



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

BREDON SCHOOL

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Bredon School

Full Name of School	Bredon School
DfE Number	885/6023
Address	Bredon School Pull Court Bushley Tewkesbury Gloucestershire GL20 6AH
Telephone Number	01684 293156
Email Address	wardd@bredonschool.co.uk
Headmaster	Mr David Ward
Chairman of Proprietors	Mr Aatif Hassan
Age Range	3 to 19
Total Number of Pupils	254
Gender of Pupils	Mixed (182 boys; 72 girls)
Number of Day Pupils	Total: 151
Number of Boarders	Total: 103 Full: 68 Weekly: 28 Flexi: 7
Number of EYFS Children	7
Ownership and Governance	The school is owned by Cavendish Education Ltd, which manages a number of similar schools. The board of directors, together with a small number of other professionals, operate as a governing body to oversee the work of the school.
School Structure	The school has a small junior section with some classes containing pupils from more than one year group. It contains provision for children under the age of five. The head of the junior school reports to the headmaster. Boarding provision is available from the age of nine.
Inspection Dates	29 and 30 September 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.

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.

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 chairman of the proprietors. They attended registration sessions and an assembly. 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 Timothy Holgate	Reporting Inspector
Mrs Ruth McFarlane	Assistant Reporting Inspector
Mr William Hawkes	Compliance Team Inspector (Bursar, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Bredon School is a co-educational boarding and day school for pupils between the ages of 3 and 19. It opened in 1962 at Pull Court, on the site of an original Tudor country house. This building is supplemented by other premises opened over the years on its 90-acre estate near Tewkesbury, on the Gloucestershire/Worcestershire border. The previous full inspection was in February 2012. An unannounced visit took place in September 2013 with a follow up visit in May 2014. Since the previous full inspection, the current headmaster was appointed in September 2013, and the school came under the ownership of Cavendish Education Ltd in December 2014. Bredon is registered with the specialist professional association for schools teaching dyslexic pupils.
- 1.2 At the time of the inspection, 254 pupils were on the roll. Of these 37 were in the junior school up to Year 6, including 7 under the age of 5 in the Early Years Foundation Stage (EYFS). Most pupils are of white British origin, and day pupils come from as far away as Birmingham and Bristol. Most of the 103 boarders live throughout the UK, with a small number from overseas, mainly from China and Spain.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The school's curriculum policy outlines the educational provision offered, and is supported by clear and detailed schemes of work and lesson content. The curriculum takes particular account of the wide range of ability and learning needs of pupils of all ages, and documentation and associated policies provide guidance for all teachers on supporting their needs and improving their confidence and self-esteem. The policy does not undermine British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance. [Paragraphs 2(1)(a) and (b)]
- 2.3 Appropriate educational provision is made in the EYFS in the required areas of learning: communication and language; physical development; and personal, social and emotional development. Throughout the junior school and up to Year 9, the school follows the English National Curriculum and provides a broad range of learning opportunities, with a particular focus on reading and written English and on numeracy. All pupils have opportunities to learn and make progress. From Year 10, pupils are prepared for GCSE examinations, and opportunities are also provided to study a broad range of suitable vocational courses. In the sixth form, the school prepares pupils for both public examinations at A level, and other vocational qualifications in areas such as business and the leisure industry. [Paragraphs 2(a), (b), (f), (g) and (h)]
- 2.4 All pupils up to Year 11 benefit from a suitably planned course in personal, social, health and economic education (known as PSHCE). This covers a range of useful life skills, opportunities to discuss relationships and decision making, and enables pupils to understand the workings and expectations of life in contemporary Britain. In the sixth form, pupils have the opportunity to take part in talks, presentations and workshops on similar themes. Careers education from Year 9 concentrates on subject choices for GCSE and decisions for post-16 and post-18 education. [Paragraphs 2(d), (e) and (i)]

Teaching

- 2.5 The school meets the Regulations.
- 2.6 From the sample of lessons observed, teachers' planning documentation, the scrutiny of pupils' work and in interviews with them, most of the evidence shows that teaching meets individual learning needs effectively. Teachers know their pupils well and employ methods which enable them to learn and make good progress, especially those with special educational needs and/or disabilities (SEND). Most of the teaching employs good subject knowledge and uses techniques and strategies to develop pupils' subject knowledge and understanding, according to their ability. [Paragraphs 3(a), (d) and (e)]
- 2.7 Lessons are appropriately planned to develop pupils' self-confidence, concentration and perseverance, and motivate them to behave well. The teaching makes suitable use of a wide range of subject-specific resources of good quality, as well as specialist

materials to meet pupils' learning needs. The teaching provides equality of opportunity for the wide range of pupils present, so that they all have the chance to learn and thrive. In pre-inspection questionnaire responses, almost all pupils responding felt that teachers provide help with their work and the support that they need to learn. [Paragraphs 3(b), (c), (f), (h) and (j)]

- 2.8 The school uses several effective methods to assess pupils' work and progress. These include a half-termly progress report assessing pupils' achievement, progress and behaviour against clear, published criteria, and a comprehensive internal tracking system to monitor pupils' attainment and progress over time. This enables appropriate intervention to be made when needed. Those with SEND undergo regular assessment and progress checks. Appropriate attention is given to the creation of children's EYFS Profiles. Marking of pupils' work is regular and often incorporates diagnostic written comments. [Paragraphs 3(d) and (g) and 4]

How well do pupils achieve?

Pupils' Ability	The school does not use standardised testing of ability in the junior school. The ability profile of the senior school is below the national average, with most pupils having ability that is below average. The ability profile of the sixth form is below the national average for pupils in sixth form education.
Pupils' Needs	The school has identified 193 pupils with special educational needs and/or difficulties. In 2014 there were 83 pupils with statements of special educational needs and in 2015 the number was reduced to 74 pupils who have a statement of special educational needs or an education, health and care plan. These cover a broad spectrum of specific learning and emotional needs. Sixteen pupils speak English as an additional language, and all receive support.
Pupils' Achievements	Pupils' attainment in the junior school is not measured by national tests but by the school's own framework. Results in GCSE are below the national average for maintained schools. However, these results do not include some early entry GCSEs and use of IGCSEs neither of which are reported in the comparative data for GCSE. The A level results are similar to the national average for maintained schools. These have shown improvement from 2012, where they were below the national average. The school also offers alternatives to A levels such as B Tech level 3.

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

- 2.9 The school meets the Regulations and Standards.
- 2.10 The school's curriculum, ethos and expectations make the required provision to further the pupils' personal development, including that of those in the EYFS, boarding, and the sixth form. The school actively promotes tolerance, equality of opportunity and a respect for others, and enables pupils to appreciate the expectations and responsibilities of living in Britain today. The curriculum takes appropriate steps to ensure that a balanced presentation of views and opinions is achieved. [Paragraphs 5(a), (b)(vi), (c) and (d)]

- 2.11 The school enables pupils to develop their self-esteem and self-confidence through the various support and reward systems, through lessons such as English and religious education, and during quiet times to reflect on their own circumstances. Pupils distinguish between right and wrong and appreciate the rule of law through specific components of the PSHCE course and various weekly themes, such as human rights. Citizenship elements of PSHCE enable pupils to gain a broad understanding of public institutions and democracy in Britain and the role of government. [Paragraphs 5(b)(i), (ii), (iv) and (vii)]
- 2.12 The school encourages pupils to take responsibility for themselves and others, and this is evident, for example, in the charitable support for various local causes organised by sixth-form pupils. Pupils develop leadership skills through the Combined Cadet Force and undertake community service through The Duke of Edinburgh's Award. They also take responsibility within the school, for example, on the school farm, in putting the school turkeys to bed each night and assisting with the recent birth of six piglets. [Paragraph 5(b)(iii)]
- 2.13 The school ensures that tolerance for and respect of different cultural traditions and beliefs are fostered. This is enhanced by the presence of international pupils in the boarding community, culturally themed food days and a harvest festival assembly during the inspection, at which the global importance of food production was stressed by the pupils taking part. [Paragraph 5(b)(v)]
- 2.14 Boarders have opportunities to express their opinions and views about the provision made for them through boarding and food committees, house meetings and constant informal opportunities to engage with house parents. They are also represented on the school council. The school does not operate a prefect system in the boarding houses. [NMS 17 and 19]

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Only thirty-one pupils responded to part or all of the questionnaire out of the total of 246 at the school. Of those, the table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. I enjoy school	80	19	5
2. I find my lessons interesting and engaging	86	13	1
3. The school gives me the support I need to learn	96	3	1
4. I can get help if I need it	96	3	1
5. The school encourages me to do my best	86	13	2
6. I feel safe and happy at school	78	21	3
7. My views and ideas are listened to in class and in school	59	40	4
8. Behaviour is good in the school	71	28	3
9. Teachers are fair in the way they give rewards	78	21	3
10. Teachers are fair in the way they give sanctions	60	40	6
11. The school deals with bullying	57	42	5
12. There is a member of staff or senior pupil I can turn to if I have a problem	83	16	1
Boarding questions			

1. I enjoy boarding	82	17	2
2. Boarders get on well together in the house	78	21	3
3. I am well looked after if I fall ill or am injured	79	20	7
4. I am able to contact my family and friends if I need to	80	19	5
5. I like the food in boarding	57	42	5
6. I feel safe in my boarding house	86	13	2
7. I am able to have snacks and drinking water outside main mealtimes	85	14	4
8. I am able to keep my belongings safe	55	44	4
9. Boarding staff treat me fairly	93	6	2
10. I am happy with the balance of free time and activities in the evenings and at weekends	79	20	2

Part 3 Welfare, health and safety of pupils

- 2.15 The school does not meet all of the Regulations and Standards.
- 2.16 The school's safeguarding policy shows regard for pupils' welfare and well-being, and reflects the latest statutory guidance. It outlines appropriate steps to respond to concerns about pupils' welfare, to deal with allegations, and to guard against extremism and radicalisation. Staff are appropriately trained for their roles and responsibilities, and external agencies have been involved when needed. The safeguarding requirements for boarders and those in the EYFS are included in the policy. Almost all parents responding to the questionnaire felt that pupils are well looked after. The new proprietors have already reviewed current safeguarding arrangements. [Paragraphs 7(a) and (b), 8(a) and (b), NMS 11]
- 2.17 The school implements its policy on discipline and promoting good behaviour, although a few instances of boisterous behaviour were noted. It outlines suitable and age-appropriate rewards and sanctions. Sanctions are recorded centrally and regularly monitored to identify patterns and trends in order to identify any necessary action. Almost all parents' questionnaire responses indicated that the school actively promotes good behaviour. A minority of pupils' questionnaire responses indicated that teachers are not always fair in the use of sanctions. Further discussion with pupils and staff and an inspection of school records did not reveal clear evidence that this was the case. However, the school acknowledges that its recently introduced system of consequences, to manage classroom behaviour, was not always implemented consistently to start with. Staff training and guidance has been carried out to remedy this. An appropriate policy guides boarding staff in the event of a need to search boarders or their possessions. [Paragraph 9 and NMS 12]
- 2.18 The school's anti-bullying policy does not currently provide sufficient detail about how staff will respond and deal with different types and levels of bullying behaviour to enable it to be effectively implemented. Recording of bullying incidents is fragmented and incomplete, and does not permit efficient monitoring of incidents or identification of patterns over time or within particular year groups. Pupils are not clear about the precise ways in which staff respond to bullying situations, as reflected in the minority responding in the questionnaire to the school's handling of bullying. Inspection evidence supports their view that the school has not always dealt well with bullying. [Paragraph 10 and NMS 12]
- 2.19 The school meets its obligations and responsibilities with respect to promoting health and safety. A comprehensive policy is appropriately implemented and careful records and other documentation are kept. Safe premises and working practices are reviewed by a health and safety committee, and monitored by governors and

- proprietors. Careful and detailed planning takes place for off-site trips. [Paragraph 11 and NMS 6.1]
- 2.20 Fire safety is effectively achieved through known and understood procedures, and all required records are carefully kept. Fire drills and evacuation practices are regularly carried out, including at least one each term for boarders outside the school day. [Paragraph 12 and NMS 7]
- 2.21 The first-aid policy includes the recommended items and meets the needs of day and boarding pupils, including any who suffer from chronic medical conditions. Associated policies and protocols for the administration and recording of medication are kept. An appropriate number of staff are trained in first aid, including paediatric first aid. Boarders' health care is overseen by two qualified school nurses in the medical centre. Boarders have appropriate access to medical and similar services off site. The vast majority of parents who expressed a view on health care felt that pupils are well looked after. The school makes appropriate provision for pupils' mental health and emotional well-being as needed. [Paragraph 13 and NMS 3]
- 2.22 The school deploys staff effectively during the school day and at break times to ensure that pupils are adequately supervised, including those in the EYFS. Boarding staff deployment, including overnight cover, is sufficient. They take appropriate steps to monitor the whereabouts of boarders and an effective policy for missing pupils is known. Boarding staff have the necessary expertise and experience, have clear job descriptions and receive reviews of their performance. Boarding-specific training opportunities have been limited in the past. Recently, under the new ownership, staff have been encouraged to explore relevant courses. [Paragraph 14 and NMS 15]
- 2.23 The school records pupils' attendance electronically twice each day and both these registers, and the admission register, meet requirements. Registers are stored for the required period. [Paragraph 15]
- 2.24 The school has a risk-assessment policy to promote pupils' welfare, but it lacks suitable detail about how risk assessments are drawn up, recorded, implemented and monitored. The policy does not state the need to carry out assessment of risk for the school premises, the boarding houses and the EYFS. Samples of risk assessments seen, including appropriate measures to ensure safe off-site trips, are generally suitable. They use a variety of recording documents and a few are out of date. Assessment of risk in some aspects of boarding house life has been carried out, but this has not been efficient enough to identify and rectify a number of deficiencies in boarders' accommodation. [Paragraph 16 and NMS 6.2 and 6.3]
- 2.25 New boarders report that induction procedures enable them to settle in to boarding life. Those with a concern have many adults to turn to and are provided with contact details of various external sources of help. Boarders can contact their friends and family through their mobile phones at the end of the school day, and a landline telephone is also available. Boarders' laundry is carried out efficiently and promptly. They have appropriate access to the world outside school, and are provided with a suitable range of evening and weekend activities and occasional trips. A minority of pupils, in their pre-inspection questionnaire responses, expressed dissatisfaction with the food. Inspection evidence did not support this view. The meals provide appropriate variety, choice and quality. The school provides a range of snacks and hot drinks for boarders to prepare, if they wish, in their house kitchens. [NMS 2, 4, 8, 9.1, 9.2 and 10]

- 2.26 The school fails to provide adequately secure storage for boarders' personal possessions in the dormitories. Inspection evidence supported a minority of pupils' views that their belongings are not safe. [NMS 9.3]

Other legislation

- 2.27 The school has made a suitable response to minimise discrimination to pupils by drawing up an appropriate accessibility plan with timescales. This makes reasonable adjustments to widen access to the curriculum, to the provision of information, and to the school premises. [NMS 16]
- 2.28 The school rejects the use of corporal punishment.

Part 4 Suitability of staff, supply staff and proprietors

- 2.29 The school meets all of the Regulations and Standards.
- 2.30 The school now operates a recruitment process which is rigorous and effective. All staff and other adults working in the school have undergone a criminal record check, and one through the children's barred list. The school identified an earlier error in recruitment for one individual and this was picked up by their monitoring procedures and at that point rectified promptly. All other required checks on staff, supply staff and proprietors have been carried out promptly and recorded on the single central register. The required additional checks on family members over the age of 16 living in boarding accommodation have been carried out. The school does not appoint guardians for boarders or arrange lodgings for them. [Paragraphs 18, 19, 20 and 21, NMS 14]

Part 5 Premises and accommodation

- 2.31 The school does not meet all of the Regulations and Standards.
- 2.32 Suitable provision is made for toilet and washing facilities throughout the school for pupils of all ages, with suitable supplies of cold water and hot water at an appropriate temperature. Changing accommodation is provided, together with access to showers. [Paragraphs 23(1) and 28(1)(b) and (d)]
- 2.33 Appropriate accommodation is provided in the medical centre for the treatment of pupils who are ill or injured. It provides in-patient facilities for both boys and girls during the school day, with suitable bathroom facilities. Sleeping accommodation to care for ill pupils overnight in boarding houses is limited but adequate. [Paragraphs 24(1)(a) and (b), NMS 3.2]
- 2.34 Premises and accommodation provided throughout the school benefit from a generally acceptable standard of maintenance to ensure the pupils' welfare, health and safety, with the exception of certain aspects of boarding accommodation. In general, sleeping and bathroom accommodation for boarders is adequate, although a broken window and faulty locks on cupboards and shower cubicles have not been remedied, nor has a first-floor window had suitable restraint fitted. Assessment of risk in the boarders' accommodation has failed to identify these matters. This judgement supports a small minority of parents' questionnaire responses. Access to boarders' accommodation is suitably protected and common rooms are of sufficient size. Computer and internet access is significantly limited for boarders. [Paragraphs 25 and 30, NMS 5.1 and 5.2]

2.35 Classrooms and other areas used by pupils, including those in the EYFS, have appropriate acoustics, lighting and ventilation. Suitable facilities are provided for physical activities and for pupils to play outside within the 90-acre rural estate. [Paragraphs 26, 27 and 29(1)]

2.36 Drinking water is provided around the school and in boarding houses. Potable supplies are clearly indicated as such. [Paragraphs 28(1)(a) and (c)]

Part 6 Provision of information

2.37 The school meets all of the Regulations and Standards.

2.38 The school's policies and other information are readily accessible to parents of current and prospective pupils through the school's website and various handbooks and curriculum booklets. The school makes available to parents all the required items of information. Parents are sent a progress report each half term containing their children's grades for achievement, effort and behaviour, and longer reports for each subject twice each year. Evidence does not support the responses of a few parents in the questionnaire who felt unhappy with the quality of information about the school and their children's progress. The school has a clear statement of boarding principles and practice which is made known to staff, parents and boarders and is implemented effectively. [Paragraph 32 and NMS 1]

Part 7 Manner in which complaints are handled

2.39 The school meets all of the Regulations and Standards.

2.40 The school's complaints policy for parents outlines a clear procedure for the handling of informal complaints and concerns as well as provision for submitting formal complaints and appealing to a hearing before governors. It complies with regulations as well as boarding and EYFS requirements. Formal complaints are logged with key details of their resolution. Three such complaints were received and resolved during the previous school year. None proceeded to a panel hearing. [Paragraph 33 and NMS 18]

Part 8 Quality of leadership and management

2.41 The school does not meet all of the Regulations and Standards.

2.42 Boarding is currently undergoing changes to its leadership structure and is suitably managed by senior staff, house parents and their assistants. Boarders' records are regularly monitored to ensure that their needs are met, and appropriate links are maintained between academic and residential staff. [NMS 13]

2.43 The recent change of proprietor has resulted in a reconstituted board of governors, with designated members to monitor education, safeguarding, health and safety, boarding and the EYFS. Closer scrutiny of these areas is bringing greater accountability on behalf of leaders and managers at all levels. The drawing up of policies has not been fully efficient and it has taken the inspection to indicate omissions and amendments needed. Some necessary amendments remained to be done by the end of the inspection. Routine monitoring of compliance by proprietors and managers has not been efficient enough to identify the shortfalls arising during the inspection. Persons with leadership and management responsibilities at the school have not demonstrated good skills and knowledge related to their role, so the independent schools standards are not consistently met. Progress has been made by the school to take appropriate action on some of the shortcomings identified

during inspections in 2012 and 2013, but the school has still not reached the point where the Standards and Regulations are met consistently. [Paragraphs 34(1)(a) and (b) and NMS 13.4]

- 2.44 Although individual staff have the care and well-being of pupils as a high priority, school-wide systems and procedures are not yet sufficiently rigorous to ensure the active promotion of the well-being of pupils. The management and governance of the school is still in a state of transition towards meeting the more rigorous expectations of the new owners. [Paragraph 34(1)(c) and NMS13.5]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred and two 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 didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	95	4	4
2. My child is making good progress at the school.	92	7	16
3. My child feels safe at the school.	95	4	3
4. My child is well looked after at the school.	97	2	6
5. The school actively promotes good behaviour.	98	1	7
6. There is someone for my child to go to if problems arise in the school.	98	1	7
7. The school welcomes my views.	97	2	18
8. The school deals well with bullying.	89	10	35
9. Behaviour is well managed.	95	4	12
10. I receive good information about my child's progress, the school's policies and activities/events.	84	15	9
11. I receive timely responses to my questions, concerns and complaints.	89	10	9
12. My child has access to a broad curriculum.	93	6	7
13. My child's individual educational needs are being met at school.	94	5	12
14. I would recommend the school to another parent.	96	3	6
Boarding questions			
1. My child enjoys boarding.	86	13	64
2. The boarding accommodation is well maintained.	78	21	65
3. My child is well looked after if he/she is ill or injured.	100	0	67
4. I am able to contact my child easily.	95	4	60
5. I am able to contact boarding staff easily.	90	9	60
6. My child feels safe in the boarding house.	97	2	61
7. My child's belongings are kept safe.	88	11	66
8. Boarding staff treat my child fairly.	97	2	63
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	92	7	62

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	No
Part 4 Suitability of staff, supply staff and proprietors	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	No
National Minimum Standards for Boarding Schools	No

Action points

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

- Ensure that the anti-bullying policy includes sufficient detail on staff responses to enable effective implementation, and that the records of reported bullying enable efficient identification of patterns and trends [Part 3, paragraphs 8(a) and (b) and 10, under Welfare, health and safety, and National Minimum Standard 12, under Promoting positive behaviour and relationships].
- Ensure that the risk assessment policy includes provision for school premises, boarding houses and the EYFS, as well as clear procedures for the assessment process and its recording, implementation and monitoring of effectiveness [Part 3, paragraphs 8(a) and (b) and 16, under Welfare, health and safety, and National Minimum Standard 6.2 and 6.3, under Safety of boarders].
- Ensure that deficiencies identified in boarders' accommodation are addressed promptly and maintained in order to safeguard and promote boarders' welfare and well-being [Part 5, paragraphs 25 and 30, under Premises and accommodation, and National Minimum Standard 5.1, 5.3 and 5.4, under Boarding accommodation].
- Ensure that reasonable protection is provided for boarders' personal possessions [National Minimum Standard 9.3, under Boarders' possessions].
- Ensure that those with leadership and management responsibility demonstrate good skills and knowledge appropriate to their role, and fulfil

their responsibilities effectively, so that the independent school standards are met consistently, and that they actively promote the well-being of pupils. [Part 8, paragraphs 34(1)(a), (b) and (c), under Quality of leadership and management in schools and, for the same reason, National Minimum Standard 13.4 and 13.5, under Management and development of boarding].

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

Progress since the previous inspection

- 3.2 The school has remedied the shortcomings in regulatory requirements of the 2012 inspection in respect of carrying out checks on proprietors and ensuring that the proprietors review the effectiveness of safeguarding. Appropriate progress has been made in some areas since the 2013 unannounced visit. The wording of policies on behaviour, safeguarding and complaints has been improved to guide effective implementation, although some updating to reflect the latest regulations had not been achieved by the time of this inspection. Failure to draw up and implement an effective anti-bullying procedure was identified at the 2013 inspection, and has still not been fully remedied.