

Harrow House International College

Harrow Drive, Swanage, Dorset BH19 1PE

Inspection dates

16–18 October 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Overall experiences and progress of children and young people in the boarding provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- The proprietor, directors and senior leaders have not ensured that all the independent school standards and national minimum standards for boarding schools are met.
- The school’s safeguarding arrangements are not effective. The proprietor and designated safeguarding leader (DSL) have not ensured that recruitment procedures have been carried out in line with statutory guidance. As a result, they cannot guarantee that all members of staff are suitable and safe to be working with children.
- The proprietor, directors and senior leaders do not have an accurate view of the school’s strengths and areas that require improvement. Weak monitoring procedures, and a lack of strategic oversight, have led to a sharp decline in the quality of provision since the previous inspection.
- Leaders have not ensured that staff training is up to date. This is particularly the case with safeguarding and for members of the school’s boarding staff.
- The proprietor, directors and senior leaders have not ensured that the school’s premises and accommodation are maintained to such a standard as to ensure the health, safety and welfare of the school’s pupils.
- Senior leaders have not ensured that, across the International Academic Semester Programme (IASP), schemes of work are in place to support pupils’ progress in a range of subjects. Planned learning does not consistently take account of what pupils already know or can do, or their level of English proficiency. This is limiting the progress pupils make in subjects other than English, mathematics and business studies.
- Pupils’ learning behaviours require improvement. Where teaching is less effective in engaging pupils, their levels of concentration and participation drop. This is further weakening pupils’ progress.
- Leaders have not ensured that supervision arrangements are robust to keep pupils safe.

The school has the following strengths

- Pupils make strong progress in their English studies and achieve good outcomes by the time they leave the school. This prepares them well for their next stage of learning – whether this is in their own country or in the United Kingdom.
- Leaders have established a wide-ranging and interesting curriculum. Pupils enjoy the regular trips and excursions which enhance their learning.
- Pupils say they are happy and enjoying their boarding experience. They are polite, well-mannered and courteous.

Compliance with regulatory requirements and national minimum standards for boarding schools

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014, the national minimum standards for boarding schools and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership, management and governance by:
 - ensuring that, as a matter of urgency, the school’s safeguarding arrangements are rigorous and in line with the latest statutory guidance
 - ensuring that appropriate pre-employment checks are carried out and recorded effectively for all staff, including those currently working in the school and all future appointments
 - putting in place a structured and thorough programme of training to support all members of staff in fulfilling their roles safely and effectively
 - ensuring that all staff understand their role in keeping children safe and adhere unwaveringly to the school’s safeguarding policy and procedures
 - putting in place robust systems for evaluating the quality of provision against the independent school standards, national minimum standards for boarding schools and other national benchmarks
 - the proprietor and directors establishing firm lines of accountability so that all leaders and staff are held stringently to account for their performance.
- Improve the quality of teaching, learning and assessment and, consequently, pupils’ outcomes by:
 - putting in place detailed schemes of work for subjects other than English language, business studies and mathematics that support teachers in planning sequences of learning that meet pupils’ needs and build upon pupils’ prior learning
 - establishing a framework of assessment that enables teachers to assess and check pupils’ progress towards the school’s curricular aims
 - ensuring that, in subjects other than English language, teachers consider pupils’ different linguistic needs in the planning and delivery of lessons.
- Improve pupils’ personal development, behaviour and welfare by making sure that:
 - the school’s health and safety policy is implemented effectively so that the school’s premises and accommodation are safe places for pupils to learn and live
 - staff have the experience, training and knowledge to look after and supervise pupils appropriately to ensure their safety and well-being
 - teaching engages pupils and encourages full participation.
- Improve the quality of the residential provision and pupils’ boarding experiences by ensuring that:
 - boarders are able to contact family members in private
 - leaders draw up care plans and risk assessments for pupils with more complex behavioural needs to identify and address potential risks
 - boarding staff are available to support all boarders during meal times

- leaders improve the quality of the residential provision to make sure that the boarding accommodation is welcoming and homely.

Inspection judgements

Effectiveness of leadership and management	Inadequate
The effectiveness of leaders and managers in the boarding provision	Inadequate
How well children and young people are helped and protected in the boarding provision	Inadequate

- The school’s arrangements for keeping pupils safe are not effective. Over time, the proprietor, directors and senior leaders have not ensured that staff have been recruited in line with statutory guidance. Consequently, they cannot be confident that all members of staff employed in the school are suitable to work with children. Leaders’ reporting systems lack rigour and the school’s culture of safeguarding is weak.
- The proprietor has not ensured that the school is meeting all the independent school standards or national minimum standards for boarding schools. There are no systems in place to enable directors and leaders to assess the school’s provision against these standards.
- The proprietor, directors and senior leaders do not have an accurate view of the school’s strengths or the areas that require improvement. Systems for monitoring staff performance, the curriculum and the quality of teaching, learning and assessment lack rigour. Consequently, the school’s leadership has not identified a sharp decline in the quality of overall provision since the previous inspection.
- Similarly, the proprietor, directors and senior leaders have not maintained an effective oversight of the operation of the boarding provision. They do not use national benchmarks and minimum standards to help managers assess the quality of the home’s performance. This has had a direct and negative impact on the quality of pupils’ experiences and their safety. Consequently, a significant number of national minimum standards are not currently being met.
- Across different departments, senior leaders do not hold staff to account with sufficient levels of rigour. Processes to monitor staff performance are inconsistent. As a result, leaders are not able to gather the information they require to assess whether staff are carrying out their roles in line with expectations. This lack of awareness is having a detrimental impact on school improvement, professional development and, consequently, pupils’ outcomes, both academically and pastorally.
- The leadership of the school’s International Academic Semester Programme (IASP) is inconsistent. Where it is strongest, for example in the school’s English language provision, leaders have a secure understanding of pupils’ needs. This knowledge is used to ensure that teaching is effective and matched precisely to pupils’ prior learning. However, in other curriculum subjects, leaders do not have sufficient knowledge about the quality of provision, or the impact this is having on pupils’ outcomes.
- Senior leaders have failed to ensure that boarding staff have the required level of experience, training and knowledge, to look after and manage the well-being of boarders. Leaders have not prioritised the professional development of these members of staff and are not providing them with regular formal supervision. As a result, boarding staff are not

provided with opportunities to reflect on their practice in order to improve the quality of care provided.

- Although the school's complaints policy is compliant with the independent school standards, leaders have not ensured that the processes outlined in the policy are implemented effectively. For example, the outcomes of complaints received from neighbours and students are unknown because leaders have not maintained effective records.
- Leaders have established a curriculum that is broad, engaging and supportive of the school's aims and ethos. As part of the IASP, pupils study the core elements of English language, mathematics and business studies, as well as a variety of other subjects. Leaders use an extensive programme of excursions to enhance pupils' experiences. For example, pupils visit Dorchester as part of their study of Thomas Hardy, and Stonehenge, as part of their study of Stone Age Britain. The curriculum ensures that pupils get a wide-ranging experience while they are studying in the United Kingdom.
- Leaders have not, however, ensured that this curriculum is underpinned by effective schemes of work. As a result, beyond English language, mathematics and business studies, there are no frameworks by which teachers can plan sequential learning or assess the progress being made by pupils. As a result, pupils do not achieve the outcomes in some subjects of which they are capable.
- The school's promotion of British values and pupils' spiritual, moral, social and cultural development is effective. This is done through an effective programme of academic and pastoral activities, as well as through excursions. For example, pupils consider democracy when visiting the Houses of Parliament, and the rule of law as part of a visit to Salisbury Cathedral to see the Magna Carta. Teachers also provide pupils with opportunities to share their own cultural experiences, as well as to learn from the experiences of other pupils.

Governance

- The proprietor and directors have not ensured that the school meets all the independent school standards or national minimum standards for boarding schools.
- The proprietor and directors have not ensured that the school's safeguarding arrangements are effective. Consequently, they cannot assure themselves that pupils in the school are safe.
- The proprietor and directors hold an overgenerous view of the school's provision. They are too accepting of the information they are provided with and have not put in place systems that enable them to check the validity of this information. Similarly, they are not routinely benchmarking the school's work against that of other providers or national standards.
- The level of challenge provided for school leaders is insufficient. Minutes of discussions between directors and heads of departments demonstrate that there is too much focus on operational issues rather than holding leaders to account.

Safeguarding

- The arrangements for safeguarding are not effective. The culture of safeguarding in the school is weak.

- The school's designated safeguarding leaders have ensured that the school's safeguarding policies are up to date and written in line with the latest statutory guidance. However, they have not ensured that these policies are being implemented consistently or appropriately by staff.
- The strategic oversight of safeguarding is poor. The proprietor, director and safeguarding leaders have not ensured that, across different departments, all staff have received training in line with the latest statutory government guidance, 'Keeping children safe in education'. Leaders and staff have a weak understanding of the guidance and its implications for schools.
- The proprietor, directors and safeguarding leaders have not ensured that safer recruitment checks are carried out in line with statutory guidance. They have not ensured that pupils are cared for by adults who have been assessed as suitable and safe to do so. In addition, the suitability and safety of visiting adults are not routinely verified.
- Leaders have not instilled in staff an understanding that keeping children safe is everyone's responsibility. For example, during the inspection, inspectors observed members of staff showing blatant disregard for the school's safeguarding procedures and therefore, potentially, putting children at risk.
- Records for child protection concerns are not maintained suitably. As a result, the impact of any actions taken, as well as the decision-making process behind not referring potential safeguarding concerns, are unknown.
- Senior leaders and managers have failed to ensure that effective processes and systems are in place to keep boarders safe. For example, they have failed to recognise, acknowledge, report or monitor incidents that have the potential to be safeguarding concerns.
- The management of fire safety is poor. Leaders have not ensured that the school's practices are in line with statutory requirements. For example, boarders, who arrived in August 2018, had not, at the time of the inspection, been provided with an opportunity to engage in a fire-evacuation practice. In addition, some fire doors and exits do not meet fire safety regulations.
- Leaders have not ensured that the boarding house is safe and secure from unauthorised persons entering. For example, the repair of a faulty lock has not been identified as a priority for repair. In addition, boarders are sharing their accommodation with adults and children they do not know. This is because senior leaders and managers have authorised a visiting school to stay in the same boarding accommodation.
- Leaders have not ensured that risk assessments are tailored to meet the needs of pupils currently in the school. The risk assessments that are in place are not monitored by leaders to check that they remain fit for purpose.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies between subjects and requires improvement.
- In English language lessons, teachers plan work that is matched precisely to pupils' needs. Leaders assess pupils' level of language before they arrive at the school and this ensures that, from the start, they are placed with pupils of similar abilities. Teachers use

regular ongoing assessments to provide well-structured work that builds on what pupils already know and can do. Where pupils are at risk of falling behind, teachers provide additional support, either in class or separate tutorials. This results in pupils making strong progress in their development of language skills, as well as in their confidence and self-esteem.

- In other subjects, the quality of teaching varies considerably. Where there is a secure framework for learning, for example in mathematics and business studies, teaching is focused on guiding pupils towards meeting specific criteria. However, in other subjects, teachers' planning is overly focused on the activity rather than the impact teaching is to have on pupils' acquisition of new knowledge, skills and understanding. This is having a detrimental effect on the strength of pupils' outcomes across the curriculum.
- Across the curriculum, teachers' consideration of pupils' differing levels of language proficiency is inconsistent. Where teaching is strongest, teachers tailor the way in which they communicate to allow all pupils to access their learning. They use the most proficient English speakers to support other pupils, especially those with the same home language. However, in many cases, teachers do not ensure that all pupils have a clear understanding of the intended learning in lesson. Neither do they model activities sufficiently to ensure that all pupils are clear of what is expected of them. This results in weakened outcomes for pupils and pupils becoming disengaged in their learning.
- Teachers generally display good subject knowledge and have high expectations. However, an insufficient focus on pupils' prior learning and levels of language proficiency mean that these expectations are often too high. This results in work being inaccessible to pupils or too difficult.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. Safeguarding, welfare, health and safety requirements are not in line with statutory guidance. Leaders have not ensured that recruitment processes are sufficiently robust. These deficiencies are having a negative effect on pupils' personal development and welfare.
- School leaders have drawn up a detailed health and safety policy. However, they do not routinely monitor its implementation and, consequently, have not ensured that the school's premises and accommodation are maintained appropriately. For example, at the time of the inspection, the water supply to some sinks posed a scalding risk to pupils, electrical testing had not been carried out in line with school policy, and not all fire doors and exits met statutory fire regulations.
- Leaders do not ensure that pupils are supervised appropriately at times when they are not in lessons. Staff admitted to inspectors that they do not always know where pupils are or what they are doing.
- Pupils display high levels of respect towards other pupils. They celebrate each other's differences and listen attentively to their opinions. Pupils told inspectors that they are keen to learn about and from each other.

- Leaders have established an effective pastoral system. The welfare liaison officer has forged good links with pupils. They report that they feel confident in sharing their concerns and worries with her, either face-to-face or via social media.
- Pupils say that there is no bullying. However, they are clear about what they would do if they had any concerns.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning vary from subject to subject. Where teaching is strongest, pupils listen attentively and participate with enthusiasm. However, where teaching does not meet pupils' needs, either academically or through the use of an appropriate level of English, pupils display low levels of engagement and motivation. This weakens pupils' outcomes.
- Pupils conduct themselves well in both the school and the boarding provision. They are well-mannered, polite and courteous.
- Pupils are positive about their experiences in the school. They say that enjoy their learning and feel safe. This is reflected in pupils' high levels of attendance.

Outcomes for pupils

Requires improvement

- Pupils' outcomes require improvement because they are too inconsistent across different subjects.
- The majority of pupils attend the school to improve their English and, in this area of the curriculum, the school is very successful. Across the school's age range of 15 to 17, pupils of all abilities make strong progress from their various starting points. Teachers' precise assessment and focused teaching enables pupils to develop their knowledge, skills and understanding in all elements of the course. This includes writing, reading, use of English, listening and speaking. As a result, pupils are successful at gaining a range of accredited qualifications.
- Increasingly, pupils, and in particular those from Thailand, take examinations in the International English Language Testing System (IELTS). In 2018, all the pupils who took this examination received the grades they required for admission into their chosen Thai University.
- Additionally, some pupils follow other accredited courses. For example, the school offers pupils the opportunity to follow GCSE courses in mathematics and business studies. Inspection activities, including evaluations of the work in pupils' books, demonstrate that, although attainment is often low, pupils generally make strong progress from their starting points. Where progress is not as strong, this is often due to pupils' limited understanding of subject-specific vocabulary.
- Beyond English language, mathematics and business studies, pupils' outcomes are variable and often too low. This is because leaders have not put in place the schemes of work that teachers require to plan progressive learning sequences which build on pupils' prior learning. Additionally, the absence of an effective assessment framework means that teachers and leaders do not have a clear understanding of pupils' progress.

- On leaving the school, pupils move on to a wide range of destinations. The older pupils progress to further education or university. In the past, this has been in their home country or in the United Kingdom. For example, pupils have studied A levels at local sixth-form colleges before moving on to British universities. Many younger pupils return home to continue their schooling. The school's high-quality English language provision prepares pupils to access the next stage of their education, training or employment effectively.

Overall experiences and progress of children and young people in the boarding provision **Inadequate**

- Leaders have not ensured that boarding staff have the skills, experience and training to provide direct care and support to boarders. Senior leaders do not provide adequate support and guidance to boarding staff to enable them to meet pupils' needs.
- Leaders have not put in place care plans and risk assessments to inform staff how to meet the needs of boarders with more complex behavioural needs. This places these boarders at significant risk.
- Boarding staff on duty are often found in the duty room. They are reliant on the use of close circuit television cameras to monitor the movements of boarders within the boarding provision, communal areas and grounds. On occasions, however, boarding staff are not aware of the whereabouts of all boarders.
- An independent listener is available to boarders. However, she does not visit the school, and therefore boarders do not know her. Information about how to contact her is not displayed widely throughout the school.
- New boarders receive sufficient information prior to boarding at the school. On arrival, they are provided with an induction presentation and introduced to the welfare liaison officer. Students value the services provided to help them settle quickly.
- Boarders can maintain contact with family and friends in the school's communal areas using a variety of methods, including by telephone, email, Facetime and Skype. However, these areas are often occupied by visiting schools on residential trips. This is compromising boarders' right to privacy.
- The quality of the food is good and plentiful. Meals are served in the main dining room and food is of a high quality and nutritious. However, insufficient supervision and consideration of boarders' needs in the dining room have resulted in some boarders choosing not to eat in the main dining hall. For example, one pupil told inspectors that they found the noise and volume of people in the dining room to be overwhelming.
- Boarding staff do not provide boarders with sufficient facilities for boarders to have a drink or to make a snack in the boarding accommodation. Vending machines are located in the school building, but access to these facilities are limited. Resources and soft furnishing are limited, and the environment is not sufficiently welcoming or homely.

School details

Unique reference number	141138
Social care unique reference number	SC481067
DfE registration number	835/6038
Inspection number	10053793

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	International language college
School category	Independent boarding school
Age range of pupils	15 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	19
Number of part-time pupils	0
Number of boarders on roll	19
Proprietor	Robert A'Barrow
Director of studies	Sharon Patterson
Head of accommodation and welfare	Nicola Honess
Annual fees (boarders)	£22,230 (39 weeks)
Telephone number	01929 424421
Website	www.harrowhouse.com
Email address	sharon.patterson@harrowhouse.co.uk
Date of previous inspection	1–3 December 2015

Information about this school

- Harrow House International College is a family-run business which has been operating since 1969.
- Since 2014, it has been registered with the Department for Education (DfE) to deliver an International Academic Semester Programme (IASP) for up to 30 residential pupils. These pupils come to the United Kingdom from all over the world to pursue accreditation in the Cambridge English Language Assessment examinations. Additionally, the school provides lessons in a range of academic subjects and pupils have the opportunity to take GCSE and A-level examinations.
- None of the current 19 pupils has special educational needs (SEN) and/or disabilities. Similarly, no pupils have been identified as being disadvantaged. All pupils speak English as an additional language.
- The college does not use any registered alternative provision but does have links with local primary and secondary schools.

Information about this inspection

- The inspection was commissioned by the Department for Education, to be integrated with an inspection of the residential provision.
- The education inspector visited classrooms during the inspection to evaluate the quality of teaching, learning and assessment. Some of these visits were carried out jointly with school leaders.
- Inspectors observed pupils' behaviour around the school and in the residential provision. These observations were carried out in the evenings, at breaktimes and lunchtimes and during lessons. Inspectors talked with pupils and staff throughout the inspection.
- Meetings were held with the director of studies, head of accommodation and welfare, and other senior leaders. The lead inspector met with the proprietor and a director. In addition, inspectors also held discussions with a range of staff, including those responsible for welfare and boarding.
- Inspectors scrutinised a range of documentation, including that relating to safeguarding, the school's plans for improvement and information about pupils' achievement. The education inspector also looked in detail at pupils' work across a range of subjects during lessons and through a formal scrutiny of work.
- Due to the nature of the provision, it was not possible for inspectors to gather the views of parents. At the time of the inspection, there were no responses to Ofsted's online questionnaire, Parent View. However, inspectors did consider communications that the school had received from parents.

Inspection team

Jonathan Dyer, lead inspector

Her Majesty's Inspector

Sharron Escott

Social Care Regulatory Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 8 Where section 87(1) of the 1989 Act applies in relation to a school the standard in this paragraph is met if the proprietor ensures that-
 - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
 - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as

the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and

- 18(2)(f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with,
- and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

The school does not meet the following national minimum standards for boarding schools

- 5.7 Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.

- 5.8 Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy.
- 6.1 The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.
- 6.2 The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.
- 7.1 The school complies with the Regulatory Reform (Fire Safety) Order 2005.
- 7.2 In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'.
- 8.3 In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarder's individual needs in this respect.
- 11.1 The school ensures that:
 - arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - such arrangements have regard to any guidance issued by the Secretary of State.
- 13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
- 13.2 There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
- 13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role.
- 13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.
- 13.5 The school's leadership and management and governance actively promote the wellbeing of pupils.
- 13.6 Senior boarding staff have an adequate level of experience and/or training.

- 13.7 The school follows and maintains the policies and documents described in Appendix 1.
- 13.8 The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.
- 13.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate.
- 14.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance¹⁵ issued by the Secretary of State.
- 14.2 For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS).
- 14.3 There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.
- 14.4 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.
- 14.5 The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.
- 15.3 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.
- 15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.
- 15.5 Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.
- 17.1 Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith.

- 18.1 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards.
- 18.2 The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).

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Parent View

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