



## **INDEPENDENT SCHOOLS INSPECTORATE**

**REGULATORY COMPLIANCE INSPECTION  
ST JOHN'S INTERNATIONAL SCHOOL LTD**

# INDEPENDENT SCHOOLS INSPECTORATE

## St John's International School Ltd

Full Name of School	<b>St John's International School Ltd</b>
DfE Number	<b>878/6018</b>
Address	<b>St John's International School Ltd Broadway Sidmouth Devon EX10 8RG</b>
Telephone Number	<b>01395 513984</b>
Email Address	<b>contact.stjohns@iesmail.com</b>
Acting Head	<b>Mr Mike Burgess</b>
Chair of Governors	<b>Mr Andrew McEwen</b>
Age Range	<b>2 to 18</b>
Total Number of Pupils	<b>150</b>
Gender of Pupils	<b>Mixed (83 boys; 67 girls)</b>
Number of Day Pupils	<b>Total:108</b>
Number of Boarders	<b>Total:42</b>  <b>Full: 41    Weekly: 1</b>
Number of EYFS Children	<b>29</b>
Ownership and Governance	<p>The school is owned by International Education Systems (IES) and is administered by three directors who act as the board of governors.</p>
School Structure	<p>The school is a co-educational day and boarding school for pupils from the ages of 2 to 18. It has two departments, both based on the same site: the junior school, including the Early Years Foundation stage (EYFS), and the senior school.</p>
Inspection Dates	<b>20 Oct 2015 to 21 Oct 2015</b>

## 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.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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 the chair of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## **INSPECTORS**

Mrs Deborah Forbes	Reporting Inspector
Mrs Linda Donowho	Accompanying Reporting Inspector
Mr Peter Farrelly	Compliance Team Inspector (Bursar, IAPS school)

## CONTENTS

	<b>Page</b>
<b>1. CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2. COMPLIANCE WITH REGULATORY STANDARDS</b>	<b>2</b>
Part 1: Quality of education provided (Curriculum and Teaching)	2
Part 2: Spiritual, moral, social and cultural development of pupils	4
Part 3: Welfare, health and safety of pupils and Other Legislation	6
Part 4: Suitability of staff, supply staff and proprietors	8
Part 5: Premises and accommodation	9
Part 6: Provision of information	9
Part 7: Manner in which complaints are handled	9
Part 8: Quality of leadership and management	10
<b>3. SUMMARY OF REGULATORY COMPLIANCE INCLUDING ACTION POINTS</b>	<b>12</b>

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 St John's International School is a co-educational day and boarding school for pupils from the ages of 2 to 18. Situated on the outskirts of Sidmouth, it was founded in 1912 as a convent school for girls. In 2007 it was acquired by International Education Systems (IES) which has oversight of eight schools in England and overseas. In 2012 the school became wholly owned by IES. All sections of the school share the same site. The junior school includes an Early Years Foundation Stage (EYFS) setting for children under the age of five. The EYFS and Years 1 and 2 are housed in separate buildings, while the rest of the junior school and the senior school occupy the main school building. The boarding house is also situated in the main building, and one boarder lives in homestay accommodation organised by the school.
- 1.2 Since the previous inspection the school has opened a sixth form which prepares pupils for AS and A-level examinations.
- 1.3 At the time of the inspection there were 150 pupils, including 83 boys and 67 girls, of whom 29 were in the EYFS. The majority of day pupils come from local professional, business or agricultural backgrounds and are of white British ethnicity. The vast majority of boarders, of whom there are 42, are aged 11 to 18 and come from overseas, from a range of countries including China, and countries in South America and both Eastern and Western Europe. They may join the school for one term, or for longer periods ranging from 1 to several years.

## 2. COMPLIANCE WITH REGULATORY STANDARDS

### Part 1 Quality of education provided

#### Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The written policy for the curriculum is supported by schemes of work which do not undermine British values, some of which are commercially available and some devised by subject departments. The policy takes account of the ages, aptitudes, needs and interests of the pupils. It also indicates how the pupils' personal development is supported. [Paragraph 2(1)]
- 2.3 The curriculum is broad, offering pupils experience in all the required areas. This accords with the responses of the parents to the pre-inspection questionnaire. In the junior school, pupils acquire skills of literacy and numeracy, speaking and listening through the International Baccalaureate Primary Years Programme (PYP). Their curriculum is enhanced by specialist teaching in Spanish. The senior curriculum offers a suitable range of subjects for all pupils. The school additionally offers specialised curricula for those with English as an additional language (EAL), enabling them to join their peers when their language skills are sufficiently developed or to prepare for IGCSE examinations in a smaller, balanced core of subjects. British pupils may spend a term studying at one of the other IES schools abroad. At all levels, the curriculum is flexible to meet the needs of pupils so that, for example, the most able may sit some GCSE examinations early. [Paragraph 2(2)(a) and (b)]
- 2.4 A programme of personal, social, health and economic education (PSHE) begins in the EYFS and continues throughout the school. It is taught through the theme-based PYP in the junior school, and in discrete lessons in the senior school. Suitable topics are covered and further themes are explored through the content of assemblies. A particular emphasis is placed on respect for others. The PSHE programme helps pupils to make informed subject and careers choices, supplemented for older pupils by external visits and speakers. [Paragraph 2(2)(d) and (e)]
- 2.5 Children in the Nursery and Reception classes follow the EYFS curriculum intertwined with the PYP, and their learning needs are met. They are able to develop personal, social, emotional, physical, communication and language skills from an early age, with other areas of learning gradually introduced. These areas provide for the development of creativity and independence; outdoor learning is appropriate. The recently opened sixth form is small but offers flexible arrangements for pupils, enabling them to tailor their courses to their individual needs. All pupils in Year 12 take an AS level in global perspectives and a wide range of other enrichment activities is available. [Paragraph 2(2)(f) and (g)]
- 2.6 Pupils have suitable opportunities to learn and make progress. The school supports those with special educational needs and/or disabilities (SEND) or EAL, enabling them to participate in the curriculum and make progress. Pupils leaving the school after GCSE have, in the past, continued their education at sixth-form colleges but, in the new sixth form, pupils are prepared for university entrance. The first applicants have been successful in gaining places in higher education. Pupils receive effective preparation for the opportunities, responsibilities and experiences of adult life in

British society. A suitable extra-curricular programme helps them to develop personal characteristics which lead to success. [Paragraph 2(2)(h) and (i)]

## Teaching

- 2.7 The school meets the Regulations.
- 2.8 Teaching in the school generally supports pupils' acquisition of knowledge, understanding and skills, and ensures their good progress, fostering self-motivation and effort. This was demonstrated in the sample of lessons observed, the scrutiny of pupils' work and the school's own analysis. Teaching encourages pupils to behave responsibly and to contribute effectively to their own learning. All pupils who responded to the pre-inspection questionnaire said that their teachers helped them to learn. [Paragraph 3(a), (b) and (h)]
- 2.9 Lessons are well planned so that class time is appropriately used. In the EYFS, activities are planned to enable the children to make progress according to their individual needs. In the junior and senior schools, teachers demonstrate good subject knowledge and an awareness of the particular needs of those in their classes. Small teaching groups enable them to provide time and attention to all pupils, including those with SEND and the most able, and assist them to make progress. In the sixth form, teaching particularly meets the needs of the pupils and can be tailored to individual aptitudes. Resources for teaching are effectively used and of a good quality and range. An interactive whiteboard was used to assist pupils with EAL in a mathematics lesson, where they understood the concepts of trigonometry but needed to learn the appropriate English vocabulary. [Paragraph 3(c), (d), (e) and (f)]
- 2.10 The school has developed a framework for assessing pupils' work. It collects data from standardised measures of ability and attainment, and regularly monitors pupils' progress against them. The information gained from the tracking of pupils' work is used in the planning of lessons to ensure that the needs of all pupils are met. Marking of work is variable, with some offering clear and constructive guidance for improvement. Small class sizes enable teaching to offer such advice orally but written comments are occasionally too brief to be informative. [Paragraph 3(g)]
- 2.11 Teaching does not undermine fundamental British values or discriminate inappropriately against pupils. [Paragraph 3(i) and (j)]
- 2.12 In the EYFS a progress check is carried out for children aged between two and three years, and an EYFS profile is completed for children in the year in which they reach five. The junior school measures attainment by its own framework and has recently begun to use a commercial scheme for standardised testing. In the senior school GCSE, IGSCE and A levels are taken. [Paragraph 4]

## How well do pupils achieve?

<b>Pupils' Ability</b>	The junior school does not use nationally standardised tests for measuring ability. Across 2012-14, the ability profile of the senior school in Year 7 is below the national average; in Year 10 the ability profile is similar to the national average. Cohorts assessed in 2013-14 had a higher ability profile than in 2012 and were above the national average overall. The ability profile of the new sixth form is slightly above the national average for pupils in sixth-form education.
<b>Pupils' Needs</b>	Fifteen pupils require support for SEND. They require support for a range of needs including mild dyslexia. None has a statement of special educational needs or an education, health and care plan. Forty-four pupils have EAL and thirty of them receive support from the school for their acquisition of English. The school has identified a small number of pupils considered to have high academic ability.
<b>Pupils' Achievements</b>	The pupils' attainment in the junior school is not measured by national tests but by the school's own framework of testing which includes commercial standardised tests. In GCSE examinations in the years 2012 to 2014 the school entered pupils in only one subject, for which results are similar to the national average for maintained schools. Overall, results in IGCSE are similar to worldwide averages.

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

2.13 The school meets the Regulations and Standards.

2.14 The school ethos reflects the active promotion of fundamental values typical of modern Britain. Pupils show an understanding of democracy through the workings of the school and boarding councils, learning that they can bring about change. Boarders' views are gathered through the boarding council and through a weekly boarding meeting. The school catering manager attends the council meetings to gather boarders' views on the food. In interviews, boarders said that they can make their views known and they are not penalised for raising a concern in good faith. The international aspect of the school is highly valued by all pupils, who welcome and work harmoniously with those from different faiths and cultures. They benefit from spending time in other international schools, learning about the experiences of their peers, and from sharing lessons with pupils in other IES schools abroad through the internet. [Paragraph 5(a) and NMS 17]

2.15 The pupils are friendly, courteous and confident. They converse with adults in a mature, articulate way demonstrating self-esteem and self-knowledge. Their understanding of right and wrong is evident from the EYFS upwards in their behaviour towards others, showing respect for the school code of conduct. The EYFS has a suitable focus on the personal, social and emotional development of children. Throughout the rest of the school, pupils are interested in ethical issues, which are discussed by older pupils in PSHE and covered in lessons in global

perspectives. In the junior school PYP, pupils learn from the theme of 'sharing the world'. Pupils engage with a range of social and moral issues through the presentations of outside speakers as well as through the curriculum. [Paragraph 5(b)(i) and (ii)]

2.16 Pupils in Year 6 take on the role of mentors to the children in Reception; pupils throughout the school take responsibility on the school and boarding councils, and act as house captains in Year 11, the sixth form act as role models and leaders for the whole school community. At the time of the inspection a boarding prefect was about to be appointed, whose role is to help and support the other boarders. Pupils raise funds for local, national and international charities, choosing which to support and organising events. [Paragraph 5(b)(iii) and NMS 19]

2.17 The pupils gain a broad knowledge of public institutions and services in England, often by visiting places such as the local lifeboat station or from visits by the fire service and police. Overseas pupils are regularly taken to London where they see and learn about such institutions as the Houses of Parliament. They gain an appreciation of and respect for the achievements of those of other cultures and faiths through the curriculum, through assemblies and by learning from one another. [Paragraph 5(b)(iv), (v), (vi) and (vii)]

2.18 Outside speakers to the school are carefully vetted and balanced presentations of political views are provided through such means as enacting a Parliamentary debate. [Paragraph 5(c) and (d)]

## What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Sixty-eight pupils responded to part or all of the questionnaire. The table below shows the proportion 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
<b>School questions</b>			
1. I enjoy school	92	8	9
2. I find my lessons interesting and engaging	92	8	8
3. The school gives me the support I need to learn	100	0	10
4. I can get help if I need it	94	6	3
5. I can get help if I need it	96	4	5
6. The school encourages me to do my best	92	8	8
7. I feel safe and happy at school	88	12	11
8. My views and ideas are listened to in class and in school	97	3	17
9. Behaviour is good in the school	88	12	11
10. Teachers are fair in the way they give rewards	70	30	9
11. Teachers are fair in the way they give sanctions	93	7	14
12. The school deals with bullying	99	1	5
13. There is a member of staff or senior pupil I can turn to if I have a problem	92	8	9
<b>Boarding questions</b>			
1. I enjoy boarding	91	9	47
2. Boarders get on well together in the house	100	0	48
3. I am well looked after if I fall ill or am injured	100	0	49
4. I am able to contact my family and friends if I need to	92	8	45
5. I like the food in boarding	79	21	54

6. I feel safe in my boarding house	91	9	46
7. I am able to have snacks and drinking water outside main mealtimes	90	10	49
8. I am able to keep my belongings safe	85	15	48
9. Boarding staff treat me fairly	95	5	49
10. I am happy with the balance of free time and activities in the evenings and at weekends	85	15	49

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

2.19 The school meets the Regulations and Standards.

2.20 Child protection concerns about pupils are handled with care in conjunction with local agencies. The safeguarding policy includes all content required by official guidance, including the use of mobile phones and cameras in the EYFS. It is available on the school's website. The staff have all received suitable safeguarding training on induction and all know how to report on any disclosures or allegations. Records are suitably kept. All requirements of Keeping Children Safe in Education with regard to recruitment and obtaining vetting checks on staff, are followed. The school also pays due regard to the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into extremism. Staff have received training in their safeguarding duties including recognising the dangers of extremism and other needs of vulnerable pupils. [Paragraphs 7(a) and (b), 8(a) and (b), and NMS 11]

2.21 The school consistently promotes good behaviour. All parents who responded to the pre-inspection questionnaire indicated that behaviour is well managed by the school. In their responses to the pre-inspection questionnaire, a small minority of pupils indicated that they thought staff are not fair in the way they award sanctions. The senior school has its own matrix for awarding sanctions, and logs of those issued, including for serious misbehaviour, show that they are awarded according to the misdemeanour. In the junior school, sanctions are rarely needed or used. Inspection evidence therefore indicates that pupils understand the systems and they are not treated unfairly. Pupils are encouraged and rewarded for good behaviour and work. All boarders who responded to the pre-inspection questionnaire report that they get on well together in the house. [Paragraph 9 and NMS 12]

2.22 The school has a clear anti-bullying policy which is understood by the pupils. It takes account of official guidance and is fully implemented. In their responses to the pre-inspection questionnaire, a small minority of parents expressed concern about the way in which the school deals with bullying. In interviews, senior school pupils said that bullying is extremely infrequent, but is swiftly and constructively dealt with if it occurs. A few junior school pupils expressed less confidence but they know what to do if they experience difficulties with friendship. School and house records are detailed and show that the policy is implemented, and that sanctions are used, appropriately. [Paragraph 10 and NMS 12]

2.23 The school's health and safety and risk assessment policies are effectively implemented. Suitable risk assessments are carried out for the school's buildings and activities, and for trips including those overseas. All parents who responded to the questionnaire stated that their children feel safe, both in school and in the boarding house. Accommodation and premises are maintained to an appropriate standard to ensure boarders' health, safety and welfare. [Paragraphs 11 and 16, and NMS 6]

- 2.24 Procedures to reduce risk from fire are consistently followed. Fire drills are held each term with an additional termly drill for boarders during boarding time. Records are kept appropriately. [Paragraph 12 and NMS 7]
- 2.25 A written first-aid policy is fully implemented. Many of the staff have received first aid-training, and EYFS staff have paediatric first aiders present at all times when children are in the setting. During the school day a qualified first aider is on duty. First-aid kits are kept in appropriate locations. Suitable accommodation is provided for boarders who are unwell and all boarders who responded to the questionnaire report that they are well cared for if unwell or injured. Medicines are securely stored and careful records are kept for each boarder, who have access to local healthcare services and their rights as patients are fully respected. [Paragraph 13 and NMS 3]
- 2.26 Supervision during the school day is carefully organised for all pupils, including the appropriate staffing ratios in the EYFS. In the evenings and at night, sufficiently trained staff are available to the boarders. Staff know the whereabouts of boarders at all times. Staff working in the school know and would implement the school's policy in relation to a pupil or young child who went missing. [Paragraph 14 and NMS 15]
- 2.27 Admissions and attendance registers are properly maintained and stored. [Paragraph 15]
- 2.28 Boarders are helped to settle in to their boarding house by a suitable induction process. All parents who responded to the questionnaire said that their children enjoy boarding. External helplines are displayed and two independent listeners are identified. Boarders can contact their families and friends by telephone or through the internet, such as by email. The school employs suitable systems to monitor the safe use of the internet. [NMS 2 and 4]
- 2.29 Arrangements for the preparation and serving of food are hygienic and suitable. Since the previous inspection, EYFS staff who handle and serve meals have been trained in food hygiene. Boarders' meals include provision for particular dietary needs. In their responses to the pre-inspection questionnaires, a small minority of boarders said that they do not like the food, inspection evidence gained from meals sampled and menu scrutiny judged them to be healthy, nutritious and varied. Suitable drinks and snacks are provided for boarders. [NMS 8]
- 2.30 Boarders' laundry is handled efficiently. A school tuck shop enables boarders to buy personal items or stationery and they have access to local shops at specified times. A small minority of boarders in their responses to pre-inspection questionnaires said that they did not feel their possessions are safe. Inspection found that they can use a lockable box if they wish to and house staff can look after valuable items on their behalf. [NMS 9]
- 2.31 Boarders have access to outdoor and indoor recreational areas as well as facilities for study. They are offered a wide choice of clubs and sports after school, and a range of activities and outings take place at the weekends. A small minority of boarders in their pre-inspection questionnaire responses and in interview said they were not happy with the balance of free time and activities at the weekend. Inspection evidence judged that some older boarders would prefer weekend outings not to be compulsory. Boarders are aware of current events from the internet, newspapers and television. [NMS 10]

2.32 The boarding house is secure and unauthorised people cannot gain access. Clear guidelines are in place for visitors to the house. The required checks are undertaken on family members of the boarding staff along with written agreements. The school does not arrange guardians for boarders. All staff and managers working with children in the EYFS have made a declaration of disqualification by association. [NMS 14]

2.33 At the time of the inspection one boarder was accommodated in appropriate lodgings, which is arranged by the school. The school carries out all required vetting checks on host families and provides appropriate training and written guidance to them. [NMS 20]

### **Other legislation**

2.34 The school has an accessibility plan to improve information, the curriculum and physical access for pupils with SEND. In discussions and interviews, boarders said that they did not experience any discrimination. Those from overseas or those with individual needs are helped to integrate into the community. [Equality Act 2010 and NMS 16]

2.35 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]

### **Part 4      Suitability of staff, supply staff and proprietors**

2.36 The school meets the Regulations and Standards.

2.37 All recruitment checks have been carried out before staff have been allowed to start work at the school, as required at the time of the previous inspection. Improvements since that time mean that the school has made all necessary retrospective checks on previous appointments of staff and governors, and now has a clear procedure which it follows. [Part 4, paragraph 18; NMS 14]

2.38 Supply staff are not used by the school. Appropriate checks have been completed to ensure the suitability of the school's proprietor, and the single central register of appointments is accurately maintained. [Paragraphs 19, 20 and 21]

## **Part 5 Premises and accommodation**

- 2.39 The school meets the Regulations and Standards.
- 2.40 Suitable toilet and washing facilities are provided for the sole use of pupils. Drinking water is supplied at numerous locations around the school and is appropriately labelled. [Paragraphs 23 and 28]
- 2.41 The accommodation for the care of sick and injured pupils is suitable. The premises are appropriately maintained with clear procedures for identifying and carrying out minor repairs. Internal acoustic conditions and lighting are suitable for the activities carried out and adequate lighting is provided externally. [Paragraphs 24, 25, 26 and 27]
- 2.42 Pupils have access to outdoor space for physical education, including pitches for rugby, hockey and football as well as hard courts. During break and lunchtime there are secure areas for recreation, including a separate outdoor play areas for the EYFS. [Paragraph 29]
- 2.43 In their responses to the questionnaire, a small minority of parents stated that the boarding accommodation is not well maintained. Inspection evidence indicates that it is comfortably furnished and well maintained. Dormitories and bedrooms are of a suitable size, with effective lighting, heating and ventilation. Each boarder has ample storage space and may personalise their sleeping areas. Toilet and washing facilities have been recently refurbished, as was recommended by the previous inspection, and provide suitable privacy. Common rooms and areas for private study are available to all boarders and the accommodation is protected from unauthorised access. No surveillance equipment intrudes on pupils' privacy. [Paragraph 30 and NMS 5]

## **Part 6 Provision of information**

- 2.44 The school meets the Regulations and Standards.
- 2.45 Parents receive regular and detailed reports on their children's progress and their levels of achievement, with indications of how to improve. Parents of current and prospective pupils are provided with the required information about the school, including the EYFS and boarding, on the website and in booklets provided to all pupils and their parents. Translations of the information are available in a number of different foreign languages to assist the parents of overseas pupils. The principles and practice of boarding are clearly displayed in every dormitory and bedroom in the boarding house. In interviews, boarders reported that they understood them. [Paragraph 32 and NMS 1]

## **Part 7 Manner in which complaints are handled**

- 2.46 The school meets the Regulations and Standards.
- 2.47 A suitable policy for handling complaints and concerns is available to parents through the school website. Concerns are handled in accordance with these procedures including any received in the EYFS. The handling of all complaints, including those relating to boarding, is recorded in detail. Parents report that they receive a swift response to concerns that they raise with the school. No formal complaints were received by the school in the year 2014 to 2015. [Paragraph 33 and NMS 18]

## Part 8 Quality of leadership and management

2.48 The school meets the Regulations and Standards.

2.49 The proprietors have discharged their responsibilities for ensuring that the regulatory standards are consistently met. Since the previous inspection they have developed their processes for monitoring standards. They have active oversight of the EYFS and of boarding. School leadership and management at all levels in the school actively promote the well-being of the pupils, demonstrating good skills and knowledge, and effectively fulfilling their responsibilities. Both proprietors and leadership have resolved the recommendations and regulatory failings noted at the time of the previous inspection. [Paragraph 34]

2.50 Senior boarding staff are suitably trained and receive appropriate induction. Links between the boarding and academic staff are enhanced by the number who work in both areas of the school. The required records specified in the boarding standards are suitably maintained and monitored. Boarding staff have developed an appropriate system of self-evaluation against the standards. [NMS 13]

### 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. Forty-one parents responded to part or all of the questionnaire. The table below shows the proportion of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

School questions	% Agree	% Disagree	Number offering no view
1. My child is happy at the school.	95	5	3
2. My child is making good progress at the school.	100	0	0
3. My child feels safe at the school.	98	2	3
4. My child is well looked after at the school.	98	2	2
5. The school actively promotes good behaviour.	97	3	10
6. There is someone for my child to go to if problems arise in the school.	92	8	6
7. The school welcomes my views.	80	20	17
8. The school deals well with bullying.	100	0	6
9. Behaviour is well managed.	93	7	2
10. I receive good information about my child's progress, the school's policies and activities/events.	95	5	4
11. I receive timely responses to my questions, concerns and complaints.	100	0	5
12. My child has access to a broad curriculum.	95	5	4
13. My child's individual educational needs are being met at school.	93	7	3
14. I would recommend the school to another parent.	98	2	1
Boarding questions			
1. My child enjoys boarding.	100	0	28
2. The boarding accommodation is well maintained.	70	30	31
3. My child is well looked after if he/she is ill or injured.	100	0	31
4. I am able to contact my child easily.	93	7	28
5. I am able to contact boarding staff easily.	100	0	30
6. My child feels safe in the boarding house.	100	0	28
7. My child's belongings are kept safe.	93	7	28

8. Boarding staff treat my child fairly.	92	8	29
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	93	7	28

### 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	Yes
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	Yes

#### Action points

3.1 The school meets all the regulatory requirements.

#### Progress since the previous inspection

3.2 The school now meets all the regulatory requirements for the safer recruitment of staff and proprietors; all staff do not begin work until all appropriate checks have been made, and relevant checks are completed on proprietors before or as soon as possible after appointment. All staff in the EYFS who are involved in preparing and handling food have received training in food hygiene.