



ISI Independent
Schools
Inspectorate

WELLESLEY HOUSE SCHOOL

REGULATORY COMPLIANCE INSPECTION

25 TO 27 April 2016



School's Details

Full Name of School	Wellesley House School
DfE Number	886/6001
Registered Charity Number	307852
Address	114 Ramsgate Road Broadstairs Kent CT10 2DG
Telephone Number	01843 862991
Email Address	hmsec@wellesleyhouse.net
Head	Mr Simon O'Malley
Chair of Governors	Mr Philip Woodhouse
Age Range	7 to 13
Total Number of Pupils	137
Gender of Pupils	Mixed (47 girls; 90 boys)
Number of day pupils	Total: 44
Number of boarders	Total: 93 Full: 93
Pupils' Ability	Ability: The ability profile of the school is above the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 24. They require support with a wide range of disabilities, including dyslexia. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Thirty-three pupils have English as an additional language (EAL) and receive support.
History of the School	Wellesley House School was founded in 1866 and moved to purpose-built accommodation on its current site in Broadstairs in 1898. The school amalgamated with St Peter's Court School in 1969, and became co-educational in 1977.
Ownership and Governing Structure	The school is administered by a board of governors.

School's Details

School Structure	The school is comprised of a single department, and is predominantly a boarding school.
Inspection Dates	25 April 2016 to 27 April 2016
Other Useful Information:	<p>(i) The main school is based on one site, with three boarding houses. Junior and senior boys' boarders are housed in the main school building. The girls' boarding house (The Orchard), is nearby.</p> <p>(ii) Of the 137 pupils, 38 are non-UK nationals, from a wide variety of countries.</p>

About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). 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 NMS. 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 standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#).

SUMMARY EVALUATION

The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and the National Minimum Standards for Boarding Schools 2015 and should take immediate action to remedy deficiencies as detailed below.

PART 1

Quality of education provided

The school does not use national tests to determine attainment, using instead its own framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

The standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standards relating to spiritual, moral, social and cultural development [paragraph 5 and NMS 17 and 19] are met.

PART 3

Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place. Boarders do not experience discrimination, and their care is sensitive to different needs.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The standards relating to welfare, health and safety [paragraphs 6, 9-16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996,

and NMS 2 - 4, 6 - 10, 12, 15 are met, but those in paragraphs 7, 8 and NMS 11 (safeguarding) are not met.

The school's safeguarding policy is up to date and includes the required content. Staff have undergone suitable training and concerns about pupils are sensitively handled. However, the required checks on new staff have not always been completed sufficiently rigorously.

Action point 1

- the school must ensure that it obtains all of the required checks prior to appointment, including those of previous employment history [paragraphs 7, 8 and NMS 11].

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs, 18 (2) (b-d), 20, 21 and NMS 14.2- 14.5 are met, but those in paragraph 18 (2)(a, e, f), 18 (3) [Appointment of staff], 19 [Appointment of supply staff] and NMS 14.1 [Safe recruitment] are not met.

The school had not carried out the required checks for new staff in a timely fashion, including those of the barred list, overseas criminal background checks and the checks relevant to supply staff. Risk assessments were in place on any staff who had not received full clearance.

Action point 2

- the school must ensure that barred list and overseas checks are obtained for all staff prior to appointment, including those staff in regular contact with boarders;
- in the case of supply staff, the school must ensure that all appropriate checks are undertaken prior to undertaking their duties and recorded on the single central register of appointments [paragraphs 18,19 and NMS 14].

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with Education, Health and Care plans or English as an Additional Language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management actively promote the well-being of the pupils.

The standards relating to leadership and management of the school in sub-paragraph 34 (1)(c) and NMS 13.1–13.3, 13.5-7 and 13.9 are met, but those in sub-paragraph 34 (1)(a and b) [demonstrating good skills and knowledge and enabling the independent school's standards to be met consistently] and NMS 13.4 and 13.8 [monitoring of records to enable the NMS to be met consistently] are not met.

Those staff with leadership and management responsibilities generally demonstrate good skills and knowledge appropriate to their role. However, the time available for key members of staff to monitor records of staff recruitment and carry out the required checks has been insufficient to ensure that the independent school standards and the NMS are met consistently, as the issue of incomplete recruitment checks remained unresolved from the previous boarding inspection.

Action point 3

- **the proprietors must ensure that leadership and management fulfil their responsibilities effectively so that Independent School Standards Regulations and the NMS standards are met consistently with regard to the recruitment of staff [paragraph 34 (1)(a and b)], NMS 13.4 and 13.8.**

About the inspection

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 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 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

Mrs Sara Wiggins	Reporting Inspector
Mrs Amy Fleming	Compliance Team Inspector (Director of Junior School, ISA school)
Mr Jason Hyatt	Team Inspector for Boarding (Deputy Head, IAPS school)