



**DOVER
COLLEGE**



ISI Report
February 2024



Foreword

Dover College was inspected in February 2024 under ISI's new framework, Framework 23, which came into effect in September 2023.

The inspection took place over 2.5 days and during that time inspectors observed lessons, met with many pupils and a range of teaching and non-teaching staff as well as members of our governing body.

Surveys were sent out to all parents, pupils and staff, and responses were analysed in detail by the inspectors.

Under Framework 23, schools no longer receive a one-word judgement or grade; instead, pupil experience is scrutinised under four key areas. All reports contain recommendations as to next steps

the school might take. These chime with my team's priorities for the school and were already underway at the time of the inspection, as reflected in the expansion of the leadership team announced in January.

The report underscores the quality of the provision at the College, as well as the nature of our care and work with pupils both within the classroom and beyond it.

Crucially, we are recognised as meeting all of the standards and regulations governing the running of an independent boarding school. We are compliant in all areas.

Simon Fisher
Headmaster

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The report clearly articulates that the culture of our school, from the pastoral care to the academic provision, enables the young people of whom we are so proud to develop in a safe and stimulating environment.

SIMON FISHER, HEADMASTER

The following quotes have been taken from the Dover College ISI inspection report of February 2024. The full report can be accessed on our website or on the ISI site.

Summary

"Subject leaders plan the curriculum effectively so that pupils receive an engaging range of lessons and co-curricular activities that allow them to make progress and experience success."

"Pupils are tolerant of and kind to each other and value the diversity within the school community. The personal development programmes promote considerate and responsible behaviour."

"Pupils are well prepared for the next stage of their education."

"Pupils care for each other and many contribute to the community beyond the school."

"Pastoral care of pupils is attentive and informed, resulting in pupils feeling cared for and valued."

Leadership, management and governance

"Strategic planning identifies priorities and actions to develop areas across academic and boarding provision, co-curricular activities and the maintenance and development of the site"

"School leaders actively promote pupils' wellbeing by ensuring staff are well trained."

"The governing body is well led and deployed, with defined committees."

"Leaders are diligent in ensuring an ethos of inclusivity is at the forefront of their planning. This results in an environment where pupils feel valued and recognised."

"There is an appropriate balance of proactive and reactive responses to issues."

"The school is well organised and generally well maintained, with clear procedures in place to rectify identified issues."

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Governors and school leaders have a clear vision and a detailed understanding of the quality of the school's provision and areas for development.

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Q1 - Explicit / Implicit
Q2 - Compare & Contrast
Q3 - Language & Structure
- Compare + Evaluate



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All but a very few pupils attain grades at GCSE that exceed those predicted from their starting point.

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Quality of education, training and recreation

“Leaders plan the curriculum to ensure that pupils have many opportunities to gain knowledge and develop skills.”

“Teachers have secure subject knowledge and plan lessons to successfully engage pupils.”

“Teachers are enthusiastic about the subjects they teach as an academic discipline, and as a result pupils are well motivated. They make good progress, and this is enhanced by the wide availability of support from teachers beyond taught lessons.”

“Pupils in the Prep School and children in the Early Years have access to plenty of outdoor space; younger pupils enjoy a wide range of activities that promote their fine and gross motor skills.”

“Pupils make good progress throughout the school, especially in the Prep School and at GCSE.”

“Teachers provide consistently helpful feedback to pupils about their written work. Pupils make improvements because of specific advice, for example, where model answers are provided as a template or common class errors distributed for use in proofreading.”

“Pupils are clear about how to make improvements and progress in their studies.”

“Children learn within a stimulating environment and with well-chosen resources that support the acquisition of social, creative and physical skills.”

“Pupils who have SEND are supported well.”

“Pupils with EAL have specialist lessons and individualised programmes to help them access the curriculum as quickly as possible.”

“An age-appropriate range of co-curricular opportunities at lunchtime and after school provides pupils with opportunities to develop skills for their future lives, make new friends and have fun.”

“Pupils in the Senior School have opportunities to take part in activities that develop enterprise, physical prowess and aesthetic and cultural interests.”

Pupils' physical and mental health and emotional wellbeing

"The pastoral structures and systems throughout the school mean that pastoral care of pupils is well informed, focused and attentive. As a result, pupils feel cared for and valued as members of an inclusive and understanding community."

"Adults are aware of pupils' physical and emotional needs and act to actively promote wellbeing in these areas."

"The PSHE and the RSE curriculum, the guidance provided by adults and pupils in assemblies, and the implementation of rewards and sanctions actively promote a framework in which pupils demonstrate mutual respect and can grow in self-esteem and confidence."

"The physical education timetable and co-curricular programmes provide a wide-range of sporting and physical exercise opportunities."

"The refectory provides a wide range of nutritious choices to promote pupils' physical health."

"Health and Safety procedures are comprehensive."

"Governors have resourced a well-equipped Medical Centre for pupils' medical needs. Pupils are well cared for if unwell."

"The accessibility and approachability of boarding staff means boarders feel well supported within their boarding houses."

"The boarding houses are generally welcoming spaces, with good quality sleeping and living accommodation."

"There is a sense of positive momentum in the boarding team with investment into staff, resources and infrastructure, and a boarding development plan to underpin this."

"The prefect system provides pupils with opportunities to develop leadership skills and support their peers, including in the boarding houses and Prep School, where pupils assume a variety of roles from digital leaders to subject ambassadors."



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Relationships between pupils, and between pupils and staff, are positive. There is a calm, friendly and purposeful working atmosphere, resulting in pupils feeling cared for and valued.

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Pupils care for each other and many contribute to the community beyond the school through the provision of opportunities to take part in charity work, take part in off-site visits and participate in schemes such as the Duke of Edinburgh's Award.

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Pupils' social and economic education and contribution to society

“School leaders have planned a curriculum which provides opportunities to prepare pupils for life in modern Britain and to learn about the wider world.”

“Pupils can place their subject knowledge within a wider context, see its relevance to their current and future lives and consider their own duties and responsibilities.”

“Many sixth formers take the optional extended project which teaches time management and research skills.”

“Staff take opportunities to celebrate the cultural diversity that exists in the school.”

“The school rules, jointly devised by pupils and staff, emphasise the difference between right and wrong and help pupils to understand the need for rules and laws.”

“There are many opportunities for pupils to act as mentors.”

“Leaders have expanded the careers programme to provide regular one to one guidance to pupils in the Senior School.”

“Pupils speak appreciatively of the support they receive as they apply to higher education or employment, including those applying to study overseas.”

“Leaders encourage pupil enterprise through the opportunities for Prep and Senior pupils to take part in national competitions, where they achieve consistent success.”

“Many pupils are given the opportunity to contribute to the local community.”

“Pupils of all ages organise activities to raise funds for charity.”

Safeguarding

"Leaders ensure that arrangements are made to safeguard and promote the welfare of pupils. They achieve this by undertaking frequent and detailed oversight of records, the implementation of procedures, liaison with external agencies when appropriate, and discussion with staff and pupils."

"Policies are detailed and reflect the most recent guidance."

"Safeguarding leaders act quickly when issues arise and, with other senior leaders, carry out a weekly review to identify themes or trends."

"Staff are knowledgeable about child protection procedures, including those for online safety and the risks posed by radicalisation and extremism."

"Pupils feel safe at school."

"Leaders have considered potential additional risks associated with boarding and the Early Years and have put suitable controls in place."

"Leaders have recently introduced an updated filtering tool which helps keep pupils safe whilst they are online. Usage is monitored and if a problem is identified, action is taken to protect pupils."

"All boarding houseparents are trained to the same level as safeguarding leaders."

"Boarders feel safe in boarding houses and boarding time."

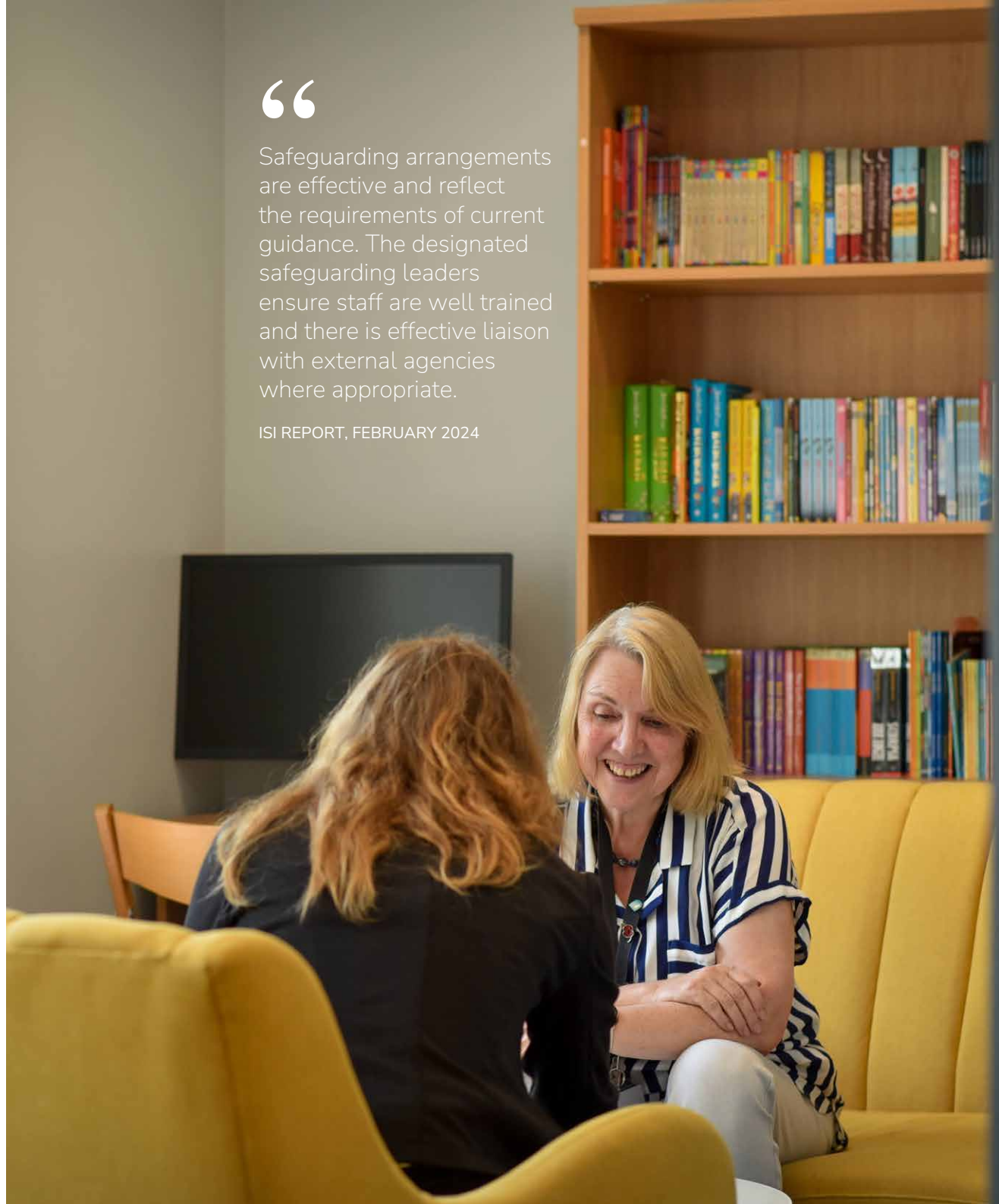
"The school provides safeguarding training for prefects."

"Safer recruitment checks are completed for governors, staff and volunteers and an accurate record of appointments is kept. Leaders and other staff with responsibility in this area are fully aware of and fulfil their duties in line with current legislation."

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Safeguarding arrangements are effective and reflect the requirements of current guidance. The designated safeguarding leaders ensure staff are well trained and there is effective liaison with external agencies where appropriate.

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Next Steps

All reports contain recommendations as to next steps. We welcome these recommendations, which had already begun to be addressed before the inspection by the expansion of the College's leadership team announced in January 2024.

The recommended next steps are:

- Ensure there is a regular programme of lesson observation in the Senior School to inform monitoring, development and the sharing of good practice, especially regarding the impact of low-level behaviour and provision for pupils identified as more able within their cohorts.
- Review the impact of support with EAL in the Senior School, including in lessons, so that all pupils in these groups can make similar levels of progress to their peers.
- Review the way behaviour, bullying and sanctions logs are created, viewed and monitored to ensure trends can be easily identified and appropriate actions taken to reduce incidents of low-level poor behaviour.
- Review the monitoring of boarding to support both risk management and the comfort and maintenance of boarding accommodation.
- Expand the analysis of attainment data to include all sub-groups, including the more able, and to inform target setting so that improvements in attainment can be made and monitored.

