON THE WHOLE POINT