



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

TOCKINGTON MANOR SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Tockington Manor School

Full Name of School	Tockington Manor School
DfE Number	803/6004
Registered Charity Number	311716
Address	Tockington Manor School Tockington Bristol BS32 4NY
Telephone Number	01454 613229
Email Address	admin@tockingtonmanorschool.com
Headmaster	Mr Stephen Symonds
Chairman of Governors	Mr Gary Sheppard
Age Range	2 to 14
Total Number of Pupils	200
Gender of Pupils	Mixed (111 boys; 89 girls)
Number of Day Pupils	Total:175
Number of Boarders	Total:25 Full: 7 Weekly: 8 Flexi: 10
Number of EYFS Children	71
Ownership and Governance	The school is a charitable trust with a board of trustees who constitute the governing body.
School Structure	The school is divided into three sections: Nursery (children aged 2 to 5), Lower School (pupils in Reception to Year 2) and Upper School (pupils in Years 3 to 8).
Inspection Dates	10 Nov 2015 to 11 Nov 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.

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 chairman and vice-chairman 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 the boarding accommodation 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 Paul Spillane	Reporting Inspector
Mr Oliver Bullock	Compliance Team Inspector (Assistant Head, IAPS school)
Mr Paul Barlow	Team Inspector for Boarding (Deputy Head, IAPS school)

CONTENTS

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

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Tockington Manor School is a co-educational day and boarding preparatory school for boys and girls aged from two to fourteen years. Founded in 1947, it is situated in the village of Tockington, near Bristol. It has been a charitable trust since 1967 and the Nursery department opened in 1989.
- 1.2 The chairman of governors, the headmaster, the bursar and the deputy head (academic) have all taken up their posts since the previous ISI inspection.
- 1.3 Currently 111 boys and 89 girls attend the school. The great majority of pupils are of white British heritage. A few have English as an additional language (EAL).

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 Throughout the school, the written curriculum policy is supported by schemes of work which take appropriate account of the ages, aptitudes, needs and interests of the pupils, including those with special educational needs and/or disabilities (SEND) and statements of special education need or an education, health and care plan (EHC), as well as those who are able, gifted and talented. The arrangements do not undermine the values of Britishness such as democracy, mutual respect and tolerance. The implementation of the curriculum ensures that all pupils experience linguistic, mathematical, human and social, physical, and aesthetic and creative education. They acquire skills in speaking, listening, numeracy and literacy, and the arrangements allow them to make appropriate all-round academic progress. Timetabled philosophy and ethics lessons are a distinctive feature of the academic life of the school. The programme of personal, social, health and economic education reflects the school's aims and ethos and encourages respect for others. Visiting speakers introduce pupils to the world of careers, and present career options in an impartial manner. [Paragraph 2(1); (2)(a), (b), (d), (e) and (h)]
- 2.3 The wide-ranging programme of extra-curricular activities includes many sports and other pursuits, such as drama, art, music, dance, carpentry and creative writing. The overall educational provision ensures that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society. [Paragraph 2(2) (i)]
- 2.4 In the Early Years Foundation Stage (EYFS), the curriculum covers the three 'prime' areas of communication and language; physical development; and personal, social and emotional development. In addition, the children develop increasing proficiency in literacy, mathematics, understanding of the world, and expressive arts and design, with music featuring as part of every day's programme. [Paragraph 2(2)(f)]

Teaching

- 2.5 The school meets the Regulations.
- 2.6 Teaching promotes pupils' acquisition of knowledge skills and understanding, enabling them to make good progress in relation to their ability. [Paragraph 3(a)]
- 2.7 At all levels, including the EYFS, teaching displays good knowledge of subject matter and pupils; with lessons are well planned in the light of pupils' abilities and aptitudes, and make good use of time. As a result, it fosters in pupils motivation, interest and an ability to think. Resources of good quality are appropriately deployed. Those with SEND often receive specialist help in lessons and extension material is provided for the most able. In the teaching, the terms of the formal statement are being met. The school has its own framework for assessment. Pupils' work and progress are regularly assessed. Marking is helpful and provides encouraging feedback and advice for improvement. In the EYFS, appropriate progress checks are carried out and shared with parents. In their final term in the setting, each child's academic and

general achievement is evaluated in an EYFS Profile. [Paragraphs 3 (b), (c), (d), (e), (f), (g) and 4]

- 2.8 Teaching expects that pupils conduct themselves appropriately in lessons, displaying enthusiastic engagement with the topics being covered. It generates, from pupils, willing contributions to discussions and keen responses to questions. [Paragraph 3(h)]
- 2.9 Teaching does not undermine the characteristic principles of being British, for example respecting the rule of law and the idea of individual liberty. Pupils experience no discrimination. [Paragraph 3(i) and (j)]

How well do pupils achieve?

Pupils' Ability	The ability profile of the school is above the national average, with most pupils having ability that is above or similar to the national average. Overall ability is higher in Years 7 and 8 than in the years below.
Pupils' Needs	Twenty-five pupils are identified as having SEND, of whom eighteen are receiving specialist learning support from the school. One pupil has an EHC plan. Of the seven pupils who have EAL, one receives extra support. The school considers twelve pupils to be academically able, gifted and talented, and twenty-six to have special talents in other areas such as music, art and sport.
Pupils' Achievements	The school uses its own framework to assess the attainment of pupils.

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

- 2.10 The school meets the Regulations and Standards.
- 2.11 The school takes active steps to enable all pupils, including those in the EYFS, to develop self-knowledge, self-esteem and a good standard of personal, social and emotional development. Pupils conduct themselves confidently, conversing personably and articulately with visitors. Maturity was displayed in the respectfulness and discipline of all pupils during the Armistice Day service. They appreciate the difference between right and wrong and develop a clear moral sense which includes a respect for the law of England. [Paragraph 5(b)(i) and (ii)]
- 2.12 Pupils are accountable for their own behaviour, show initiative and rise to the opportunity to lead and to serve, for example in positions of responsibility for various aspects of school life, or as monitors and house captains. Monitors, including those in boarding, receive a job description and training. They undertake a range of charitable initiatives, including support for the air ambulance service and a long-standing link with a charity which supports orphaned Kenyan children. [5(b)(iii), NMS 19]
- 2.13 The ethos and character of the school and the teaching within it reflect the active promotion of the fundamental values of Britain. Understanding of democracy is

evident, for example when promoted through a mock election in May 2015. At levels appropriate to their age, the pupils acquire a broad general knowledge and respect for the public institutions and services in England. Pupils from other countries are welcomed and relationships between those of different faiths, beliefs and cultural backgrounds are harmonious. The 'world wall' in a classroom introduces pupils to a global range of festivals. The school ensures that no inappropriate discrimination occurs in any aspect of school life. [Paragraphs 5(a), 5(b)(iv), (v), (vi) and (vii)]

- 2.14 All pupils are encouraged to contribute their views and proposals for the improvement of school life, through suggestions boxes, the school council, monitors' meetings and communicating directly with members of staff. Consequent changes have been effected, for instance to the composition of menus, and some of the weekend activities result from suggestions by boarders. [NMS 17]
- 2.15 Teaching is non-partisan in character and is even-handed during coverage of political matters. [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. Seventy-seven pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who did not offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. I enjoy school	100	0	3
2. I find my lessons interesting and engaging	100	0	4
3. The school gives me the support I need to learn	100	0	2
4. I can get help if I need it	100	0	4
5. The school encourages me to do my best	100	0	2
6. I feel safe and happy at school	98	2	2
7. My views and ideas are listened to in class and in school	97	3	5
8. Behaviour is good in the school	93	7	12
9. Teachers are fair in the way they give rewards	97	3	3
10. Teachers are fair in the way they give sanctions	97	3	4
11. The school deals with bullying	95	5	5
12. There is a member of staff or senior pupil I can turn to if I have a problem	100	0	4
Boarding questions			
1. I enjoy boarding	94	6	40
2. Boarders get on well together in the house	97	3	35
3. I am well looked after if I fall ill or am injured	97	3	33
4. I am able to contact my family and friends if I need to	100	0	36
5. I like the food in boarding	75	25	40
6. I feel safe in my boarding house	100	0	39
7. I am able to have snacks and drinking water outside main mealtimes	97	3	35
8. I am able to keep my belongings safe	100	0	34
9. Boarding staff treat me fairly	100	0	38
10. I am happy with the balance of free time and activities in the evenings and at weekends	100	0	38

Part 3 Welfare, health and safety of pupils

- 2.16 The school does not meet all of the Regulations and Standards.
- 2.17 The safeguarding policy is up to date and meets requirements. All staff have received the required elements of safeguarding training on induction. In a small number of cases, not all of the pre-appointment checks contained in Keeping Children Safe in Education, such as obtaining two references prior to start date, had been carried out. By the end of the inspection almost all gaps had been covered. In the EYFS, staff have made the required declarations of not being disqualified by association. No staff family members who are over 16 live in the same premises as boarders. Concerns about pupils are carefully and sensitively handled in conjunction with local agencies. Strict rules about the use of cameras and mobile phones apply in the EYFS, all of whose staff are trained in paediatric first aid and have, like all other members of staff, been cleared to undertake child care. To the extent that is appropriate to their age, pupils are educated in e-safety and about the dangers of social media. [Paragraphs 7(a) and (b), and 8(a) and (b); NMS 11 and 14]
- 2.18 The school consistently promotes good behaviour. Sanctions are proportionate and fair, and records of the few serious misdemeanours are properly kept. Boarders consider that sanctions are implemented consistently in the boarding house: scrutiny of house records shows this to be true. Pupils report that they get on well together in an atmosphere of friendliness. The school's clear anti-bullying policy is known to staff and pupils, and school and boarding records show its successful implementation. It takes account of official guidance and is thoroughly implemented. In interviews, pupils expressed confidence that bullying is infrequent and swiftly dealt with. [Paragraphs 9 and 10; NMS 12]
- 2.19 The health and safety committee meets regularly; it reviews policies, develops action plans and monitors their implementation. Day-to-day matters of health and safety follow a clear policy which meets requirements. Risk assessments are carried out within the school and appropriate action taken on matters identified. Suitable risk assessments are also undertaken for trips, including those overseas. Boarders say that they feel safe and secure in the school and in the boarding house. Accommodation and premises are maintained to an appropriate standard to ensure the health, safety and welfare of all pupils, including boarders. [Paragraphs 11 and 16; NMS 6]
- 2.20 Procedures to reduce risk from fire are appropriate. Fire practices are held at regular intervals during the day and, for boarders, at times when they may be expected to be asleep. Records show that all equipment and resources for preventing and fighting fires are subject to an appropriate maintenance schedule. [Paragraph 12; NMS 7]
- 2.21 The school promotes the physical and mental health and emotional well-being of pupils, and its first-aid policy complies with regulatory requirements. Forty members of staff are trained in first aid, seven at the higher level. Proper care is taken in the storage and administration of medicines, and exact records are kept. Medical boxes are located around the school. Suitable accommodation is provided for boarders and day pupils who are unwell. Boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. Boarding staff undergo training in first aid, lifeguarding and food hygiene, as well as appraisals and reviews of their practice. [Paragraph 13; NMS 3]

- 2.22 Supervision around the school, including the boarding house and at night, is carefully organised to ensure that sufficient, suitably trained staff are in charge and available. In the EYFS, staffing ratios reflect requirements. Staff know how to implement the missing child policy, which has not needed to be applied in recent years. [Paragraph 14; NMS 15]
- 2.23 Suitable induction helps boarders to settle in when they begin boarding. External helplines are displayed and the boarders know the identity of the independent listeners. Boarders can easily contact their families, through the supplied landline or by mobile phone or electronic means. The school employs appropriate systems and filters in order to ensure safe use of the internet. [NMS 2 and 4]
- 2.24 Food is prepared and served in hygienic conditions. Meals make provision for particular dietary needs and menus reflect pupils' wishes as expressed through the suggestions box in the dining hall. In their response to the pre-inspection questionnaire, a small minority of the boarders expressed dissatisfaction with the food. The evidence of the inspection did not support this view, meals were found to be plentiful and nutritious, with a good choice of dishes. Suitable drinks and snacks are provided for boarders. [NMS 8]
- 2.25 The boarders' laundry service is efficient. Houseparents provide any small personal and stationery items which boarders may need. Boarders say that their possessions are safe and they may store items in a locked room. [NMS 9]
- 2.26 Boarders enjoy a wide variety of evening and weekend activities. They have access to a range of indoor and outdoor recreational facilities and places where they can be quiet. Boarders can find out about current affairs and the wider world through newspapers, television and computers. [NMS 10]
- 2.27 The school does not arrange long-stay accommodation. [NMS 20]
- 2.28 The admission and attendance registers are appropriately maintained and stored. [Paragraph 15]

Other legislation

- 2.29 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]
- 2.30 The school has a detailed three-year accessibility plan to improve provision for pupils with SEND. [Equality Act 2010]

Part 4 Suitability of staff, supply staff and proprietors

- 2.31 The school does not meet all of the Regulations and Standards.
- 2.32 The required checks on a small number of staff and governors have not been undertaken in a sufficiently thorough and comprehensive manner prior to the start of employment. Some staff started work before either the criminal record check or the barred list check had been carried out. Some governors took up their appointments before the criminal record check or the barred list check had been carried out, or their right to work in the United Kingdom had been confirmed. By the end of the inspection, almost all of the staff, governors and volunteers had undergone the required checks, and these were correctly recorded in the single central register of appointments. [Paragraphs 18, 20 and 21; NMS 14.1]
- 2.33 Supply staff are not used by the school. [Paragraph 19]

Part 5 Premises and accommodation

- 2.34 The school meets all of the Regulations and Standards.
- 2.35 The premises as a whole are well maintained, ensuring, so far as reasonably practicable, the health, safety and welfare of the pupils. Estate management is thorough and kept under review at the regular meetings of the health and safety committee. The acoustic conditions and lighting in the school meet the regulations, as does the external lighting. The attention of governors, leadership and management was drawn to some aspects of security. [Paragraphs 25, 26 and 27]
- 2.36 Suitable lavatory and washing facilities are provided for the sole use of pupils, including showers for use after sports sessions. Drinking water is available at various points around the school and taps are appropriately labelled. Hot water is kept to an acceptable temperature. [Paragraphs 23 and 28]
- 2.37 The boarding accommodation is comfortable and well maintained. Lighting, heating and ventilation are of a good standard and the quality of cleanliness throughout is high. Lavatories, bathrooms and showers afford privacy. The accommodation for boys and girls is properly separated. Boarders are able to personalise their own areas with posters, photographs and items from home. Appropriate facilities are provided for organised and private study. Visitors have protocols to follow. Boarders have no access to staff accommodation and facilities, which are appropriately separated from their own. Security arrangements do not intrude unreasonably on the boarders' privacy. [Paragraph 30, NMS 5]
- 2.38 Extensive grounds, including sports fields and an all-weather pitch, provide generous space for outdoor physical education and recreation for the benefit of day pupils and boarders. [Paragraph 29]

Part 6 Provision of information

- 2.39 The school meets the Regulations and Standards.
- 2.40 Parents of current and prospective pupils are provided with the required information about the school, including the EYFS and, where appropriate, the statement of boarding principles and practice. Other information is made available, as stipulated, to parents of current and prospective pupils. End-of-term reports are detailed and include advice for improvement. Where a pupil has a formal statement or EHC plan, the school fulfils its obligations to provide appropriate support, monitor progress and liaise with the local authority. Parents of all pupils, including children in the EYFS, receive a copy of the most recent inspection report. [Paragraph 32; NMS 1]

Part 7 Manner in which complaints are handled

- 2.41 The school meets the Regulations and Standards.
- 2.42 The school's policy for handling complaints complies with the regulatory requirements and is displayed on its website. Parents report that they feel able to raise concerns with the school and they are confident of a swift and helpful response. Scrutiny of records shows that the two formal complaints in the past year were appropriately managed in line with the policy. [Paragraph 33; NMS 18]

Part 8 Quality of leadership and management

- 2.43 The school does not meet all of the Regulations and Standards.
- 2.44 Oversight of pre-appointment checks and maintenance of the single central register of appointments has not always been sufficiently rigorous. In all other respects, the governors, leadership and management of the school demonstrate the skills, knowledge and expertise appropriate to their role; they promote the welfare and well-being of the pupils, and monitor the boarding provision closely. Evidence from the inspection points to overall care of high quality, and this is supported by the responses to the parents' and pupils' questionnaires. The maintenance and review of policies are systematic and efficient. [Paragraph 34, NMS 13.4]

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. Seventy-five 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 did not offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	98	2	2
2. My child is making good progress at the school.	100	0	1
3. My child feels safe at the school.	100	0	2
4. My child is well looked after at the school.	100	0	3
5. The school actively promotes good behaviour.	100	0	1
6. There is someone for my child to go to if problems arise in the school.	100	0	3
7. The school welcomes my views.	97	3	2
8. The school deals well with bullying.	95	5	26
9. Behaviour is well managed.	98	2	1
10. I receive good information about my child's progress, the school's policies and activities/events.	100	0	5
11. I receive timely responses to my questions, concerns and complaints.	100	0	3
12. My child has access to a broad curriculum.	100	0	0
13. My child's individual educational needs are being met at school.	98	2	0
14. I would recommend the school to another parent.	98	2	1
Boarding questions			
1. My child enjoys boarding.	100	0	50
2. The boarding accommodation is well maintained.	100	0	50
3. My child is well looked after if he/she is ill or injured.	100	0	52
4. I am able to contact my child easily.	100	0	49
5. I am able to contact boarding staff easily.	100	0	50
6. My child feels safe in the boarding house.	100	0	50
7. My child's belongings are kept safe.	100	0	50
8. Boarding staff treat my child fairly.	100	0	50
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	100	0	59

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	No
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	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 actions:

- Ensure that all required checks are carried out on all members of staff prior to the commencement of employment, including references, checks against the barred list, identity and suitability to work and an enhanced criminal records check. [Part 4, Paragraph 18(2)(a), 18(2)(c)(i) and (iii), and 18(2)(d) under Suitability of staff, supply staff and proprietors; and for the same reason, Part 3, Paragraphs 7(a) and (b), 8(a) and (b) under Welfare, health and safety; and National Minimum Standard 14.1 under 'Staff recruitment and checks on other adults' and National Minimum Standard 11 under 'Child Protection']
- Ensure that members of the governing body, not being the Chair of the school, are not barred from regulated activity and have been subject to an enhanced criminal records check and checks of identity and right to work in the UK. [Part 4, Paragraph 20(6)(a)(i) and (b)(i) and (ii) under Suitability of staff, supply staff and proprietors; and for the same reason, Part 3, Paragraphs 7(a) and (b), 8(a) and (b) under Welfare, health and safety; and National Minimum Standard 14.1 under Staff recruitment and checks on other adults and National Minimum Standard 11 under 'Child Protection']
- Ensure that the results of the checks above are recorded in the school's single central record of appointments. [Part 4, Paragraph 21(3)(a)(ii),(v) and (vi) under Suitability of staff, supply staff and proprietors; and for the same reason, National Minimum Standard 14.1 under Staff recruitment and checks on other adults and National Minimum Standard 11 under 'Child Protection']
- Ensure that those with leadership and management responsibilities at the school actively promote the well-being of pupils when appointing staff. [Part 8,

Paragraph 34(1)(c); and National Minimum Standard 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 issue listed above.

Progress since the previous inspection

3.2 There were no failures of regulatory requirements at the previous inspection.