INDEPENDENT SCHOOLS INSPECTORATE

WESTBOURNE HOUSE SCHOOL

BOARDING WELFARE INTERMEDIATE INSPECTION

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INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	**Westbourne House School**			
DfE Number	**938/6007**			
Registered Charity Number	**307034**			
Address	**Westbourne House School** **Coach Road** **Shopwyke** **Chichester** **West Sussex** **PO20 2BH**			
Telephone Number	**01243 782739**			
Fax Number	**01243 770759**			
Email Address	**office@westbournehouse.org**			
Headmaster	**Mr Martin Barker**			
Chair of Governors	**Mr Jonathan Perry**			
Age Range	**3 to 13**			
Total Number of Pupils	**468**			
Gender of Pupils	**Mixed**			
Numbers by Age	0-2 (EYFS):	**0**	5-11:	**298**
	3-5 (EYFS):	**71**	11-13:	**99**
Number of Day Pupils	Total:	**343**		
Number of Boarders	Total:	**125**		
	Full:	**0**	Weekly:	**125**
Head of EYFS Setting	**Mrs Jane Morgan**			
EYFS Gender	**Mixed**			
Inspection dates	**29 May 2012 to 31 May 2012**			

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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. 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 May 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding School.

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.

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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 Jan Preece	Reporting Inspector
Mrs Elaine Brook	Team Inspector for Boarding (Former Head, IAPS school)
Mr Christopher Sparrow	Team Inspector for Boarding (Head of Boarding, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Westbourne House is a co-educational day and boarding school for pupils aged between 3 and 13 years. Founded in Folkestone in 1907, it relocated in 1947 to its present site in 89 acres of parkland on the outskirts of Chichester. The school is a charitable trust managed by a board of governors. It has a Christian ethos. The school's main aim is to stimulate and encourage pupils to maximise their potential in mind, body and spirit through a broad and varied curriculum. The school sees boarding as central to its ethos and seeks for this to enable the pupils to get the most out of their school life. In particular, it sets out to create a safe, supportive but fun boarding environment for the pupils in order for them to develop into caring, self-reliant, confident individuals.

1.2 The school provides boarding for pupils between the ages of 8 and 13 years. At the time of inspection there were 125 weekly boarders, of whom 44 were girls and 81 were boys. All boarders stay for at least two consecutive nights and Year 8 board for a full week as preparation for their senior boarding schools. Boarders all go home at the weekend. Most pupils, including the boarders, live locally and they come from families with a business or professional background. Boarding accommodation for younger pupils is situated on two floors in the main house: one for boys and one for girls. Older boarders are accommodated in one of four houses in the grounds. Boarding is overseen by house parents in each house. They are supported by a team of staff, including matrons and Gap Year students.

1.3 Since the previous inspection, a new head of boarding was appointed in 2010 and a new headmaster was appointed in 2011. In addition, all but one house has new house parents. The range of evening activities for boarders has increased.

1.4 Currently, 468 pupils attend the school. There is 1 pupil who has a statement of special educational needs and the school has identified 84 additional pupils as having special educational needs and/or disabilities. Of these, 63 receive support in school. There are no pupils from overseas and all have English as their principal language.

1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school does not meet all the National Minimum Standards for Boarding Schools 2011, and therefore it must:

- ensure that each house has sufficient toilets for the number of boarders accommodated [National Minimum Standard 5.1, under Boarding accommodation].

(ii) Recommendations for further improvement

2.2 In addition to the above regulatory action point, the school is advised to make the following improvements.

1. Monitor the success of the new appraisal system to ensure that it supports boarding staff in their professional practice.

2. Provide greater privacy for pupils in the main house to telephone their parents.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection that was undertaken by Ofsted in May 2009 made nine recommendations. These regarded: storage of medicines; conveyance of medication records by boarders; display of agency details for complaints; checks and agreements for adults living with boarders not employed by the school; fire safety; monitoring and recording of health and safety matters; staff supervision of boarders in the evenings; developing a policy for CCTV and the monitoring of risk assessments. At the time of the inspection, these had all been fully implemented.

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3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

3.1 The school does not meet all of the NMS under this section.

3.2 Prospective boarders may attend a trial boarding week and are given a boarders' handbook. New boarders are paired up with a more experienced 'buddy' for the first few weeks. Boarders are encouraged to seek guidance and support from a range of staff. Contact details for external support, such as the independent listener, are clearly displayed. [NMS 2]

3.3 Medical policies and treatment for boarders who are unwell or require first aid are overseen by qualified nurses supported by resident matrons. The school now ensures that all medicines are stored safely and that treatment notes are conveyed confidentially. Medicines are carefully administered and records suitably maintained. The medical room is appropriately staffed, though boarders who are unwell generally go home. Boarders may only self-medicate under the direction of a responsible adult. Their rights as patients are respected. [NMS 3]

3.4 Since boarders go home at the weekend, contact with parents is frequent. Boarders have ready access to telephone and appropriately monitored internet facilities. In most houses, telephones are suitably private but in the main house they are located in an area that affords less privacy. [NMS 4]

3.5 Boarding accommodation is well maintained, and suitably heated, lit and ventilated. It is clean and comfortable. Whilst in some houses boarders share recreational spaces with house parents, sleeping accommodation is suitably private. Some houses have insufficient toilets for the number of boarders accommodated. Many boarders, particularly girls, personalise their space. Boarders' prep is completed before they go to their houses. Access to boarding accommodation, other than to the medical room, is restricted to residents. Alarms and surveillance measures do not impinge on boarders' privacy and the school now has a CCTV policy. [NMS 5]

3.6 Boarders, including those with special dietary requirements, are provided with nutritious and plentiful meals. They appreciate the wide choice offered at lunchtime, although older boarders would like more variety at supper. Concerns previously raised by the environmental health authority regarding training records and food storage have been rectified. Boarders have free access to drinking water and appropriate snacks are available at each break and before bedtime. [NMS 8]

3.7 A comprehensive laundry service ensures that clean clothing and bedding are readily available to boarders who stay from Monday to Friday. Personal and stationery items can be obtained from school if necessary. Personal possessions can be safely stored in bedside lockers and house parents look after any money for boarders. [NMS 9]

3.8 Boarders are provided with an extensive range of activities outside curricular time. Many enthusiastically participate in the Westbourne Award outward bound programme. They have well-supervised access to many recreational areas indoors and outside, and enjoy the opportunity to play freely in the extensive grounds. Boarders have access to newspapers and television news, the library and internet, and visit local amenities. [NMS 10]

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3.(b) Arrangements for welfare and safeguarding

3.9 The school meets all of the NMS under this section.

3.10 The school takes effective measures to ensure that boarders are kept safe from harm. Risk assessments cover all areas of the school and boarders' activities, both on and off site. Records of health and safety checks on equipment are now carefully monitored. Boarding staff are aware of safe working practices. [NMS 6]

3.11 The school takes all necessary precautions to ensure fire safety and now liaises closely with the local fire service to ensure compliance with current legislation. All fire equipment is checked on a weekly basis and records are appropriately maintained. Some of the regular evacuation drills take place in boarding time. [NMS 7]

3.12 The school takes its responsibilities to safeguard pupils very seriously. The designated person maintains close links with the local safeguarding children board and the head of boarding is trained in child protection at the higher level. A trained governor monitors the school's procedures and presents arrangements to the governing body for annual review. [NMS 11]

3.13 The fair application of the school's system of rewards and sanctions contributes to the promotion of good behaviour. A few boarders' parents expressed concerns regarding the school's response to bullying. Inspectors found that a robust anti-bullying strategy is in place. Boarders report that bullying is rare and quickly dealt with by the school. All the required policies are understood by staff and pupils. [NMS 12]

3.14 The school follows thorough safe recruitment procedures. Any adult living on site and not employed by the school is checked. A written agreement informs resident staff of their responsibilities. Outside contractors and visitors are appropriately supervised and given clear safeguarding instructions. No boarders require the appointment of a guardian. [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 The aims of the school's boarding provision are provided to boarders, parents and staff on the website and in handbooks. Boarding practice observed on inspection reflects these aims. [NMS 1]

3.17 Suitably experienced staff exercise leadership and management responsibilities for boarding effectively and boarding staff undertake regular training. Links between residential and academic staff are promoted through house parents' teaching roles. Each boarder's academic progress and medical and pastoral needs are carefully monitored and recorded. All the requisite boarding records are maintained. [NMS 13]

3.18 All boarding staff have detailed job descriptions and receive induction training. A new system of appraisal has been developed to ensure that they receive regular review of their boarding practice. Supervision arrangements for boarders' use of buildings and the grounds during the evening are appropriate for their age and number, and the activities. A senior member of staff with overall responsibility is clearly identified. Staff check boarders' whereabouts frequently and know what to

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do if one is reported missing. Appropriate numbers of staff sleep in each boarding house at night and are easily contactable by boarders. Boarders' access to kitchens and recreational areas of house parents' accommodation is in groups and appropriately supervised. [NMS 15]

3.19 Boarders say that they do not experience inappropriate discrimination. Senior staff have devised a system of pupil monitoring and support, the Well-being Initiative, which allows boarders to build upon their individual strengths. [NMS 16]

3.20 Boarders are able to express their views through the boarders' council, which meets twice a term, house meetings and pupil surveys. Boarders feel confident that they can raise a concern without retribution. [NMS 17]

3.21 The school's complaints procedure is widely available and suitably followed. Agency contact details for complaints are also accessible and comply with current legislation. [NMS 18]

3.22 In addition to a range of school leadership positions, Year 8 boarders take responsibility as senior boarders or dormitory captains. Their role is to set a good example, befriend younger boarders and alert boarding staff to any concerns. They do not exercise discipline and are closely monitored by house parents. [NMS 19]

3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]

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