



INDEPENDENT SCHOOLS INSPECTORATE

ROSSALL SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Rossall School

Full Name of School	Rossall School
DfE Number	888/6044
Registered Charity Number	526685
Address	Rossall School Broadway Fleetwood Lancashire FY7 8JW
Telephone Number	01253 774201
Fax Number	01253 772052
Email Address	headmaster@rossall.org.uk
Headmaster	Dr Stephen Winkley
Chairman of Governors	Mr Steve James
Age Range	2 to 19
Total Number of Pupils	679
Gender of Pupils	Mixed (393 boys; 286 girls)
Numbers by Age	2-3 (EYFS): 25 5-11: 125 3-5 (EYFS): 31 11-18: 498
Number of Day Pupils	Total: 337
Number of Boarders	Total 342 Full 330 Weekly 12
Inspection dates	09 Oct 2012 to 11 Oct 2012

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 November 2009 and can be found at www.ofsted.gov.uk.

Ofsted monitors the work of independent inspectorates, including a sample of inspections, and you can find the latest evaluation of the work of ISI on the Ofsted website.

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 chairman 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

Mr Paul Spillane

Reporting Inspector

Mrs Ann Hill

Team Inspector for Boarding (Head of Department, HMC school)

Miss Margaret Pepper

Team Inspector for Boarding (Former Head, ISA school)

Mr Jonathan Runswick-Cole

Team Inspector for Boarding (Senior Housemaster, HMC school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendations for further improvement	2
(iii) Progress since the previous inspection	2
3 COMPLIANCE WITH NATIONAL MINIMUM STANDARDS	3
(a) Boarding provision and care	3
(b) Arrangements for welfare and safeguarding	4
(c) Leadership and management of the boarding provision	4

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Rossall School is a co-educational boarding and day school. Founded in 1844, it is situated at the top of the Fylde peninsula in north-west Lancashire. Incorporated by Royal Charter, the school is a registered charity. Responsibility for the school lies with the Council of 'the Corporation of Rossall School'. The school governors comprise the Council.
- 1.2 The school seeks to be a caring community where every pupil is valued and encouraged to explore all of his or her talents. Its central objective is to provide academic and social education for young people in preparation for adult life. In addition, it aims to contribute to the lasting achievements of Rossall School and its future, building upon its partnership with the local community.
- 1.3 The school consists of a nursery and infant section (pupils aged 2 to 7 years), a junior school (pupils aged 7 to 11 years) and a senior school (pupils aged 11 to 19 years). There are 679 pupils in the school, 393 boys and 286 girls. Of these, 342 are boarders, 330 being full boarders and 12 weekly boarders. There are ten boarding houses, each with a resident houseparent and deputy houseparent, who are supported by a number of house tutors.
- 1.4 Over 40 nationalities are represented. English is an additional language for 284 pupils, of whom 202 receive specialist support for their English. No student has a formal statement of special educational needs and/or disabilities (SEND), but the school has identified 34 with SEND, to whom it gives extra support.
- 1.5 Six of the boarding houses have been renovated since the last inspection.
- 1.6 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 does not meet all the National Minimum Standards for Boarding Schools 2011, and therefore it must:

- ensure that all personal electrical appliances are 'PAT tested' before use and that all windows in upper storeys have limiters [National Minimum Standard 6, under Safety of Boarders];
- ensure that for all persons over 16 not on the roll of the school and not employed by the school who after April 2002 began to live on the same premises as boarders, there is a Criminal Records Bureau check completed at the standard level [National Minimum Standard 14, under Staff Recruitment and Checks on Other Adults]

(ii) Recommendations for further improvement

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

1. Improve arrangements for over-night and weekend provision at the medical centre.
2. Make the independent listener known to all boarders.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in November 2009. The school has successfully met nearly all of the recommendations: the programme of redecoration and refurbishment of boarding houses is almost complete; while the medication administration records (MARs) held in the boarding houses accurately record the dispensing of medicines, they do not, however, indicate the quantities delivered and the balance remaining.

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 induction programme for new boarders is clearly laid out in the boarding manual: pupils say that the process helped them to settle in happily. When they have problems or concerns, boarders know that they can turn to any member of staff for help. The identity and role of the independent listener are not well known to boarders, who have access to her telephone number and those of various helplines, including that of the Children's Rights Director. [NMS 2]
- 3.3 The school implements appropriate policies for: the care of boarders who are unwell; first aid; care of those with disabilities and chronic conditions; medical emergencies; and administration of prescribed and non-prescribed medication. Pupils may self-medicate with the written consent of their parents and oversight from medical or house staff. Parents sign consent to certain treatments and to boarders' access to local medical, dental, optometric and other specialist services. Confidentiality is appropriately respected. However, appropriate accommodation and qualified personnel are not routinely available to boarders who are unwell overnight or at weekends. [NMS 3]
- 3.4 Boarders can easily contact family and friends, using the house telephone, their mobile 'phones or the internet. Appropriate systems are in place for the effective monitoring of pupils' use of electronic communications. [NMS 4]
- 3.5 Six houses have been renovated since the last inspection, leaving three to complete the refurbishment programme. Consequently the facilities in some houses are more modern than those in others, but none contravenes Regulations. Well lit, heated and ventilated, the boarding accommodation is cleaned and maintained to a good standard. Bedding is clean and sufficiently warm. Privacy is assured in lavatories, showers and bathrooms. Facilities are appropriately separated by gender. Boarders may personalise their own areas. Arrangements are made for organised and private study. The accommodation is reserved for designated boarders. Security cameras do not intrude on anyone's privacy. [NMS 5]
- 3.6 Meals are nutritious, of good quality and with plentiful choice. The cycle of menus offers a wide variety of dishes. The school makes appropriate provision for pupils with particular dietary, medical or religious needs. Reservations expressed by some boarders in their questionnaire responses were not supported by inspection evidence. Boarders may prepare snacks in kitchenettes in their houses or obtain food and drink at the 'Mondo' cafe in leisure time. [NMS 8]
- 3.7 Laundry is well organised. Boarders can buy stationery and personal items at the school shop. All boarders' rooms have a lockable cupboard. An effective system operates for looking after money, passports and valuables. [NMS 9]
- 3.8 A wide range of activities is available during the week and at weekends. Social events take place regularly and boarders are involved in their organisation. Several respondents to the questionnaire felt that there was not enough to do in leisure time, but inspection evidence did not support this criticism. Indoor and outdoor recreational spaces are available to boarders, including places where boarders can be alone. Newspapers, television and the internet enable boarders to keep abreast of national and international affairs. Boarders have access to local facilities appropriate to their age. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school does not meet numbers 6 and 14 of the NMS under this section.
- 3.10 Generally, the school's arrangements ensure that pupils are protected from harm. The thorough health and safety policy and risk assessments take all reasonable steps to ensure pupils' safety. Boarders say that they feel safe. Security of the boarding premises is maintained through protection by keypads. There are formal weekly checks of the campus, but not of individual houses. Many portable electrical appliances in public and private rooms have not been 'PAT tested'; and in some houses, upper storey windows do not have limiters. [NMS 6]
- 3.11 The school complies with all fire safety requirements. Boarders and staff know the procedures to follow and regular fire practices are conducted, some when boarders are asleep. Detailed records are kept, and regular fire alarm checks and safety audits are carried out. [NMS 7]
- 3.12 The school has acted to ensure the compliance of its safeguarding policy and it makes the required arrangements for promoting all pupils' welfare. Staff are aware of their responsibilities in this regard. Thorough records are kept of any concerns. The Council undertakes an annual review of the school's child protection policies and procedures and the effectiveness of their implementation. [NMS 11]
- 3.13 The school implements a written policy to promote good behaviour. The policy complies with the relevant legislation and guidance and is understood by all. Boarders confirm the school's assertion that there is no culture of bullying: they are confident that any instances would be resolved swiftly and effectively. Despite a few reservations expressed in the questionnaire responses, boarders say that they are treated fairly and that sanctions are reasonable. Boarders affirm that relationships among them are excellent and evidence during the inspection supported this. [NMS 12]
- 3.14 Scrutiny of staff files and the central register of staff appointments indicates that recruitment meets statutory requirements. All members of staff households who are over 16 but are not employed by the school and who live in the same premises as boarders have written accommodation agreements, but not all have been checked by the Criminal Records Bureau. All visitors to the boarding accommodation are carefully monitored. Boarders' guardians are appointed by parents or agencies, not by the school. [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 full statement of boarding principles and practice is published on the school's website. Made known to staff and boarders, it is fully implemented. [NMS 1]
- 3.17 The headmaster and the deputy headmaster have oversight and leadership responsibility, delegating day-to-day management of boarding to the houseparents, with whom they have regular timetabled meetings. Boarding is given detailed consideration in the school's strategic development plan. Links between the residential and academic staff are effective, including particularly close liaison with the individual learning unit. The boarding staff are suitably trained and experienced. There is clear communication between duty teams and resident staff through use of the handover diary. All records required by the NMS are properly maintained and monitored. [NMS 13]

- 3.18 All staff working with boarders have job descriptions, induction training and appraisal. Many take the opportunity to attend courses relating to boarding and child protection. The roles of spouses and partners living in boarding accommodation are clear. Boarders are suitably supervised; at least one member of staff is in each boarding house at night. Effective systems enable staff to know the whereabouts of boarders and the school has a missing child policy, which has not been used hitherto. Boarders say that they can always contact a member of staff by day or night. Boarders invited into staff accommodation are appropriately supervised. [NMS 15]
- 3.19 Staff receive clear guidance to promote equality of opportunity. Boarders reported that staff treat them equally and without discrimination. [NMS 16]
- 3.20 Boarders are encouraged to put forward their views and proposals. The student and boarding councils meet regularly, with published minutes; all houses have comments books; and last year all boarders answered a survey. Information and suggestions from these sources have led to various improvements in the academic, catering and recreational provision. Concerns and complaints raised by boarders in good faith do not lead to recrimination. [NMS 17]
- 3.21 Following amendment, the school's published complaints procedure complies with Regulations. In their questionnaire responses, parents expressed great satisfaction with all aspects of the boarding provision. [NMS18]
- 3.22 House prefects, known as monitors, have an appropriate range of responsibilities which they exercise after instruction and safeguarding training. Younger boarders say that the monitors are approachable, helpful and kind; sanctions recommended by monitors are seen as fair and reasonable. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]