

## Additional inspection report

13 to 14 May 2025

### **The Royal Ballet School**

46 Floral Street

London

WC2E 9DA

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'.

## Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

## Inspection findings

### Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and 7(b), 8(a) and 8(b), 9(a), 9(b) and 9(c), 10, 11, 14, 16(a) and 16(b); NMS 8.1, 8.2, 9.3, 11, 16.1 and 16.2

1. The safeguarding team are suitably trained and ensure that the safeguarding and child protection policy is effectively implemented. Safeguarding records are suitably detailed and held securely. Leaders have a clear understanding of the contextual risks to pupils and take timely action to minimise these risks. Pupils are taught the importance of good nutrition. They understand what they need to do stay fit and healthy and are helped to do this by well-trained staff. Pupils who are injured receive prompt treatment and care. Staff support pupils' phased return to physical activity at an appropriate stage, taking care to keep pupils involved in ballet lessons. Staff teaching academic subjects and ballet understand the challenges their pupils face and communicate closely to help ensure pupils are supported well in both areas of their learning and that pupils' physical and mental health is prioritised. Pupils are also helped to know and understand the options they have in various career pathways. Liaison with external agencies such as children's services and the police is effective and leaders are proactive in seeking advice and implementing guidance from them. Leaders take prompt action to refer cases where appropriate to help ensure pupils get the help and support they need.
2. Leaders ensure that staff are well trained in safeguarding. Staff are vigilant, understand how to recognise the signs of abuse and report concerns about pupils' welfare to the safeguarding team without delay. Leaders have implemented a clear process for reporting concerns about the behaviour of adults working in the school that staff understand well and use effectively. A suitable log of low-level concerns is maintained to allow any patterns in behaviour to be identified and addressed. Leaders work in close collaboration with the Local Authority Designated Officers (LADOs) and make suitable, prompt referrals to them when required.
3. Suitable steps are taken by leaders to reduce the risk of radicalisation to pupils. The school's internet has appropriate monitoring and filtering in place. Leaders frequently test the effectiveness of filtering arrangements and keep a record of these tests.
4. Leaders implement the behaviour management policy effectively. Pupils know and understand the expectations of staff and behave well. Rare cases of bullying are recognised and dealt with quickly by staff, and leaders ensure that the pupils involved receive relevant help and support. A suitable rota is in place to help ensure that pupils are appropriately supervised outside of lessons. Boarders are able to contact staff easily if they are in need of assistance at night.
5. Boarders receive a thorough and supportive induction, including how they can seek support and how to stay safe, when they arrive at the school and are reminded of this by leaders on an annual basis. Boarders are cared for by well-trained and committed staff who understand how they can be best supported.
6. Leaders take a strategic approach to risk assessment. Hazards are carefully considered by leaders who identify and implement suitable control measures. Risk assessments are suitably recorded and reviewed by leaders to help ensure they remain effective. Health and safety systems are rigorously and consistently implemented and help keep pupils and staff safe.

7. The school meets the Standards.

## **Part 5. Premises of and accommodation at schools**

### **NMS 4.1**

8. Accommodation for boarders is comfortable, secure and provides suitable levels of privacy. Leaders ensure that boarding houses are clean and well maintained. They take suitable action to identify and control risks to boarders and staff.
9. The school meets the Standard.

## **Part 6. Provision of information**

### **ISSR paragraph 32(1)(c)**

10. Arrangements for the safeguarding of pupils are made available to parents by publication on the school's website.
11. The school meets the Standard.

## **Part 8. Quality of leadership and management of schools**

### **ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); NMS 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6**

12. Governors maintain robust oversight of the work of leaders to help ensure that the Standards are consistently met. A number of governor sub-committees, which report to the full board of governors, receive relevant and detailed reports from leaders on a termly basis on their area of responsibility. Governors are diligent in verifying the information provided to them by leaders by visiting the school and speaking to staff and pupils.
13. Leaders have appropriate knowledge and understanding and receive suitable support and challenge from the governing body. The designated safeguarding lead (DSL) meets termly with a designated governor and provides termly written reviews including safeguarding trends and patterns and staff training to the governing body. Governors scrutinise these reports carefully to help them understand the contextual risks to pupils and to assist with future planning.
14. Boarding leaders are knowledgeable, dedicated and well trained. They understand the needs of boarders and act quickly to ensure boarders are supported when required. Leaders work closely with a designated governor who visits boarding houses frequently to help ensure that the relevant Standards are consistently met and keeps other governors suitably informed.
15. The school meets the Standards.

## School details

<b>School</b>	The Royal Ballet School
<b>Department for Education number</b>	318/6074
<b>Registered charity number</b>	214364
<b>Address</b>	The Royal Ballet School 46 Floral Street London WC2E 9DA
<b>Phone number</b>	020 7836 8899
<b>Email address</b>	<a href="mailto:enquiries@royalballetschool.org.uk">enquiries@royalballetschool.org.uk</a>
<b>Website</b>	<a href="http://www.royalballetschool.org.uk">www.royalballetschool.org.uk</a>
<b>Proprietor</b>	Royal Ballet School
<b>Chair</b>	Ms Natasha Kaplinsky OBE
<b>Headteacher</b>	Mr David Gajadharsingh
<b>Age range</b>	11 to 19
<b>Number of pupils</b>	212
<b>Number of boarding pupils</b>	201
<b>Date of previous inspection</b>	11 to 13 October 2022

## Information about the school

17. The Royal Ballet School is a co-educational day and boarding school. It is based on two sites both of which have specialist ballet and academic facilities. The school is a registered charity and is overseen by a governing body.
18. Boarders are accommodated in four boarding houses. There are two at White Lodge, Richmond Park for pupils aged 11 to 16 years. There are also two boarding houses for pupils in the Upper School, Covent Garden. One boarding house is located in Pimlico for pupils aged 17 to 18 years and the other is in Covent Garden, for students aged 18 to 19 years. All pupils in the Upper School are boarders.
19. The school has identified 44 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
20. The school has identified 39 pupils for whom English is an additional language.
21. The school states that its aims are to nurture, train and educate exceptional young dancers for the Royal Ballet companies and other leading UK and international companies and to inspire classical ballet training. It also seeks to ensure the highest standards of education and provide world-class artistic training.

## Purpose of the additional inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced additional monitoring inspection which was carried out at the request of the DfE.

## Inspection details

### Inspection dates

13 to 14 May 2025

22. Two reporting inspectors visited the school for two days.

23. Inspection activities included

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the school site to consider health and safety arrangements
- discussions with members of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and staff
- visits to the boarding houses accompanied by pupils and staff
- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

### **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](http://www.isi.net)**.

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