



**INDEPENDENT SCHOOLS INSPECTORATE**

**BEAUDESERT PARK SCHOOL**

**BOARDING WELFARE**

**INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Beaudesert Park School

Full Name of School	<b>Beaudesert Park School</b>
DfE Number	<b>916/6015</b>
Registered Charity Number	<b>311711</b>
Address	<b>Beaudesert Park School Minchinhampton Stroud Gloucestershire GL6 9AF</b>
Telephone Number	<b>01453 832072</b>
Fax Number	<b>01453 836040</b>
Email Address	<b>head@beaudesert.gloucs.sch.uk</b>
Head	<b>Mr James Womersley</b>
Chair of Governors	<b>Mr Roger Trafford</b>
Age Range	<b>3 to 13</b>
Total Number of Pupils	<b>407</b>
Gender of Pupils	<b>Mixed (214 boys; 193 girls)</b>
Numbers by Age	3-5 (EYFS): <b>49</b> 5-11: <b>266</b> 11-13: <b>92</b>
Number of Day Pupils	Total: <b>401</b>
Number of Boarders	Total: <b>6</b> Full: <b>0</b> Weekly: <b>6</b>
Inspection Dates	<b>11 Feb 2014 to 13 Feb 2014</b>

## PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

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) (England) Regulations 2010, as amended. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in June 2010 and can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

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) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth 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 referred to in the published report but will have been considered by the team in reaching their judgement.

## **INSPECTION EVIDENCE**

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Bridget Windley

Mr Jeremy Wyld

Reporting Inspector

Team Inspector for Boarding  
(Deputy Head, IAPS school)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Beaudesert Park School is a day and boarding school for boys and girls aged between three and thirteen. It was originally founded in 1908, at Henley in Warwickshire, as a boarding and preparatory school for boys. In 1918, the school moved to its present site of over 40 acres in Minchinhampton, near Stroud in Gloucestershire. The school, which is an Anglican foundation, is overseen by a board of governors. School facilities include indoor and outdoor swimming pools, tennis courts, recreation fields and a sports hall. The boarding house accommodation, which has capacity for 75 boarders, is located within the main school building, as is the accommodation for resident boarding staff.
- 1.2 Opportunities for pupils to board commence in Year 4, with weekly and flexible boarding offered between Monday and Saturday. Six pupils board weekly. On average, 125 pupils board on a flexible basis during the course of a week. Boarders are drawn from mostly farming, business and professional backgrounds in the local area. Almost all are of white British origin. The school has identified 71 pupils as having special educational needs and/or disabilities, none of whom have a statement of special educational needs. No pupils speak English as an additional language.
- 1.3 Within its Christian ethos, the school aims to prepare boys and girls for a rapidly changing world and the many challenges that lie ahead. Through giving pupils a wide range of opportunities, the school seeks to enable them to enjoy success, instilling in them a strong sense of purpose and self-confidence. The school strives to offer parents an unbiased choice of senior school best suited to their children, aiming to balance ambition with realism.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **2. SUMMARY**

### **(i) Compliance with regulatory requirements**

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

### **(ii) Recommendation for further improvement**

2.2 The school is advised to make the following improvement.

1. Ensure that all boarders have a greater awareness of the role of the independent listener.

### **(iii) Progress since the previous inspection**

2.3 The previous boarding welfare inspection was undertaken by Ofsted in June 2010. Recommendations were made regarding medical procedures, risk assessments, recruitment checks, seeking boarders' views, updates to boarders' information and monitoring of the school's standards. These recommendations have been fully met.

### **3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS**

#### **3.(a) Boarding provision and care**

- 3.1 The school meets all of the NMS under this section.
- 3.2 The school has an appropriate process of induction for new boarders. A 'taster' night in Year 3 introduces them to boarding and covers fire safety, evacuation and general boarding procedures. New boarders also receive a booklet written in child-friendly language that outlines key information. Boarders say that there are many adults within the school community to whom they can turn should they need support. Telephone numbers for helplines and the Children's Rights Director are visible in the boarding house, as are the details of the school's independent listener. In interviews, not all boarders were fully aware of the role of the independent listener. [NMS 2]
- 3.3 The school implements appropriate procedures for ill or injured boarders, overseen by two qualified nurses. Detailed policies for dealing with medical emergencies, first aid and care of those with chronic conditions or with disabilities ensure boarders' well-being. Suitable accommodation is provided for those who are unwell and all boarders speak with enthusiasm about the high level of care they receive. Prescribed medicines and homely remedies are administered by trained staff. Medicines are stored securely and records are kept of medication, treatment and accidents. Medical, dental, optometric or other services can be arranged locally. With only appropriate exceptions, boarders do not self-medicate. The boarders' rights to confidentiality and privacy are respected. [NMS 3]
- 3.4 Boarders are able to contact their parents and families in private, using the telephones available in the boarding house and around the school. They also have many opportunities to use email. The school monitors boarders' use of electronic equipment for communication to ensure that they are kept safe. [NMS 4]
- 3.5 The boarding areas for boys and girls are suitably separate. The fabric, fixtures and fittings of the boarding house are treated with care and the house is well lit, ventilated, heated and maintained. Dormitories are tidy and homely, and boarders bring their own duvet covers, blankets and soft toys to personalise their space. An appropriate number of washing and toilet facilities are available and these provide a suitable level of privacy. A bright and comfortable common room is equipped for socialising and recreation. Boarders have supervised access to the school's specialist facilities and are able to use the library and classrooms for private study. Access to the boarding house is restricted to residents and school staff. Arrangements for security around the school do not intrude on privacy. [NMS 5]
- 3.6 Boarders, including those with special dietary requirements, are provided with healthy, nutritious meals that they enjoy. Food is prepared in hygienic conditions and served in the school's spacious dining hall. Fruit is available for boarders and drinking water is available from water fountains throughout the school. In pre-inspection questionnaire responses, all boarders praised the quality of the food. [NMS 8]
- 3.7 Laundry arrangements ensure that clean clothes and bedding are returned efficiently to the correct boarder's storage area. Boarders can obtain stationery items through their form teacher in school. Boarders can store personal items in their drawer and boarding staff look after valuable items. [NMS 5]

- 3.8 A wide range of activities is available in the evenings, confirmed by boarders. Activities include art, pottery and Scottish dancing. External visits are also arranged, for example to the cathedral and to a mosque in Gloucester. The 'Beaundesert Badge' after-school scheme of activities is designed to equip the boarders with life skills. There are several safe areas where boarders can be alone should they wish and in interviews they reported that they are very happy with the balance of supervised activities and free time. Boarders have access to television, newspapers, magazines and, with appropriate safeguards in place, the internet, to gain an awareness of current affairs. [NMS 10]

### **3.(b) Arrangements for welfare and safeguarding**

- 3.9 The school meets all of the NMS under this section.
- 3.10 Thorough welfare, health and safety policies underpin the boarders' safety. The premises are suitably maintained and the boarding house promotes a safe environment. Risk assessments cover all aspects of school life and appropriate records are kept. Trips and visits outside the school are carefully assessed and all necessary safety precautions are taken. Suitable external audits such as for electrical testing and maintenance tests are undertaken regularly. [NMS 6]
- 3.11 Appropriate fire precautions minimise hazards and promote fire safety. Regular fire drills, both during the day and at night, ensure that pupils are aware of procedures in a variety of situations. Records are kept of fire drills and maintenance of equipment, and appropriate action is taken to remedy any areas for attention. [NMS 7]
- 3.12 The safeguarding policy complies with official guidance and is implemented carefully. The designated officer for child protection has undertaken the appropriate training, as have all staff. An annual review of the policy and procedures is undertaken by the governors, and their related duties for the safeguarding of pupils are suitably discharged. The school has good relations with the local safeguarding children's board. Any concerns about individual boarders are handled sensitively and detailed records are kept. [NMS 11]
- 3.13 The school promotes positive behaviour, and rewards and sanctions are given in accordance with its policies. Boarders have a clear understanding of the school's procedures and generally consider them to be fair. A very small minority of boarders commented in response to the pre-inspection questionnaires that the issuing of rewards and sanctions is not always fair. Inspection evidence from scrutiny of behavioural records and procedures did not support this view. In discussions, boarders reported that there is no bullying behaviour in the house and they are confident that if it did occur it would be addressed swiftly and efficiently. All required documentation regarding the use of restraint and arrangements for searching pupils or their possessions is in place. [NMS 12]
- 3.14 Recruitment processes are appropriate and the central register of appointment checks is maintained accurately. All necessary staff checks are undertaken before appointment. There are no adult members of staff households residing on site who are not employed by the school. Visitors to the boarding areas are sufficiently overseen to prevent unsupervised access to boarders or their accommodation. The school does not appoint guardians. [NMS 14]

### **3.(c) Leadership and management of the boarding provision**

- 3.15 The school meets all of the NMS under this section.
- 3.16 A statement of boarding principles is provided on house notice boards for the boarders and to parents and staff in boarding handbooks. These principles are accurately reflected in current practice. [NMS 1]
- 3.17 Leadership and management of boarding ensure that standards are upheld, and in responses to the pre-inspection questionnaire all parents agreed that boarding is well led and managed. Whilst processes of self-evaluation of the boarding provision are undertaken informally at present, all the required records are appropriately maintained and monitored. High levels of communication between boarding and day staff ensure that the boarders' needs are promptly addressed. Clear communication between duty teams and resident staff is facilitated through a handover book. Regular staff meetings within both the boarding community and the whole school enable information about boarders to be sensitively shared. Boarding staff are suitably experienced, receive regular reviews of their boarding practice and are well supported in their duties by senior staff and Gap Year students. [NMS 13]
- 3.18 All staff working with boarders have clear job descriptions, induction training and regular opportunities for professional development. Boarders know who is responsible for them and staff know the whereabouts of boarders in their care. The ratio of staff to pupils is generous and boarders are supervised well at all times. As required, the school has a suitable policy for any pupils who are missing. Four members of staff are resident in the house overnight and boarders know how to contact the member of staff on night duty if necessary. Suitable accommodation for the residential boarding staff is separate from that of the boarders, and pupils only visit staff accommodation in groups for appropriate, identified reasons. [NMS 15]
- 3.19 Staff are clear about their responsibilities for ensuring that boarders have equal opportunities. Staff records and frequent discussions about the needs of boarders are thorough and reflect the school's pastoral support systems. Boarders reported that staff treat them fairly and without discrimination. [NMS 16]
- 3.20 Boarders' views are gathered through the suggestion box in their common room. Most boarders spoke positively of the ways in which their opinions and proposals are taken into account. They are aware that they can raise concerns and make complaints without being penalised in any way. [NMS 17]
- 3.21 The school's policy for parents' complaints is available on its website and clearly sets out the procedures to follow. [NMS 18]
- 3.22 The school does not appoint prefects within the boarding house and all boarders have equal standing. [NMS19]
- 3.23 The school does not arrange long-stay lodgings for its pupils. [NMS 20]