



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

ELLESMERE COLLEGE

INDEPENDENT SCHOOLS INSPECTORATE

Ellesmere College

Full Name of School	Ellesmere College
DfE Number	893/6001
Registered Charity Number	1103049
Address	Ellesmere College Ellesmere Shropshire SY12 9AB
Telephone Number	01691 622321
Email Address	vicky.pritt-roberts@ellesmere.com
Head	Mr Brendan Wignall
Proprietors	The Woodard Corporation
Age Range	7 to 19
Total Number of Pupils	556
Gender of Pupils	Mixed (368 boys; 188 girls)
Number of Day Pupils	Total:299
Number of Boarders	Total:257 Full: 164 Weekly: 93
Ownership and Governance	The school is owned by the Woodard Corporation which owns and operates a number of similar schools. The trustees form a local governing body. They are responsible for governing and overseeing the work of the school.
School Structure	The school comprises the Lower School for pupils aged 7 to 13 and the Upper School for pupils aged 11 to 18, which includes a sixth form. Boarding is available for pupils from the age of 8 in 1 of the school's 7 boarding houses.
Inspection Dates	24 Nov 2015 to 25 Nov 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.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

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 two trustees. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration and tutor group sessions. 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

Mrs Ruth McFarlane	Reporting Inspector
Mr Michael Schofield	Compliance Team Inspector (Bursar, HMC school)
Mrs Sarah Gomm	Team Inspector for Boarding (Deputy head, HMC school)
Mr George Walsh	Team Inspector for Boarding (Housemaster, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Ellesmere College is a co-educational day and boarding school for pupils aged 7 to 18 years. It is situated in a 155-acre rural setting on the outskirts of Ellesmere in Shropshire. Pupils may board from the age of 8 in 1 of the school's 7 boarding houses. Founded in 1884, the school is a Church of England foundation and part of the Woodard group of Anglican schools, an educational charity. It is also registered with the Council for the Registration of Schools Teaching Dyslexic Pupils.
- 1.2 Over 30 nationalities are represented currently. Day pupils travel from across Shropshire and Cheshire, and boarders are from the UK and around the world.
- 1.3 Since the previous inspection the school has developed additional provision for sports, for boarding and for science. It has achieved Artsmark Platinum status for its provision for art, and has been awarded World Academy of Sport accreditation for its International Baccalaureate (IB) programme.

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 sets out broad plans which are complemented by schemes of work; these are implemented effectively. This policy takes into account the needs of pupils of all abilities and ages. Particular attention is afforded to the high proportion of pupils identified as having special educational needs and/or disabilities, including any with an education and health care (EHC) plan, who receive individual and group support in a carefully tailored programme. The most able, as well as those with particular gifts and talents, are catered for. For example, those gaining places on the basis of their swimming ability are provided with a bespoke swimming training programme. A documented rationale and monitoring procedure ensures that the curriculum does not undermine the characteristic British values such as mutual respect and tolerance of those of different faiths and beliefs. [Paragraph 2 (1)]
- 2.3 The full-time supervised education for pupils of compulsory school age enables them to acquire speaking, listening, literacy and numeracy skills in a curriculum covering all required areas of learning. Based upon the National Curriculum, the curriculum is enhanced as pupils progress through the school to include a range of GCSE subjects and is supplemented by International GCSE (IGCSE) and English as a Second Language (ESL). [Paragraph 2 (2) (a) and (b)]
- 2.4 The personal, social, health and economic education (PSHE) provision is embedded in a range of subjects and also provided through termly focused days or half days. A wide range of skills reflects the school's ethos. The provision makes adjustments for all abilities. It encourages respect and tolerance, whatever pupils' backgrounds, characteristics, or abilities. [Paragraph 2 (2) (d)]
- 2.5 Careers education is part of the curriculum from Year 8. Sixth form pupils are provided information booklets and opportunities to take part in talks, presentations and workshops on the world of work and university in order to help encourage them to fulfil their potential. [Paragraph 2 (e)]
- 2.6 The many academic and vocational courses for pupils in the sixth form are tailored to individual needs. All pupils have opportunities to learn and make progress. Their progress is externally validated by their success in public examinations such as GCSE, IGCSE, ESL, IB and A levels. Sixth form courses include the IB diploma in sport. These, and the work in PSHE, enable pupils to prepare effectively for their future lives and to help them to become responsible citizens in modern British society. [Paragraph 2 (g) (h) and (i)]

Teaching

- 2.7 The school meets the Regulations.
- 2.8 The evidence gained from the sample of lessons observed, scrutiny of pupils' work, interview feedback and teachers' planning documentation shows that teaching is crafted to manage behaviour effectively and to encourage pupils to behave responsibly. Teaching meets individual needs, including those with SEND, English as an additional language (EAL) and the more able pupils. It enables pupils to make good progress. Teachers' good subject knowledge and effective questioning are used to enable pupils to extend their knowledge, skills and understanding. Teaching in the sixth form makes an equal contribution in helping pupils of all abilities acquire new knowledge and develop their skills. [Paragraph 3 (a), (e) and (h)]
- 2.9 Teachers know their pupils well and devise methods that fit their prior attainment, aptitudes and abilities, and to maintain their motivation and interest. Often this is through imaginative use of resources, which are of good quality, quantity and range. An example was in a GCSE media session observed, pupils used technology to present ideas for creating a new video game. Time is managed effectively. Lessons are appropriately planned to enable pupils to think for themselves and to apply intellectual, physical or creative effort. Planning and discussion with pupils indicate that teaching does not undermine core British values such as democracy, the rule of law and individual liberty, and it does not discriminate. [Paragraph 3 (b), (c), (d) (f) and (i)]
- 2.10 Marking is regular and pupils are familiar with the targets set to help them improve. The framework to evaluate pupils' performance compares their performance against national norms, including GCSE and A levels. The data produced show that methods are in place to assess pupils' work and progress. These include half-termly 'Period Grade' reports assessing a pupil's achievement, progress and effort against clear, published criteria. The information is analysed by recently appointed assistant heads of subject who ensure that it is used in teachers' planning to facilitate pupils' progress. Pupils appreciate the use of the data to enable praise to be shared with their parents and intervention to be provided promptly when necessary. The many individuals with SEND are provided with individual education plans with targets to make clear their next steps. Annual reviews of provision for pupils with EHC plans are conducted. Those with EAL and the more able are also supported. [Paragraphs 3 (g) and (j), and 4]

How well do pupils achieve?

Pupils' Ability	The ability profile is slightly above the national average, with a wide spread of abilities represented. In Year 10 the ability profile is in line with the national average. The sixth form ability profile is also broadly in line with the national average for pupils in sixth form education.
Pupils' Needs	The school has identified 191 pupils with SEND, 3 of whom have a statement of special educational needs or an EHC plan. These cover a broad spectrum of specific learning and emotional needs. The school provides learning support for 119 of these. Also, 129 pupils have EAL, of whom 55 receive support for their English.
Pupils' Achievements	Results in GCSE have been above the national average for maintained schools. Results in ESL in 2013 were similar to worldwide averages. The A-level results have been similar to the national average for maintained schools. The IB results have been similar to the worldwide average; those in 2013 were higher than in 2012 and 2014, being above the worldwide average.

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

- 2.11 The school meets the Regulations and Standards.
- 2.12 Throughout the curriculum the school actively promotes essential British values. Pupils confirm that many subjects include coverage of topics such as democracy, the rule of law and individual liberty, which is also evident in planning and other documentation. Respect for the democratic process is encouraged through voting for positions of responsibility such as student councillors, and this system ensures that pupils understand and respect the basis upon which decisions and laws are made and applied in England. The school provides a non-partisan view of political opinions when addressed in activities, subjects and documentation. [Paragraph 5 (a), (b) (vi) and (vii), (c) and (d)]
- 2.13 The school takes active steps to promote the personal development of the pupils. Pupils develop self-esteem and self-confidence through the various support and reward systems, through aesthetic subjects such as art, music and drama, and during quiet times to reflect on their own circumstances. The PSHE programme ensures that citizenship elements enable pupils to gain a broad understanding of public services and institutions in England and the role of government. This and the school's behaviour management strategies facilitate the pupils' ability to distinguish between right and wrong, to accept responsibility for their behaviour and to appreciate the rule of civil and criminal law in England. Through their charity work locally and abroad, for example their work in support of a school in Tanzania, pupils contribute positively to the local and worldwide community. [Paragraph 5 (b) (i), (ii), (iii) and (iv)]
- 2.14 The school ensures that cultural education is provided that promotes tolerance and harmony among all, regardless of cultural background. Pupils are provided with

many opportunities to enrich their understanding of their own and other cultures in many of the subjects studied. Understanding is further enhanced by the presence of a range of international students in the boarding community. [Paragraph 5 (v)]

- 2.15 Pupils, including boarders, have opportunities to express their opinions and views about the school and boarding provision through PSHE sessions, boarding and food committees, house meetings and through informal opportunities to engage with staff. They also take responsibility within the school, for example as food committee members discussing adjustments to menus. Prefects are provided with training, for example in child protection, and they receive a clear policy indicating what to do if they spot a misdemeanour. They are not allowed to issue sanctions. [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. Two hundred and fifty-three 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 didn't offer a view.

	% Agree	% Disagree	Number offering no view
1. I enjoy school	94	6	17
2. I find my lessons interesting and engaging	96	4	34
3. The school gives me the support I need to learn	96	4	15
4. I can get help if I need it	99	1	15
5. The school encourages me to do my best	98	2	17
6. I feel safe and happy at school	96	4	23
7. My views and ideas are listened to in class and in school	91	9	37
8. Behaviour is good in the school	93	7	38
9. Teachers are fair in the way they give rewards	93	7	36
10. Teachers are fair in the way they give sanctions	80	20	35
11. The school deals with bullying	92	8	38
12. There is a member of staff or senior pupil I can turn to if I have a problem	98	2	19
Boarding questions			
1. I enjoy boarding	97	3	154
2. Boarders get on well together in the house	96	4	146
3. I am well looked after if I fall ill or am injured	93	7	147
4. I am able to contact my family and friends if I need to	96	4	144
5. I like the food in boarding	60	40	160
6. I feel safe in my boarding house	98	2	142
7. I am able to have snacks and drinking water outside main mealtimes	95	5	146
8. I am able to keep my belongings safe	95	5	144
9. Boarding staff treat me fairly	90	10	146
10. I am happy with the balance of free time and activities in the evenings and at weekends	89	11	152

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 meets requirements and demonstrates concern for pupils' welfare and well-being, including the welfare requirements for boarders. Staff have a suitable code of conduct and the school operates a recruitment policy which is effective and thorough. The safeguarding policy is implemented effectively in most, but not 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 for the designated senior lead for child protection. The school was not able to demonstrate that all staff have completed the latest statutory reading on safeguarding in Keeping Children Safe in Education. Safeguarding files show when external agencies have been involved. [Paragraphs 7 (a) and (b), 8 (a) and (b); NMS 11]
- 2.18 Boarders are provided with induction and support by staff and through booklets and notices. They have a number of adults to turn to in case of need including through external helplines, an independent listener and the Children's Commissioner. Boarders are able to contact their parents and friends outside school readily using landlines, mobile telephones and other electronic means. [NMS 2, NMS 4].
- 2.19 The school behaviour policy meets requirements. It promotes positive behaviour and is implemented as intended. The policy outlines suitable and age-appropriate rewards and sanctions, and is implemented in full. Sanctions are recorded centrally and regularly monitored. A small minority of pupils in their questionnaire responses indicated that teachers are not always fair in the use of sanctions. An inspection of school records and a check of pupils' books show that sanctions are proportionate and are issued in line with the policy. The policies to guide staff in the event of a need to restrain pupils are suitable and meet all requirements. [Paragraph 9 (a), (b) and (c); NMS 9.4 and 12]
- 2.20 The anti-bullying policy meets requirements and includes coverage of cyberbullying. Very few pupils and parents in their questionnaire responses felt that bullying is not dealt with. Inspection evidence found the policy to provide 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 and discussions with pupils and staff show that the policy is effectively implemented. [Paragraph 10 and NMS 12]
- 2.21 The health and safety and risk assessment policies meet requirements but are not implemented effectively. Leadership and management have a clear commitment to ensure health and safety and mitigate risk, but record keeping has been weak. For example the school could not demonstrate that it had followed up on required action from professional, external risk assessments that had been carried out in 2011, and no more recent risk assessments of these aspects of the premises could be provided. [Paragraphs 11 and 16 (a) and (b) and NMS 6]
- 2.22 Fire drills and evacuation practices are regularly carried out, including at least one each term for boarders outside the school day. Fire safety, however, is currently not effectively achieved and records are not adequately kept. The school has no adequate fire risk assessment; training for the management of fire arrangements has been insufficient. The school, however, took recent positive action in inviting outside

experts to audit the fire arrangements and risks within the Fire Safety Order 2005. [Paragraph 12 and NMS 7]

- 2.23 The first-aid policy includes the recommended items and meets the needs of day and boarding pupils, including any who suffer from chronic medical conditions. Associated policies and protocols for the administration and recording of medication are kept. Appropriate policies are in place for boarders who are unwell that ensure their physical and mental health and emotional well-being. This includes appropriate gender-separated accommodation, staffed 24 hours a day by qualified nursing staff. Boarders can also access other professionals in the locality including dentists and optometric services. Medication is securely stored and records are kept of its administration. Assessments are carried out according to requirements, for boarders to self-medicate and to consent or not to treatment. An appropriate number of staff is trained in first aid. [Paragraph 13 and NMS 3]
- 2.24 Pupils are adequately supervised by staff and have their attendance recorded twice daily by the school. Attendance and admission registers are completed according to requirements and are stored for the appropriate time. Boarding staff deployment, including overnight cover, is sufficient. They know the whereabouts of boarders and a policy for missing pupils is known to staff. Two members of staff sleep in each boarding house every night, with appropriately separate accommodation. Access to this accommodation by boarders is suitably restricted. Boarders know, through rotas, who is on duty overnight in case of emergency and the satisfactory means in which to contact them. Only boarding staff live in the accommodation. Boarding staff have appropriate expertise, experience and job descriptions, and receive reviews of their performance. Specific 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]
- 2.25 Suitable arrangements are made for boarders' laundry. Personal and stationery items are available at the school. Boarders' belongings are kept safe through the provision of individual, lockable storage. [NMS 9.1 to 9.3]
- 2.26 In their questionnaire responses a minority of boarders indicated that they do not like the food provided. Inspection evidence deemed meals to be prepared and provided in hygienic surroundings and to offer appropriate variety, choice and quality. In discussion boarders agreed, but said that when meals are taken late, due to other commitments, choice and quality are reduced. No inspection evidence was available to address this concern but the school is aware and is reviewing the matter. Boarders with disabilities are provided eating assistance 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. Boarders have appropriate access to the world outside school. A few boarders indicated in their questionnaire responses that the balance of activities and free time is not achieved. Inspection evidence found that they are provided with a suitable range of evening and weekend activities and occasional trips, and that the amount free time is reasonable. The school ensures that demands are appropriate for boarders with onerous commitments, for example members of the school's competitive swimming club. The school site offers many safe recreational areas and boarders are able to be alone if desired. [NMS 8, 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 all the relevant checks including a criminal record check and one through the children's barred list where required. Some of the entries on the single central register are undated or inappropriately recorded. The school was not able to amend or complete all entries in the register before the end of the inspection. [Paragraphs 18, 19, 20 and 21] and NMS 14.1]

Part 5 Premises and accommodation

- 2.31 The school does not meet all of the Regulations and Standards.
- 2.32 Sufficient and suitable toilet and washing facilities are provided. The pupils' changing accommodation includes appropriate access to showers. Suitably labelled drinking water is provided around the school and in boarding houses. Not all washing facilities have a supply of hot water. The school could not present evidence that risks identified in the 2011 external risk assessment regarding water testing have been dealt with. It also could not produce any more-recent assessments of the water quality. [Paragraphs 23 and 28]
- 2.33 Appropriate accommodation is provided in the medical centre for the treatment of pupils who are ill or injured. It provides facilities for both genders should pupils need to remain overnight, with suitable bathroom facilities. [Paragraph 24]
- 2.34 Premises and accommodation provided throughout the school are maintained so as to ensure the welfare, health and safety of pupils. Classrooms and other indoor areas used by pupils have appropriate acoustic properties and lighting. External lighting is suitable. The school has outside space for the provision of physical education and to allow pupils to play outside. [Paragraphs 25, 26, 27 and 29]
- 2.35 Boarding accommodation, including toilet and washing facilities, is suitable for the ages, needs and numbers of the boarders. It is appropriately lit, heated and ventilated. Boarding facilities are kept clean and maintained. Boarders have suitable facilities for private study and socialising outside school hours. Furnishings are appropriate, with warm bedding. Boarders may personalise their area of accommodation if they wish. Boarders' accommodation is reserved for boarders; security arrangements do not intrude unreasonably on boarders' privacy. [Paragraph 30; NMS 5]

Part 6 Provision of information

- 2.36 The school meets all of the Regulations and Standards.
- 2.37 The school's policies and all other required information are readily accessible to parents of current and prospective pupils through the school's website and various handbooks. Parents receive all the necessary items of information from the school. They are also sent a progress report each half term containing their children's grades for achievement and effort, as well as longer reports at the end of the year. The school has a statement of boarding principles and practice which is made known to staff, parents and boarders and is implemented effectively. [Paragraph 32; NMS 1]

Part 7 Manner in which complaints are handled

- 2.38 The school meets all of the Regulations and Standards.
- 2.39 The school's complaints policy meets requirements. It outlines the procedure for the handling of informal complaints and concerns, as well as provision for submitting formal complaints and appealing to a hearing before governors. The policy is provided for parents on the school website. Formal complaints are logged with key details of their resolution. No formal complaints have been received in the past year. [Paragraph 33]

Part 8 Quality of leadership and management

- 2.40 The school does not meet all of the Regulations and Standards.
- 2.41 The governance, leadership and management have taken appropriate steps to address shortcomings in the checking of staff upon appointment, an action point of the previous inspection in 2012. The single central register of appointments still has errors and omissions. [Paragraph 34]
- 2.42 Within boarding, appropriate links are maintained between academic and residential staff. Boarding policies and procedures are in place and their implementation is monitored. Boarding staff have appropriate experience and training. [NMS 13.2 and 13.6]
- 2.43 Whole-school policies and other procedures now meet requirements but those leading the school have not ensured that changes in regulations and standards have been reflected in whole-school documentation in a timely manner; those for boarding have been updated properly. In many cases, policies have not been implemented as intended. For example records for fire risk, health and safety, and for premises and accommodation are not organised sufficiently clearly to enable review in a timely fashion and to enable management to know what has and has not been achieved. Routine monitoring of compliance by governors and leaders has not identified the shortfalls found during the inspection. Therefore the school has not reached the point where its leadership and management demonstrate sufficient skills and knowledge, and fulfil their responsibilities effectively to ensure that the independent schools standards are met consistently, and that the well-being of pupils is secured. [Paragraph 34; NMS 13.1 and 13.4]

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. One hundred and ninety-eight responses 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 didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	97	3	7
2. My child is making good progress at the school.	95	5	6
3. My child feels safe at the school.	100	0	4
4. My child is well looked after at the school.	99	1	7
5. The school actively promotes good behaviour.	96	4	8
6. There is someone for my child to go to if problems arise in the school.	98	2	8
7. The school welcomes my views.	93	7	28
8. The school deals well with bullying.	96	4	44
9. Behaviour is well managed.	91	9	10
10. I receive good information about my child's progress, the school's policies and activities/events.	98	2	6
11. I receive timely responses to my questions, concerns and complaints.	95	5	5
12. My child has access to a broad curriculum.	97	3	7
13. My child's individual educational needs are being met at school.	96	4	9
14. I would recommend the school to another parent.	97	3	8
Boarding questions			
1. My child enjoys boarding.	96	4	92
2. The boarding accommodation is well maintained.	93	7	95
3. My child is well looked after if he/she is ill or injured.	99	1	94
4. I am able to contact my child easily.	93	7	90
5. I am able to contact boarding staff easily.	99	1	94
6. My child feels safe in the boarding house.	100	0	92
7. My child's belongings are kept safe.	100	0	95
8. Boarding staff treat my child fairly.	97	3	94
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	99	1	93

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.

- Implement appropriate safeguarding arrangements by ensuring that all staff receive safeguarding training that includes the latest requirements, and maintain records to show that they have done so. [Independent School Standards Regulations Part 3, paragraphs 7(a) and (b), 8(a) and 8(b) under Welfare, health and safety, and for the same reason, NMS 11.1 under Child protection]
- Ensure that the school complies with the Regulatory Reform [Fire Safety Order 2005] by carrying out a full fire risk assessment by qualified people without delay; taking prompt action on the deficiencies in fire safety identified by the professional fire risk audit recently received, and ensuring that the 'competent person' and fire marshals are sufficiently trained for their roles. [Independent School Standards Regulations Part 3, paragraph 12 under Welfare, health and safety, and for the same reason, NMS 7.1 under Fire precautions and drills]
- Ensure that an effective risk assessment is produced for the premises without delay, and that it is effectively implemented; and ensure that the risks identified in the 2011 professional assessment are confirmed as all having been dealt with. [Independent School Standards Regulations Part 3, paragraph 16 (a) and (b) under Welfare, health and safety, and for the same reason, NMS 6.1, 6.2 and 6.3 under Safety of Boarders]
- Ensure that the single central register is accurately maintained in that the date of required checks are included and that all names match staff files. [Independent School Standards Regulations Part 4, paragraph 21 (3) (b) and (4) under Single Central Register of Appointments, and for the same reason NMS 14.1 under Staff recruitment and checks on other adults]

- Ensure that a hot and cold water supply is provided for all washrooms servicing toilets, that toilets are clearly labelled as such and for the gender for whom they are provided, and ensure that the remaining legionella risks identified by outside agencies are addressed without further delay. [Independent School Standards Regulations Part 5, paragraph 28 (1) (b) under Premises and accommodation, and for the same reason, NMS 6 under Safety of Boarders]
- Ensure that leadership and management acquire the skills to ensure that responsibilities are fulfilled to ensure that the Independent School Standards Regulations and National Minimum Standards for Boarding Schools are met consistently, and thus ensure the well-being of pupils, and that the work is properly overseen by governors. [Independent School Standards Regulations Part 8, paragraph 34 (1) (a), (b) and (c) under Leadership and Management and for the same reason, NMS 13.1 and 13.4 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 At the time of the previous inspection the school was asked to ensure that all staff appointment checks are completed and fully recorded before a person is allowed to start work, and that a safeguarding policy that meets requirements is always fully implemented. The specific points that caused failures in checking at that time have been dealt with. There continue to be errors and omissions on the single central register.