



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

WYCHWOOD SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Wychwood School

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| Full Name of School | Wychwood School |
| DfE Number | 931/6068 |
| Registered Charity Number | 309684 |
| Address | Wychwood School 74 Banbury Road Oxford Oxfordshire OX2 6JR |
| Telephone Number | 01865 557976 |
| Email Address | a.johnson@wychwoodschool.org |
| Head | Mrs Andrea Johnson |
| Chair of Governors | Mrs Deborah Pluck |
| Age Range | 11 to 18 |
| Total Number of Pupils | 103 |
| Gender of Pupils | Girls |
| Number of Day Pupils | Total: 71 |
| Number of Boarders | Total: 32 Full: 26 Weekly: 6 |
| Ownership and Governance | The school is an educational charity - The Wychwood School for Girls. It is governed by a governing body which includes the trustees of the charity among its members. |
| School Structure | The school comprises 7 year groups for pupils aged from 11 to 18 years, including 2 for sixth form pupils. There are two boarding houses. |
| Inspection Dates | 1 to 2 December 2015 |

ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or 'not met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

INSPECTORS

| | |
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| Mrs Ruth McFarlane | Reporting Inspector |
| Mr Timothy Bayley | Team Inspector for Boarding (Head, Society of Heads school) |
| Mr Shaun Wilson | Compliance Team Inspector (Bursar, HMC school) |

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Wychwood School is a day and boarding school for girls aged 11 to 18 years, situated near the centre of Oxford. It was founded in 1897 and is a Christian, non-denominational foundation which welcomes pupils of all faiths. Boarders are accommodated both on the upper floors of the main school and in a separate building on the same site.
- 1.2 At the time of the inspection 103 girls were on the roll, 32 of whom were either full or occasional boarders. There were 31 girls in Year 12 or 13. Girls come from a variety of backgrounds. Day pupils are based in the locality, and boarders are mostly from elsewhere in the UK and a range of other countries.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The written curriculum policy is implemented through schemes of work that do not undermine British values and which identify where and how each aspect is to be covered. The curriculum meets pupils' individual aptitudes, needs and ages, including in the sixth form. It is tailored, as far as reasonable, for their interests. Separate sciences are included along with drama and, as pupils move up the school, library and study skills are added. The modern foreign languages on offer include French, Spanish and German. Older pupils can choose to study psychology and photography. Pupils with special educational needs and/or disabilities (SEND) are suitably catered for through individual and group support, including any with statements of special educational needs or education, health and care (EHC) plans. The more able pupils are provided with a programme that is designed to develop their talents and abilities, whether in sports or academic work. [Paragraph 2(1)]
- 2.3 The principal language of instruction is English and full-time supervised education is provided. Pupils are enabled to acquire speaking, listening, literacy and numeracy skills in a curriculum covering all required areas of learning. The school provides GCSE and A-level courses. [Paragraph 2(2)(a) to (c)]
- 2.4 The provision for personal, social, health and economic education (PSHEE) is clearly set out throughout the curriculum. It encourages respect and tolerance, whatever pupils' backgrounds, characteristics or abilities, reflecting the school aims and ethos and the requirements of the Equality Act 2010. [Paragraph 2(2)(d)]
- 2.5 Impartially presented careers education is provided for all pupils. In the sixth form, pupils have a range of information, talks and visits to inform and prepare them to fulfil their potential through the world of university and work beyond. [Paragraph 2(2)(e)]
- 2.6 The sixth form courses, where possible, are tailored to individual needs and mostly lead to A-level qualifications. The opportunities to learn and make progress in all year groups, through academic courses and personal development, enable pupils to prepare to become responsible citizens in modern British society. [Paragraph 2(2)(g) to (i)]

Teaching

- 2.7 The school meets the Regulations.
- 2.8 The teaching methods used are devised to enable good progress for pupils by encouraging them to develop skills and understanding, and acquire new knowledge. Time is managed effectively. Teaching is characterised by well-planned lessons that take into account individual needs and prior attainment, including for those with SEND, English as an additional language (EAL) and the more able pupils. Teaching throughout the school interests the pupils and encourages them to behave responsibly, to be self-motivated, to think for themselves and to apply intellectual, physical and creative effort to their work. An example was in a sixth form Spanish session where pupils discussed, in Spanish and through the use of video and written resources, the Spanish equivalent of the BAFTAs (British Academy of Film and Television Awards). [Paragraph 3(a) to (d) and (h)]
- 2.9 The evidence from the sample of lessons observed, from the scrutiny of pupils' work, from interviews and from teachers' planning documentation, reflects teachers' good subject knowledge and their effective use of a range of good quality resources. For example in a history session on World War 1, cartoons of the time were used to stimulate debate and reflection about the end-of-war peace treaties. Lesson planning ensures that teaching does not undermine British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and does not permit discrimination. [Paragraph 3(e), (f) and (i)]
- 2.10 Progress is measured regularly and discussed among staff to ensure support for any pupils in danger of falling behind. Marking is regular and guides improvements. The framework to evaluate pupils' performance uses standardised testing to track progress in relation to national norms, including at GCSE and A level. Pupils with SEND are provided with regular assessment against their individual targets. Annual reviews of provision for pupils with a statement of special educational needs or EHC plans are conducted. Those with EAL and the more able pupils are also supported. [Paragraph 3(g) and (j), and 4]

How well do pupils achieve?

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|-----------------------------|---|
| Pupils' Ability | The ability profile into Year 7 and into the sixth form is above the national average, with most pupils having ability that is at least above average. |
| Pupils' Needs | The school identifies 24 pupils with SEND, 12 of whom it provides learning support. Of the 26 pupils who have EAL, 18 receive support for their English. The school has classified 12 pupils as able, gifted and talented. |
| Pupils' Achievements | Results at GCSE are above the national average for girls in maintained schools. Results in 2014 were similar to the national average for girls in maintained selective schools. International GCSE (IGCSE) results in mathematics are similar to worldwide norms and in 2014 were above the worldwide average. The A-level results are above the national average for girls in maintained schools, and similar to the national average for girls in maintained selective schools. In 2014, results were above the national average for girls in maintained selective schools. |

Part 2 Spiritual, moral, social and cultural development of pupils

- 2.11 The school meets the Regulations and Standards.
- 2.12 In their questionnaire responses, parents expressed strong support for all that the school does for their children. Pupils' responses were also strongly positive. The school actively promotes British values. For example in religious studies, pupils discussed characteristic values as part of their debate on 'What would create a 'good' society?' The school's election of pupils as 'citizens' and 'school councillors', and pupils' study of the recent general election and Scottish referendum, actively promote democracy and the rule of law. Visits to courts of justice assist pupils to understand and respect the basis upon which decisions and civil and criminal laws are made and applied in England and to distinguish right from wrong. Citizenship elements in the PSHEE programme enable pupils to gain a broad understanding of the public institutions and services in England. Planning documentation shows that political views, when discussed, are presented in a non-partisan manner, . [Paragraph 5(a), (b)(ii), (iv) and (vii), (c) and (d)]
- 2.13 The PSHEE topics on diversity and difference, prejudice and discrimination, tolerance and individual liberty develop both the pupils' understanding of the meaning of tolerance and their respect for the different characteristics that people display. Assemblies challenge stereotypes, develop pupils' appreciation of their own culture and that of others, and encourage tolerance. [Paragraph 5(b)(v) and (vi)]
- 2.14 The school enables pupils to develop spiritually. This is evident in their self-esteem and self-confidence, and is also shown when they are awarded 'alphas' for good

work, commendations and honours, cups and prizes, and in their response to the school's periodic 'celebration days' and performing arts evenings. Pupils are provided opportunities for quiet reflection to help them develop self-knowledge and accept responsibility for their behaviour. Through their ideas for charitable contribution, both locally and abroad, pupils are encouraged to show initiative and contribute positively to the local and worldwide community. [Paragraph 5(b)(i) and (iii)]

- 2.15 Pupils and boarders express their opinions and views about the school and boarding provision through daily informal opportunities to engage with staff and more formally through their representatives at school council meetings. Older pupils, including sixth form pupils, are chosen to take lead responsibility in boarding. They are provided with training, for example, in child protection. They are not allowed to issue sanctions directly. [NMS 17 and 19]

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Sixty-five pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who did not offer a view.

| Percentage return: | % Agree | % Disagree | Number offering no view |
|--|----------------|-------------------|--------------------------------|
| 1. I enjoy school | 91 | 9 | 2 |
| 2. I find my lessons interesting and engaging | 94 | 6 | 4 |
| 3. The school gives me the support I need to learn | 97 | 3 | 2 |
| 4. I can get help if I need it | 97 | 3 | 5 |
| 5. The school encourages me to do my best | 100 | 0 | 4 |
| 6. I feel safe and happy at school | 97 | 3 | 8 |
| 7. My views and ideas are listened to in class and in school | 94 | 6 | 5 |
| 8. Behaviour is good in the school | 100 | 0 | 4 |
| 9. Teachers are fair in the way they give rewards | 85 | 15 | 12 |
| 10. Teachers are fair in the way they give sanctions | 89 | 11 | 14 |
| 11. The school deals with bullying | 91 | 9 | 14 |
| 12. There is a member of staff or senior pupil I can turn to if I have a problem | 94 | 6 | 3 |
| | | | |
| 1. I enjoy boarding | 87 | 13 | 36 |
| 2. Boarders get on well together in the house | 97 | 3 | 37 |
| 3. I am well looked after if I fall ill or am injured | 100 | 0 | 38 |
| 4. I am able to contact my family and friends if I need to | 100 | 0 | 34 |
| 5. I like the food in boarding | 61 | 39 | 42 |
| 6. I feel safe in my boarding house | 94 | 6 | 36 |
| 7. I am able to have snacks and drinking water outside main mealtimes | 88 | 12 | 34 |

| | | | |
|---|----|----|----|
| 8. I am able to keep my belongings safe | 69 | 31 | 36 |
| 9. Boarding staff treat me fairly | 97 | 3 | 34 |
| 10. I am happy with the balance of free time and activities in the evenings and at weekends | 78 | 22 | 38 |

Part 3 Welfare, health and safety of pupils

- 2.16 The school does not meet all of the Regulations and Standards.
- 2.17 The school's safeguarding policy, for all pupils including boarders, demonstrates concern for pupils' welfare and well-being and reflects the latest statutory guidance. Safeguarding files show when external agencies have been appropriately and promptly involved. Staff have a suitable code of conduct and the school operates a recruitment policy which meets all requirements. The safeguarding policy is implemented effectively in almost all respects. It explains the steps to follow in response to a concern about any kind of abuse, including extremism and radicalisation. Staff files checked contained signed confirmation of training undertaken, including appropriate training for the designated senior lead for child protection. The school was not able to demonstrate that all staff have read the most recent statutory guidance on safeguarding in Keeping Children Safe in Education, as required. [Paragraph 7(a) and (b), 8(a) and (b); NMS 11]
- 2.18 Boarders are provided with induction and support. They have a number of adults to turn to in case of need including through external helplines, including the Children's Commissioner, and a school counsellor with an office in school. The school does not meet the requirement to appoint an appropriate independent listener. Boarders are able to contact their parents and friends outside school using landlines, mobile telephones and other electronic means. [NMS 2 and 4]
- 2.19 The school's behaviour policy promotes positive behaviour and outlines suitable and age-appropriate rewards and sanctions, and is implemented in full. Sanctions are recorded centrally. Both pupils' and parents' questionnaire responses deemed behaviour to be good and managed well. A small minority of pupils' questionnaire responses indicated that teachers are not always fair in the use of rewards and sanctions. Inspection of school records and a check of pupils' books found that systems are fairly applied. The policies to guide staff in the event of a need to restrain or search pupils are suitable and meet requirements. [Paragraph 9 (a) to (c); NMS 9.4 and 12]
- 2.20 Bullying is prevented as far as is reasonably practicable. A very small proportion of questionnaire responses indicated that bullying is not dealt with. Inspection evidence does not support this view; the school's anti-bullying policy provides sufficient detail about how staff will combat bullying, including cyberbullying, and the action required to respond and deal with different types and levels of bullying behaviour. Records show that the policy is implemented effectively. [Paragraph 10; NMS 12]
- 2.21 Written policies for health and safety and first aid are drawn up and implemented. An appropriate number of staff are trained in first aid. Appropriate policies are in place for boarders who are unwell or who suffer from chronic medical conditions and these ensure boarders' physical and mental health, and emotional well-being. Medical

- accommodation is suitable. Medication is securely stored. Boarders can access doctors and other professionals in the locality including dentists and optometric services but appropriate confidentiality is not maintained. Boarders are not individually assessed for competence to self-medicate or to consent, or not, to treatment. [Paragraphs 11 and 13; NMS 3]
- 2.22 A risk assessment policy is drawn up but is not implemented effectively. It stipulates that risk assessments and action for fire hazards are to be undertaken by specialists, but that has not consistently occurred. The policy stipulates staff training, but training in managing the fire arrangements has not been sufficient. Arrangements for compliance with the Regulatory Reform (Fire Safety) Order 2005 do not meet requirements. Risks identified in a recent Fire Authority audit have not yet been mitigated. Fire drills and evacuation practices are regularly carried out, including at least one each term for boarders outside the school day. [Paragraphs 12 and 16(a) and (b); NMS 6.3 and 7]
- 2.23 Staff deployment ensures that pupils are properly supervised. Attendance registers, and the admission register, are completed according to the requirements and are stored for the appropriate time. Boarding staff deployment, including overnight cover, is sufficient. Boarding staff monitor the whereabouts of boarders; they know and implement the policy for missing pupils. At least one member of staff sleeps in each boarding house each night, but the requirement for private bathroom facilities for all resident adults is not met. Access to staff accommodation by boarders is suitably restricted. Boarders know, through duty rotas, who is on duty overnight in case of emergency and the satisfactory means in which to contact them. The arrangements for other adults, such as spouses, living in the accommodation are appropriately recorded in written agreements. Boarding staff have suitable expertise and experience and have clear job descriptions, but do not receive regular reviews of their performance although a new appraisal system is currently being implemented. Specific boarding training opportunities for boarding staff are provided. The school makes the required checks on all staff. It does not appoint guardians or use long-term lodgings. [Paragraphs 14 and 15; NMS 14.2 to 14.6, 15 and 20]
- 2.24 Arrangements for boarders' laundry to be dealt with are adequate. Personal and stationery items are available at school. A small minority of boarders, in their questionnaire responses, indicated that their belongings are not safe. Boarders can place valuables and money with the house staff, but some do not take this opportunity and report that their valuables have been stolen. The school is aware and is dealing with this concern. [NMS 9.1 to 9.3]
- 2.25 In their questionnaire responses, a minority of pupils indicated that they do not like the food. Inspection evidence deemed meals to be prepared and provided in hygienic surroundings and to offer appropriate variety, choice and quality. Boarders with disabilities are provided assistance with eating that ensures dignity and choice. Drinking water is readily available. The school provides a variety of snacks and hot drinks for boarders to prepare, if they wish, in their house kitchens. [NMS 8]
- 2.26 Boarders have appropriate access to the world outside school. A few boarders indicated in their questionnaire responses that a balance of activities and free time is not achieved. Inspection evidence concluded that boarders are provided with a suitable range of evening and weekend activities and occasional trips, and free time is reasonable. Safe areas in the school are available to boarders who wish to be alone. [NMS 10]

Other legislation

- 2.27 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989]
- 2.28 The school has a detailed three-year accessibility plan to improve provision for pupils with SEND. [Equality Act 2010; NMS 16]

Part 4 Suitability of staff, supply staff and proprietors

- 2.29 The school does not meet all of the Regulations and Standards.
- 2.30 All staff and other adults associated with the school, for whom it is required, including governors, supply staff, volunteers and peripatetic staff, have undergone the relevant checks including a criminal record check and barred list check where required. Checks have been made to ensure no staff on roll are prohibited from teaching, but at the time of inspection the required information was not recorded on the single central register in this regard. [Paragraphs 18, 19, 20 and 21(3)(b); NMS 14.1]

Part 5 Premises and accommodation

- 2.31 The school does not meet all of the Regulations and Standards.
- 2.32 All requirements regarding toilet and washing facilities for pupils, including showers, are met. Suitably labelled drinking water is provided around the school and in boarding houses. Appropriate accommodation is provided in the medical centre for the treatment of pupils who are ill or injured. [Paragraphs 23, 24 and 28]
- 2.33 Boarding accommodation, including toilet and washing facilities, meets the ages, needs and numbers of the boarders and is reserved for boarders only. It is appropriately lit, heated and ventilated, clean and maintained. In an improvement since the previous inspection, furnishings are appropriate with warm bedding. Boarders may personalise their own area if they wish and they have suitable facilities for private study and socialising. Security arrangements do not intrude unreasonably on boarders' privacy. Classrooms and other indoor areas used by pupils have appropriate lighting and suitable acoustics. Outside lighting is suitable. Facilities are provided for physical activities and for pupils to play outside. Failure to manage risks, including fire, appropriately means that the premises and accommodation are not currently maintained to a standard that can assure pupils' welfare, health and safety. [Paragraphs 25 to 27, 29 and 30: NMS 5]

Part 6 Provision of information

- 2.34 The school meets all of the Regulations and Standards.
- 2.35 The school's policies and all of the other required pieces of information are readily accessible to parents of current and prospective pupils through the school's website and various handbooks. [Paragraph 32]
- 2.36 The school has a clear statement of boarding principles and practice which is made known to staff, parents and boarders, and is implemented effectively. [NMS 1]

Part 7 Manner in which complaints are handled

- 2.37 The school meets all of the Regulations and Standards.
- 2.38 The school's complaints policy for parents meets requirements. It is provided for parents on the school website. Records demonstrate that complaints are dealt with according to the policy. Two formal complaints were recorded for the most recent school year. [Paragraph 33; NMS 18]

Part 8 Quality of leadership and management

- 2.39 The school does not meet all of the Regulations and Standards.
- 2.40 Questionnaire responses indicate that parents are strongly supportive of the school's leadership and management. Boarding staff have appropriate experience and training. Frequent informal communication arrangements, characteristic of a small school, ensure that appropriate links are maintained between academic and residential staff. Monitoring by the school's leadership and management has not ensured the effectiveness of the boarding and welfare provision. [NMS 13.1, 13.2 and 13.6]
- 2.41 Leadership and management are not demonstrating sufficient skills and knowledge and fulfilling their responsibilities effectively to ensure that the independent school standards are met consistently and that the well-being of pupils is secured. Boarding documentation and records, and their monitoring, now meet requirements. Whole-school policies now meet requirements, but they have not all been implemented as intended nor has action been taken promptly to mitigate risk to the welfare and safety of pupils, and to ensure consistent compliance with the Regulations and Standards. [Paragraph 34; NMS 13.3 to 13.4, 13.5, 13.7, 13.8 and 13.9]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Sixty-six parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who did not offer a view.

| Percentage return: | % Agree | % Disagree | Number offering no view |
|---|----------------|-------------------|--------------------------------|
| 1. My child is happy at the school | 96 | 4 | 1 |
| 2. My child is making good progress at the school | 96 | 4 | 3 |
| 3. My child feels safe at the school | 97 | 3 | 1 |
| 4. My child is well looked after at the school | 97 | 3 | 2 |
| 5. The school actively promotes good behaviour | 99 | 1 | 3 |
| 6. There is someone for my child to go to if problems arise in the school | 97 | 3 | 6 |
| 7. The school welcomes my views | 93 | 7 | 9 |
| 8. The school deals well with bullying | 99 | 1 | 15 |
| 9. Behaviour is well managed | 99 | 1 | 6 |
| 10. I receive good information about my child's progress, the school's policies and activities/events | 94 | 6 | 3 |
| 11. I receive timely responses to my questions, concerns and complaints | 96 | 4 | 4 |
| 12. My child has access to a broad curriculum | 96 | 4 | 3 |
| 13. My child's individual educational needs are being met at school | 93 | 7 | 3 |
| 14. I would recommend the school to another parent | 96 | 4 | 4 |
| | | | |
| 1. My child enjoys boarding | 96 | 4 | 45 |
| 2. The boarding accommodation is well maintained | 91 | 9 | 44 |
| 3. My child is well looked after if she is ill or injured | 100 | 0 | 48 |
| 4. I am able to contact my child easily | 100 | 0 | 44 |

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|---|-----|----|----|
| 5. I am able to contact boarding staff easily | 95 | 5 | 47 |
| 6. My child feels safe in the boarding house | 100 | 0 | 44 |
| 7. My child's belongings are kept safe | 90 | 10 | 46 |
| 8. Boarding staff treat my child fairly | 100 | 0 | 44 |
| 9. I am happy with the balance of free time and activities my child has in the evenings and at weekends | 100 | 0 | 49 |

3. SUMMARY OF REGULATORY COMPLIANCE

| | All requirements met? |
|--|-----------------------|
| Part 1 Quality of education provided (curriculum) | Yes |
| Part 1 Quality of education provided (teaching) | Yes |
| Part 2 Spiritual, moral, social and cultural development of pupils | Yes |
| Part 3 Welfare, health and safety of pupils, including Other legislation | No |
| Part 4 Suitability of staff, supply staff and proprietors | No |
| Part 5 Premises and accommodation | No |
| Part 6 Provision of information | Yes |
| Part 7 Manner in which complaints are handled | Yes |
| Part 8 Quality of leadership and management | No |
| National Minimum Standards for Boarding Schools | No |

Action points

3.1 The school does not meet all the regulatory requirements, and therefore it must take the following action.

- Ensure that all staff read Part 1 of the DfE guidance *Keeping Children Safe in Education*, and maintain records to show they have done so. [Independent School Standards Regulations Part 3, paragraph 7(a) and (b) and 8(a) and (b) under Welfare, health and safety and, for the same reason, National Minimum Standard 11.1 under Child Protection]
- Ensure that the school's risk assessment policy is implemented fully by being undertaken by specialists, and by providing staff training, and that it specifies a frequency of risk assessment that assures pupils' safety as far as can reasonably be achieved. [Independent School Standards Regulations Part 3, Paragraph 16(a) and (b) under Welfare, health and safety; Part 5 paragraphs 25 and 30 under Premises and accommodation; and, for the same reason, National Minimum Standard 5.1, under Boarding accommodation and National Minimum Standard 6.2 and 6.3 under Safety of boarders]
- Ensure that the school complies with the Regulatory Reform (Fire Safety) Order 2005 by carrying out an appropriate full fire risk assessment; taking prompt action on the deficiencies in fire safety, and ensuring that training is sufficient for the roles undertaken. [Independent School Standards Regulations Part 3, paragraph 12, under Welfare, health and safety, and Part 5, paragraph 30, under Premises and accommodation and, for the same reason, National Minimum Standard 5.1 under Boarding accommodation, National Minimum Standard 6.3 under Safety of boarders and National Minimum Standard 7.1 under Fire precautions and drills]
- Ensure that the checking of prohibition from teaching is recorded accurately for staff engaged in teaching work. [Independent School Standards Regulations Part 4, paragraph 18(2)(f) and 21(3)(b) under Suitability of staff, supply staff and proprietors and, for the same reason, National Minimum Standard 14.1 under Staff recruitment and checks on other adults]
- Ensure that a suitable independent listener is appointed and that boarders are made aware of contact details. [National Minimum Standard 2.3 under Boarders' induction and support]
- Ensure that boarders are assessed individually to self-medicate, to exercise the right to consent or otherwise, to treatment and to enjoy the protection of confidentiality and patients' rights. [National Minimum Standard 3.4 and 3.5 under Boarders' health and well-being]
- Ensure that bathroom facilities for staff staying overnight in the boarding house are private and completely separate from those used by boarders National Minimum Standard 15.9 under Staffing and supervision]

- Ensure that boarding staff undergo regular reviews of their work. [National Minimum Standard 15.1 under Staffing and supervision]
- Ensure that leadership and management acquire the skills to fulfil their responsibilities to meet consistently the Independent School Standards Regulations and the National Minimum Standards for boarding, and thus foster the well-being of pupils through work properly overseen by governors. [Independent School Standards Regulations Part 8, paragraph 34(1)(a), (b) and (c) under Quality of Leadership and management of schools and, for the same reason, National Minimum Standard 13.1, 13.4 and 13.5 under Management and development of boarding]

The school will be required to produce an Action Plan for the Department for Education to set out how it intends to resolve the issues listed above.

Progress since the previous inspection

- 3.2 The school has taken all the action required following the previous inspection: to save a copy of the admission register each month and store it securely for at least three years; to check the identity of any person supplied by an employment agency before that person begins work; to provide appropriate facilities for pupils who are ill and ensure appropriate privacy for boarders taking showers.