



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

HURTWOOD HOUSE SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Hurtwood House School

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| Full Name of School | Hurtwood House School |
| DfE Number | 936/6564 |
| Address | Hurtwood House School Holmbury St Mary Dorking Surrey RH5 6NU |
| Telephone Number | 01483 279000 |
| Email Address | info@hurtwood.net |
| Headmasters | Mr Cosmo Jackson and Mr Richard Jackson |
| Proprietors | Mr Cosmo Jackson, Mrs Linda Jackson and Mr Richard Jackson |
| Age Range | 15 to 19 |
| Total Number of Pupils | 344 |
| Gender of Pupils | Mixed (123 boys; 221 girls) |
| Number of Day Pupils | Total: 54 |
| Number of Boarders | Total: 290 Full: 290 Weekly: 0 Flexi: 0 |
| Ownership and Governance | The school is owned and run by a limited liability partnership whose partners are the proprietors. Governance is exercised by the proprietors, two of whom are also members of the school's senior leadership and management team. |
| School Structure | This is a co-educational sixth-form school. A small number of pupils from overseas take a foundation year in order to acquire GCSE and English language qualifications prior to embarking on A-level courses. |
| Inspection Dates | 10th and 11th November 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 two of the proprietors. They observed a sample of the extra-curricular activities that occurred during the inspection period and attended a registration session. 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

| | |
|-------------------|---|
| Mr Rodney Fox | Reporting Inspector |
| Mrs Alison Martin | Compliance Team Inspector (Bursar, HMC school) |
| Mrs Jo Duncan | Team Inspector for Boarding (Headmistress, GSA school) |
| Mr Michael Tonks | Team Inspector for Boarding (Second Master, HMC school) |

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hurtwood House is a family owned and run co-educational, sixth-form school, founded in 1970 by one of the present proprietors. It is located close to the market town of Dorking, in Surrey, where the main school occupies an Edwardian country house set in its own grounds. It is principally a boarding school with a small minority of day pupils. Boarders are accommodated in one of six houses, two of which are on the main school campus, the remainder a short drive away. Two smaller off-site houses serve as residential bases for ten pupils from overseas who are members of the day house. A distinctive feature of the school is the provision made for the performing and creative arts, both in the A-level courses provided and through specialised activities in the school's film, dance and acting academies. At the time of the inspection, all but ten of the pupils were following A-level courses in Years 12 and 13.
- 1.2 Since the previous inspection, the school has developed additional classroom accommodation, continued to invest in the boarding accommodation and strengthened the role of heads of departments as academic leaders. The bursarial staff have been strengthened, particularly in the management of human resources and health and safety.
- 1.3 Day pupils are mostly of white British ethnicity and come from professional and business families living within a 15-mile radius of the school. Boarders are from a wide variety of countries, with no single nationality other than British being dominant.

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 and its supporting schemes of work provide for a broad and balanced programme that enables pupils of all ages, aptitudes and needs to learn and make progress. The curriculum does not undermine the basic values of Britishness, and seeks to promote regard for democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, and to support the pupils' personal development. [ISSRs, paragraphs 2.(1) and 2.(2)(h)]
- 2.3 The curriculum for the small number of pupils taking the foundation course in Year 11 focuses on English, mathematics, science and drama, with sport and personal, health, social and economic education (PHSEE), and additional support for the development of English language skills. Inclusion of the application of information and communication technology skills and the broad context of theatre studies enables the curriculum to cover all the required areas of knowledge, as well as being a suitable course of study for these pupils. In Years 12 and 13, the curriculum offers a wide range of A-level courses, including a number that reflect the school's strong commitment to the performing and creative arts. Pupils throughout the school demonstrate suitable speaking, listening, literacy and numeracy skills. [ISSRs, paragraphs 2.(2)(a) and (b)]
- 2.4 The curriculum is enriched by the Enigma programme, which offers a range of recreational, lifestyle, creative and performance activities, and the life-skills/PHSEE programme. These reflect the school's aims and ethos, and encourage respect for other people, as well as preparing pupils for the responsibilities and experiences of adult life in Britain. The curriculum is enhanced by a variety of trips and expeditions, including to London theatres, and a popular 'mystery bus' activity for pupils who are free on Wednesday afternoons takes them to an unexpected experience, such as potting, visiting a museum or learning about power boating. A strong emphasis on careers and university entrance advice was widely praised by pupils in discussions and ensures that they are well prepared for the next stages of their lives. [ISSRs, paragraphs 2.(2)(d), (e), (g) and (i)]

Teaching

- 2.5 The school meets the Regulations.
- 2.6 Teaching is effective in promoting learning and progress. A very large majority of the pupils responding to the pre-inspection questionnaire reported finding lessons interesting and engaging. In discussions, they said that this encourages them to work harder. Teaching is invariably carefully planned, knowledgeable, suitably resourced and designed to meet the needs of all pupils, firmly rooted in the teachers' close understanding and knowledge of them. In response to the questionnaire, a few pupils did not agree that teachers are fair in the way in which they use sanctions. Inspectors found that relationships between teachers and pupils, as well as amongst the pupils themselves, are strong and exemplify values of tolerance, respect for one another and readiness to work together under mutually accepted rules of behaviour, without any form of discrimination or unfairness. [ISSRs, paragraph 3]
- 2.7 The weekly grading process, followed by individual meetings between tutors and pupils, ensures that both teachers and pupils know how well pupils are progressing, and that teaching can be tailored to match individual needs. Pupils reported that the process provides individually focused support and, in their responses to the questionnaire, an overwhelming majority indicated that teachers help them with their work when they need it. [ISSRs, paragraph 4]

How well do pupils achieve?

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|-----------------------------|--|
| Pupils' Ability | The school does not use standardised tests to measure pupils' abilities at admission. There is no minimum level of entrance requirement to the school, but pupils are only accepted on to courses for which they are judged to have shown the necessary skills through their previous academic record. |
| Pupils' Needs | <p>At the time of the inspection, no pupil had an education, health and care plan or a statement of special educational needs. The school has identified 54 pupils with special educational needs and/or disabilities, mostly mild dyslexia, for which they are supported by their teachers within the classroom. In addition, 146 pupils have English as an additional language, 108 of whom receive specialist help with English language skills.</p> <p>The school has identified approximately 30 pupils in Year 13 who are academically able and who are receiving additional support for their applications to universities with high entry requirements in this country or abroad. A similar number in Year 12 are invited to attend advanced tutorials in subjects in which they have demonstrated particular gifts. Each of the school's performing arts 'academies' selects about 12 pupils by audition as having the talent to benefit from participating in their specialist activities.</p> |
| Pupils' Achievements | A-level results over the three years 2012 to 2014, the most recent three years for which national statistics are currently available, have been well above the national average for maintained schools and above the national average for maintained selective schools. |

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

- 2.8 The school meets the Regulations and Standards.
- 2.9 The school ethos centres on community and trust, and reflects the fundamental values typical of modern Britain. Understanding of democracy is promoted through elections to representative offices on the school council, and there is strong emphasis on mutual respect and tolerance of the wide variety of beliefs and cultural backgrounds represented in the pupil body. Armistice Day was recognised by a two-minute silence across the school, and the explanation given in an observed lesson reinforced the key British values of democracy and liberty. School rules are few, but pupils are aware of those that exist and accept them as a key part of living together in a community. In discussions, pupils strongly supported the values that the school promotes as being characteristic of a moral and open society. [ISSRs, paragraphs 5.(a) and 5.(b)(vi) and (vii)]
- 2.10 Pupils are confident and mature in their interactions with each other and with staff and visitors. Self-knowledge, self-awareness and self-esteem are evident in the pupils' confident relationships in the classroom, in the positive ambience in the boarding houses and in pupils' appreciative responses to the individualised tutor system. Pupils can distinguish right from wrong, understand the civil and criminal law of England, and have acquired a general knowledge of public institutions and services through the PHSEE and lecture programme, as well as through talks from individuals and organisations, including the police. They accept responsibility for their behaviour as a part of the independence that they value, and they have the opportunity to contribute to the lives of others, and society more generally, through the charity committee and fund-raising activities. [ISSRs, paragraphs 5.(b)(i) to (iv)]
- 2.11 As a result of their own diverse international community, pupils understand and appreciate different cultures and traditions, and have an appropriate respect for their own and other cultures. The boarding houses provide an extensive list of places of worship for pupils to attend if they wish. [ISSRs, paragraph 5.(b)(v)]
- 2.12 Boarders' views are sought and acted on in a variety of ways, including a termly questionnaire. Pupils noted that opportunities to put forward their views are plentiful, and in their responses to the questionnaire were almost unanimous in believing that their views are listened to and heeded. There is no prefect system at the school. [NMS 17 and 19]

What are pupils' views of the school?

2.13 Pupils are asked to respond as 'agree' or 'disagree', with the option to specify 'no view' or not to answer individual questions. Seventy-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.

| | % Agree | % Disagree | Number offering no view |
|---|------------|---------------|-------------------------------|
| School questions | | | |
| 1. I enjoy school | 95 | 4 | 6 |
| 2. I find my lessons interesting and engaging | 95 | 4 | 3 |
| 3. The school gives me the support I need to learn | 95 | 4 | 4 |
| 4. I can get help if I need it | 98 | 1 | 4 |
| 5. The school encourages me to do my best | 95 | 4 | 6 |
| 6. I feel safe and happy at school | 92 | 7 | 6 |
| 7. My views and ideas are listened to in class and in school | 98 | 1 | 6 |
| 8. Behaviour is good in the school | 96 | 3 | 12 |
| 9. Teachers are fair in the way they give rewards | 90 | 9 | 11 |
| 10. Teachers are fair in the way they give sanctions | 86 | 13 | 14 |
| 11. The school deals with bullying | 95 | 4 | 11 |
| 12. There is a member of staff or senior pupil I can turn to if I have a problem | 94 | 5 | 4 |
| Boarding questions | | | |
| 1. I enjoy boarding | 89 | 10 | 17 |
| 2. Boarders get on well together in the house | 98 | 1 | 17 |
| 3. I am well looked after if I fall ill or am injured | 90 | 9 | 20 |
| 4. I am able to contact my family and friends if I need to | 93 | 6 | 16 |
| 5. I like the food in boarding | 78 | 21 | 18 |
| 6. I feel safe in my boarding house | 96 | 3 | 14 |
| 7. I am able to have snacks and drinking water outside main mealtimes | 95 | 5 | 15 |
| 8. I am able to keep my belongings safe | 90 | 9 | 20 |
| 9. Boarding staff treat me fairly | 98 | 1 | 16 |
| 10. I am happy with the balance of free time and activities in the evenings and at weekends | 88 | 11 | 16 |

Part 3 Welfare, health and safety of pupils

- 2.14 The school meets the Regulations and Standards.
- 2.15 The school has a comprehensive and up-to-date safeguarding policy that reflects the guidance in *Keeping Children Safe in Education (July 2015)*. In particular, the school has responded to the need to protect pupils from the risks of extremism by conducting a risk assessment, training staff and ensuring that pupils are protected from access to unsuitable internet sites or visiting speakers. Safeguarding procedures are clear, and the designated safeguarding leaders are suitably trained and maintain suitable records of any concerns. Appropriate records are kept of safeguarding training for all staff. The proprietors and senior leadership and management team review the policy and its implementation annually, as required. [ISSRs, paragraphs 7.(a) and (b), and 8.(a) and (b), and NMS 11]
- 2.16 The school has suitable policies to promote good behaviour and to counter bullying, which are understood by staff and pupils. Appropriate records of poor behaviour or incidents of bullying, together with the action taken to deal with them, are maintained. Almost all parents and pupils responding to the questionnaires said that behaviour at the school is good and that any bullying incidents are dealt with effectively. [ISSRs, paragraphs 9 and 10, and NMS 12]
- 2.17 An appropriate written health and safety policy is underpinned by a suitable risk assessment policy that ensures that all areas of school life are carefully evaluated in order to minimise potential hazards. Appropriate guidance is provided for staff planning trips and expeditions, and authorisation is required from senior managers before excursions take place. The school premises and equipment are maintained so as to minimise risk to the health and safety of pupils. [ISSRs, paragraphs 11 and 16, and NMS 6]
- 2.18 The school has taken all necessary measures to comply with fire safety regulations. Fire evacuation practices are conducted regularly, including during 'boarding' time at least once a term. Fire safety equipment and appliances are suitably maintained and regularly tested. Electrical equipment is appropriately tested for safety. [ISSRs, paragraph 12 and NMS 7]
- 2.19 The school makes suitable arrangements for the care of pupils who are unwell or injured, so as to promote their physical, mental and emotional well-being. A suitable first-aid policy sets out guidelines about the administration of first aid, the training of personnel and the location of first-aid boxes. In addition, the health centre provides qualified care from two school nurses throughout the day, with suitably equipped accommodation for pupils to be treated as required. When boarders return to their boarding houses they are under the care of the boarding house staff, who are first-aid trained. The school doctors visit twice each week to hold surgeries, and access to specialist medical care can be arranged if necessary. Medicines are correctly stored and appropriate records kept of their administration. Suitable protocols ensure the transfer of information between the health centre and boarding houses about administered medicines. Pupils allowed to self-medicate have been assessed as being responsible to do so. The confidentiality and rights of boarders to consent or otherwise to treatment are appropriately respected. [ISSRs, paragraph 13 and NMS 3].
- 2.20 Appropriate duty rotas are drawn up to ensure that staff supervision around the school is sufficient throughout the day. [ISSRs, paragraph 14]

- 2.21 The admission and attendance registers are correctly maintained and stored for the required period. For boarders, registration takes place in their houses at the beginning and end of the school day; for day pupils it is on arrival at school and during the first lesson after lunch. [ISSRs, paragraph 15].
- 2.22 Half the pupils are new to the school every year. In discussions, boarders reported that their induction is effective. New boarders are provided with an informative handbook and are well supported and welcomed by older pupils. Boarders are clear that they have a range of people to whom they can turn for help should they have the need. House notice boards and pupil diaries display the contact details of an independent listener and other appropriate helplines. [NMS 2]
- 2.23 Parents responding to their questionnaire, and pupils, to a lesser extent, in discussions, identified some difficulties in contacting each other, caused by poor mobile telephone and internet connectivity in the school's location. Inspection evidence confirmed this view, and that connectivity is weaker in some houses or parts of the school than others. The school is aware of this and is investing in upgrading its broadband connection. All houses have telephone landlines available, though most pupils say that they can find somewhere on the school site where they can gain a signal. [NMS 4]
- 2.24 A small minority of boarders responding to the questionnaire were not satisfied with the food. Inspection evidence showed that the food is suitably nutritious, varied, appetising and sufficient in quantity, and this was supported by boarders in discussions. Additionally, the school undertakes to respond positively to requests to provide for special dietary, medical or religious needs and, during the inspection, was responding to requests for more vegan food. The school kitchens are suitable and regularly checked for hygiene. All boarding houses have appropriately equipped facilities for boarders to make themselves snacks and drinks. The dining area is sufficiently spacious to provide access for disabled pupils if required. [NMS 8]
- 2.25 Boarders manage their own laundry using the facilities that are provided in each boarding house. An appropriate range of stationery and confectionery is available from the school shop, and boarders can visit the shops in the nearest town if they need to make other purchases. Boarders' rooms are equipped with hotel-style safes with key pads. In the event that a pupil's possessions need to be searched, the school's procedures accord with regulations. [NMS 9]
- 2.26 In addition to the activities available to all pupils during the week, both the school and houses arrange trips and activities at weekends. A few boarders responding to the questionnaire were not satisfied with the balance of free time and activities at the weekends. This view was not supported by boarders in discussions, who clarified that activities are voluntary and that the school is responsive to requests for new pursuits. Boarders have access to safe areas both indoors and outside where they can be alone. They are able to go into local towns at the weekend if they wish, and have ready access to information about world events through the internet, television or radio. [NMS 10]
- 2.27 All individuals over 16 years of age who are not employees or pupils of the school who live on the same premises as boarders are required to enter into an agreement with the school which specifies the conditions of their accommodation and the school's expectations with regard to safeguarding the boarders, and they are required to undergo Disclosure and Barring Service checks of their suitability. Individuals visiting boarding accommodation are expected to wait to be admitted

before being escorted to the member of staff on duty, who arranges for them to be supervised during their visit, although this is not suitably enabled in one of the houses. The school does not arrange guardians or lodgings on behalf of parents. [NMS 14.2 to 14.6 and 20]

- 2.28 Boarding staff have written job descriptions, are suitably trained and inducted into their roles, and have regular reviews of their boarding practice. They are encouraged to engage in continual professional development of their boarding practice skills. The role of other adult members of staff's families is clearly defined. Sufficient and suitably trained and experienced members of staff are deployed in each boarding house. Boarders always know who is responsible for them and how to make contact with them. Procedures in all houses for signing in and out ensure that members of staff know where boarders are meant to be at all times: mobile telephones enable staff to contact boarders should they need to. A well-known and understood 'missing persons' policy sets out the procedure to follow in the case that a boarder cannot be located. At least one, and usually more, adult members of staff sleep in each boarding house overnight, and boarders are able to contact them during the night if necessary. Residential staff accommodation is suitably discrete from boarders' accommodation. Boarders do not enter staff accommodation except when appropriately authorised for a specific purpose. [NMS 15]

Other legislation

- 2.29 The school has a suitable three-year accessibility plan that covers the required areas, and which it keeps under regular review and updates as necessary. [Schedule 10 of the Equality Act 2010]
- 2.30 The use or threat of corporal punishment is specifically prohibited in the staff code of conduct. [School Standards and Framework Act 1998]

Part 4 Suitability of staff, supply staff and proprietors

- 2.31 The school meets the Regulations and Standards.
- 2.32 Rigorous procedures for the safer recruitment of staff to work in all areas of the school are meticulously implemented, and all the required checks are suitably recorded in the single central register. Similarly thorough checks are conducted on the proprietors and on any temporary staff before they take up their roles. The school does not use agencies to supply staff. [ISSRs, paragraphs 18 to 21 and NMS 14.1]

Part 5 Premises and accommodation

- 2.33 The school does not meet all of the Regulations and Standards.
- 2.34 Boarding houses are well organised and maintained, with appropriate risk assessments undertaken so as to promote the welfare, health and safety of the boarders. All houses provide suitable sleeping accommodation, with boarders either sharing a bedroom with one other person or having their own room. The houses all contain appropriate spaces for both work and recreation. One of the boarding houses does not enable suitable monitoring and supervision of visitors. [ISSRs, paragraphs 25 and 30, and NMS 5.1, 5.2 and 5.7]
- 2.35 Sufficient toilet and washing facilities are available for the sole use of pupils, with separate facilities for boys and girls, which afford appropriate privacy. Day pupils have suitable changing and showering facilities. [ISSRs, paragraph 23 and NMS 5.3]
- 2.36 The accommodation provided in the health centre for the treatment of pupils who are ill or injured is suitably equipped and meets all the requirements. [ISSRs, paragraph 24]
- 2.37 Boarding accommodation is sufficiently spacious for the number, ages and needs of the boarders. It is kept clean and is appropriately lit, ventilated and heated. Rooms are comfortably furnished. Bedding is clean and suitable. Boarders may personalise their own rooms if they choose. The accommodation is appropriately insulated for sound. Staff accommodation is suitably separate from that of the pupils. Communal areas for the preparation of snacks, for laundry and for social purposes are available in all houses. The external areas surrounding the boarding houses are suitably lit. [ISSRs, paragraphs 26 and 27, and NMS 5.4 to 5.6]
- 2.38 Drinking water is available in boarding houses and at various locations around the main school site. Pupils have access to a range of suitable facilities for safe recreational pursuits and the school makes use of the many additional facilities that can be found in the local area. [ISSRs, paragraphs 28 and 29]
- 2.39 The school's use of surveillance equipment does not intrude unreasonably on pupils' privacy. [NMS 5.8]

Part 6 Provision of information

- 2.40 The school meets the Regulations and Standards.
- 2.41 All the required information is provided to the parents of current and prospective pupils, either in hard copy or on the school website. Additional information that is required to be available to parents on request is listed on the website. Parents receive detailed termly reports on the progress that their children are making. Parents responding to the questionnaire were overwhelmingly satisfied with the information that they receive. [ISSRs, paragraph 32]
- 2.42 A suitable statement of the school's boarding principles and practice is published on its website and included in the pupils' and parents' handbook. It is known by staff and pupils, and its impact is evident in the daily life of the houses. [NMS 1]

Part 7 Manner in which complaints are handled

- 2.43 The school meets the Regulations and Standards.
- 2.44 The school has an appropriate complaints policy for parents, which is displayed on its website. Scrutiny of school records shows that parents' concerns are dealt with promptly and diligently, in accordance with the published procedure. Most parents responding to the questionnaire were satisfied with the timely responses that they receive to their questions or concerns. No complaints have proceeded to the panel stage but, in case they should, the school has appointed an independent third party to convene and chair the panel. There were no formal complaints in the academic year 2014/15. [ISSRs, paragraph 33 and NMS 18]

Part 8 Quality of leadership and management

- 2.45 The school meets the Regulations and Standards.
- 2.46 Governance, leadership and management of the school are provided by the proprietors and their senior leadership and management team. The inspection identified one deficiency relating to regulatory compliance; this team has the appropriate knowledge, skill, training and experience to fulfil its roles effectively and to rectify the deficiency identified swiftly. [ISSRs, paragraph 34.(1)(a), and NMS 13.3, 13.4 and 13.6]
- 2.47 Since the previous inspection, the senior leadership and management team has taken steps to enhance its oversight of safety and safeguarding. It conducts a formal review of the safeguarding policy and its effectiveness annually, or more frequently if changes in the regulations so require. The team receives regular minutes from the health and safety committee and annual self-evaluation reviews from each of the boarding houses, and attends meetings of the boarding house staff. They act promptly to deal with any concerns. [ISSRs, paragraph 34.(b), and NMS 13.1 and 13.2]
- 2.48 The proprietors and senior managers ensure that the ethos, policies and procedures of the school actively promote the well-being of the pupils. All the required policies and records are kept and monitored and, where necessary, action is taken to improve outcomes for pupils. Parents responding to the questionnaire were unanimous that their children are happy, feel safe and are looked after well. [ISSRs, paragraph 34.(c), and NMS 13.5, 13.7, 13.8 and 13.9]

What are parents' views of the school?

2.49 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 three 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.

| | % Agree | % Disagree | Number offering no view |
|--|---------|------------|-------------------------|
| School questions | | | |
| 1. My child is happy at the school. | 100 | 0 | 1 |
| 2. My child is making good progress at the school. | 98 | 1 | 5 |
| 3. My child feels safe at the school. | 100 | 0 | 2 |
| 4. My child is well looked after at the school. | 100 | 0 | 4 |
| 5. The school actively promotes good behaviour. | 98 | 1 | 9 |
| 6. There is someone for my child to go to if problems arise in the school. | 96 | 3 | 7 |
| 7. The school welcomes my views. | 98 | 1 | 16 |
| 8. The school deals well with bullying. | 94 | 5 | 36 |
| 9. Behaviour is well managed. | 98 | 1 | 12 |
| 10. I receive good information about my child's progress, the school's policies and activities/events. | 98 | 1 | 2 |
| 11. I receive timely responses to my questions, concerns and complaints. | 96 | 3 | 8 |
| 12. My child has access to a broad curriculum. | 98 | 1 | 6 |
| 13. My child's individual educational needs are being met at school. | 97 | 2 | 7 |
| 14. I would recommend the school to another parent. | 99 | 1 | 3 |
| Boarding questions | | | |
| 1. My child enjoys boarding. | 97 | 2 | 20 |
| 2. The boarding accommodation is well maintained. | 93 | 6 | 24 |
| 3. My child is well looked after if he/she is ill or injured. | 96 | 3 | 40 |
| 4. I am able to contact my child easily. | 85 | 14 | 21 |
| 5. I am able to contact boarding staff easily. | 92 | 7 | 26 |
| 6. My child feels safe in the boarding house. | 97 | 2 | 21 |
| 7. My child's belongings are kept safe. | 97 | 2 | 26 |
| 8. Boarding staff treat my child fairly. | 98 | 1 | 24 |
| 9. I am happy with the balance of free time and activities my child has in the evenings and at weekends. | 94 | 5 | 25 |

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 | Yes |
| Part 4 Suitability of staff, supply staff and proprietors | Yes |
| 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 | Yes |
| 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 visitors' access to all boarding houses is suitably controlled, monitored and supervised [Independent School Standards Regulations Part 5, paragraphs 25 and 30, under Premises and accommodation, and National Minimum Standard 5.7, under Boarding accommodation].

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

Progress since the previous inspection

- 3.2 The ISI integrated inspection conducted in 2012 found that the school did not meet all the regulations, and the school was required to ensure the requisite level of adult supervision in all boarding houses whenever boarders are present. This requirement has now been met.