Report for an Additional Inspection

School name	Tockington Manor School
DfE number	803/6004
Registered charity number	311716
Address	Tockington Manor School Washingpool Hill Road Tockington Bristol BS32 4NY
Headteacher	Mr Stephen Symonds
Chair of governors	Dr Andrew Daniel
Number of pupils on roll	229

	Boys	129	**Girls**	100
	Day pupils	218	**Boarders**	11
	EYFS	49	**Lower school**	65
	Upper school	115		

Date of visit	3 May 2019

1.   Introduction

Characteristics of the school

1.1   Tockington Manor School is a co-educational day and boarding school for pupils between the ages of two and fourteen years. The school has been a charitable trust since 1967, overseen by a board of governors. English is an additional language for six pupils, whose needs are supported by their classroom teachers. The school has one pupil with an Educational and Health Care plan. It has identified 33 pupils with special education needs and/or disabilities, such as dyslexia, dyspraxia and other conditions, all of whom receive additional specialist support. The school's previous inspection was a focused compliance and educational quality inspection in October 2018.

Purpose of the visit

1.2   This was an unannounced additional visit at the request of the Department for Education (DfE) which focused on the school's compliance with the following Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2015.

Regulations which were the focus of the visit	Team judgements
ISSR Part 3, paragraph 7; paragraph 8; NMS 11; EYFS 3.4, 3.5(safeguarding)	Not met
ISSR Part 3, paragraph 9; NMS 12; EYFS 3.4 to 3.7 (behaviour)	Met
ISSR Part 3, paragraph 10; NMS 12; EYFS 3.4 to 3.7 (bullying)	Met
ISSR Part 3, paragraph 13; NMS 3; EYFS 3.25, 3.45 (first aid)	Met
ISSR Part 3, paragraph 14; NMS 15.3-15.4; EYFS 3.28-3.36 (supervision)	Met
ISSR Part 3, paragraph 16; NMS 6.1, 6.3; EYFS 3.64-3.65 (risk assessment)	Not met
ISSR Part 6, paragraph 32 (1)(c) (provision of information)	Met
ISSR Part 8, paragraph 34; NMS 13 (leadership and management)	Not met

2.   Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11; EYFS 3.4, 3.5]

Safeguarding policy

2.1   The school meets the requirements.

2.2   The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

2.3   The school does not meet all of the standards and requirements.

2.4   All members of staff and governors, including those with designated responsibility for safeguarding and those working with boarders, have appropriate levels of safeguarding training, attend regular update training and have a clear understanding of many elements of safeguarding and their responsibilities. Suitable arrangements are in place for the induction of new staff, which includes training in safeguarding. Scrutiny of records of most recent staff update training shows that there was a strong focus on peer-on-peer abuse and on the most recent version of Keeping Children Safe in Education (KCSIE) (2018). There are appropriate recruitment procedures in place. A suitable code of conduct is implemented effectively and action taken when required. The code of conduct is understood by all staff and includes advice on e-safety and the appropriate use of social media. The staff code of conduct is integral to all safeguarding and child protection documentation. During interview staff reported that they felt confident with the school's whistleblowing procedures and that they would feel happy to make any referral directly to children's social services should the need arise.

2.5   However, the school does not ensure that pupils stay safe on-line. There are inadequate arrangements in place to safeguard pupils, including boarders, when using the internet. Potential safeguarding incidents relating to misuse of the internet are not recorded. There is a suitable e-safety programme in place and pupils are aware of how technology can be misused and how they can minimise risks. During interview, pupils spoke confidently about the importance of staying safe on-line. Pupils understand about peer-on-peer abuse and the wider implications for safeguarding.

2.6   Any staff concerns are effectively followed up by the Designated Safeguarding Lead (DSL). The school liaises effectively with local agencies and understands that prompt action must be taken if concerns are expressed about a child. The DSL maintains appropriate and regular contact with the relevant children's services. Suitable procedures are in place to deal with allegations against members of staff. There have been no referrals to the Disqualification and Barring Agency (DBS) or the Teaching Regulation Agency (TRA) since the previous inspection. Throughout the school, including in the EYFS, there is a strong emphasis on listening to children. Boarders have access to both male and female staff in the co-educational house every night. Boarders know that there is an independent listener should they wish to speak to someone outside the day to day running of the school. All pupils interviewed, including boarders, said they feel happy and safe in the school. They confirmed that there are adults within the school to whom they would turn if they had an anxiety or personal concern and they were confident that they would receive help.

2.7   Safeguarding is not effectively managed as there is inadequate oversight and monitoring of pupils' use of the internet. The DSL does not have sufficient time to carry out their responsibilities fully, including an effective oversight of e-safety. There is an annual review of the school's safeguarding policy and arrangements by proprietors. However, this review does not reflect adequate oversight of the technology provision within the school. The nominated governor for safeguarding understands the role of effective liaison with the local children's safeguarding board.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; NMS 12; EYFS 3.4 to 3.7]

2.8   The school meets the standards and requirements.

2.9   The school has a suitable policy to promote good behaviour which is used effectively amongst pupils of all ages, including for boarders. Included within the policy are an appropriate set of sanctions to be adopted in the event of pupils' misbehaviour. The school's behaviour policy is suitable to the needs and ages of the pupils at the school, including boarders.

2.10   The school has a suitable register of sanctions imposed for serious misbehaviour. The register includes the nature and date of the offence and the sanction imposed. The school uses the register effectively to identify patterns of behaviour. The implementation of the behaviour policy is monitored effectively by school leaders and managers. Staff are suitably trained in the management of behaviour and understand the needs of pupils in relation to implementing rewards and sanctions.

2.11   The school has an effective programme to educate pupils about good behaviour, including in boarding. This includes a personal, social and health education (PSHE) scheme or work, assemblies and form times when behavioural matters may be discussed. Pupils are encouraged to take responsibility for their own behaviour. In interview pupils speak confidently about the positive behaviour around the school, including when using the internet. In implementing its behavioural provision the school liaises effectively with parents.

Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 12; EYFS 3.4 to 3.7]

2.12   The school meets the standards and requirements.

2.13   The school has a suitable anti-bullying policy that is implemented effectively across the school, including in the EYFS and for boarders. This ensures that bullying is prevented as far as is reasonably practicable.

2.14   All staff are suitably trained in order to minimise the occasions when bullying may occur. In meetings staff spoke confidently about recent training undertaken when there was a strong focus on KCSIE and on peer-on-peer abuse. Periodic updates for staff on bullying are regularly undertaken. Recent training records show that there has been a focus on cyber-bullying and how to support pupils of all ages.

2.15   Pupils of all ages are educated effectively about bullying, through programmes of study in subjects such as PSHE and activities such as form time and house meetings. Such activities ensure that both victims and alleged perpetrators are effectively supported. During meetings, pupils expressed their view that they do not feel that there is real bullying at the school. Pupils feel that the guidance that they are given is effective and staff interventions causes them to evaluate their actions retrospectively. Pupils feel that they are strong enough not to be victims of bullying as the school develops their confidence to speak out and express themselves. In discussions, boarders show a mature approach to the subject. All pupils understand the repetitive nature of bullying and offered a mature explanation of what bullying is. Posters around the school, including in the boarding house, highlight the importance of pupils speaking to an adult should they feel concerned. Such posters also direct pupils to supportive resources.

2.16   The school keeps appropriate records of bullying incidents and how these are followed up. Hand written records are kept by senior leaders who effectively monitor all entries and can use the information stored to note any patterns or trends. Boarding staff meet regularly with the school's pastoral leaders to discuss any pupils who are giving cause for concern. House parents ask boarding staff to be vigilant and to listen for language that may be an indication of bullying, including vocabulary associated with cyber-bullying and on-line safety. Boarders have suitable time controls over the use of mobile phones.

2.17   The school has a suitable sanctions policy which is effectively enforced in relation to cases of bullying. Scrutiny of the sanctions and behavioural policies and associated logs shows that there is clear guidance given as to the seriousness of any bullying incidents, although reported cases are infrequent.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13; NMS 3; EYFS 3.25, 3.45]

2.18   The school meets the standards and the requirements.

2.19   The school has a suitable first aid policy in place which includes appropriate information on aspects such as practical arrangements, the names of those qualified in first aid, procedures for the recording of accidents, access to first-aid kits, the arrangements for those with particular medical conditions, dealing with the spillage of bodily fluids and guidance on when to call an ambulance.

2.20   There are sufficient staff qualified in first aid to ensure there is always a qualified person on-site, including in the boarding house. There is an appropriate number of staff trained in paediatric first aid within the EYFS. First-aid qualifications are up to date and are they updated every three years. Staff follow clear guidance on when and how to call an ambulance.

2.21   The school has adequate practical arrangements to meet the needs of all pupils, including boarders. There is a suitable medical room for the care of any pupils who may be injured or unwell. Any medicines are securely and safely stored with suitable records of administration in place, including for the EYFS. Parents are kept suitably informed of the administration of any medicines and if their child is ill or has an accident.

2.22   There are suitable first aid arrangements in place for any sports and off-site activities. These include for activities such as swimming events and cross-country running where first aid kits are always readily available to the staff responsible. The school has appropriate arrangements in place for the dealing of any medical emergencies, including for boarders. In the past this has included access to the automated external defibrillator that is located in the village nearby. The form that the school uses to record any illness or accident shows how the school keeps parents suitably informed.

2.23   The school makes appropriate arrangements for pupils with particular medical conditions such as asthma and anaphylaxis. Staff are appropriately informed of any related procedures and are given suitable training, such as in the use of epi-pens. Details of any medical condition are displayed in key areas around the school, such as the staff room, sports area and in the kitchens. Older pupils who suffer from asthma carry their own inhalers for events such as cross-country.

Welfare, health and safety – supervision of pupils [ISSR Part 3, paragraph 14; NMS 15; EYFS 3.28-3.36]

2.24   The school meets the standards and the requirements.

2.25   The school ensures that suitable arrangements are made and implemented to supervise pupils, including in boarding and the EYFS. This includes appropriate supervision at break and lunchtimes as shown in the scrutiny of duty rotas. Staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved. Job descriptions for staff involved in boarding suitably reflect their supervisory roles. At all times boarders are under the responsibility of an identified member of staff who is suitably qualified and experienced. Staff always know the whereabouts of boarders through an effective signing in and out procedure. Appropriate arrangements are in place for supervising pupils in remote locations such as during cross-country runs. Staff numbers suitably reflect the nature of the activity and all have mobile devices to use in case of emergency. The school has a suitable policy for missing pupils and staff are familiar with the policy and their role in fulfilling it.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 6; EYFS 3.64, 3.65]

2.26   The school does not meet all of the standards and the requirements.

2.27   The school has an appropriate risk assessment policy that indicates that risk assessment is systematic for most areas of school life. It pays sufficient attention to key areas of risk and pupils' welfare, such as supervision and school trips. However, insufficient focus is given to risks associated with pupils' use of school technology and access to the internet.

2.28   The policy indicates when risk assessments should be completed. Staff members are responsible for drawing up risk assessments for their own specific areas of school life and are supported in their production by the health and safety coordinator. The health and safety coordinator is responsible for checking all risk assessments and the head signs off each one when they are happy with their suitability. The systems in place for monitoring and evaluating the effectiveness of risk assessments are effective for all areas except for those related to pupils' use of the internet. Comprehensive risk assessments are in place for all off-site visits, including those for children in the EYFS.

2.29   The school takes appropriate measures to ensure that suitable risk assessments are in place for areas such as the swimming pool and any potential public access. Suitable arrangements are in place to assess the risk for particular sporting activities such as cross country runs. Risk assessments for children in the EYFS identify aspects of the environment that need to be checked on a regular basis. Such risk assessments clearly identify when and by whom such aspects will be checked and how the risk will be removed or minimised, including for outings.

2.30   The school has not responded effectively when key risks have been identified in relation to internet safety which may have compromised the health and safety of pupils, including boarders.

Provision of information [ISSR Part 6, paragraph 32 (1)(c)]

2.31   The school meets the requirements.

2.32   The school meets the requirement for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 13]

2.33   The school does not meet the standards.

2.34   Leaders and managers have appropriate levels of experience and demonstrate effective oversight and monitor any incidents of poor behaviour and bullying effectively and they ensure that there is appropriate provision for first aid and the supervision of pupils in place. However, they do not demonstrate good skills in fulfilling their responsibilities effectively to ensure that the independent school standards are met consistently, thus actively promoting the well-being of pupils. Safeguarding procedures, relating to the safety of pupils when using school technology and associated risk assessments lack rigour. Leaders and managers, including governance, do not fully fulfil their responsibilities relating to monitoring oversight of these two areas.

3.   Regulatory action points

3.1   The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools 2015 and requirements of the Early Years Statutory Framework and should take immediate action to remedy deficiencies as detailed below.

ISSR Part 3, Welfare, health and safety, paragraph 7 and 8; NMS 11; EYFS 3.4, 3.5

- Ensure suitable arrangements are in place to safeguard pupils, including boarders, when using the internet [paragraphs 7(a) and (b); 8(a) and (b) and, for the same reason, NMS 11 and EYFS 3.4].

- Ensure that the DSL has sufficient time and resources to fulfil their role and responsibilities fully [paragraphs 7(a) and (b); 8(a) and (b) and, for the same reason, NMS 11 and EYFS 3.4, 3.5].

ISSR Part 3, Welfare, health and safety, paragraph 16; NMS 6; EYFS 3.64

- Ensure that suitable risk assessments are in place for pupils' use of information technology and appropriate action is taken [paragraph 16 (a) and (b) and, for the same reason, NMS 6.3 and EYFS 3.64].

ISSR Part 8, Leadership of and management in schools, paragraph 34; NMS 13

- Ensure pupils, including boarders, are effectively safeguarded by ensuring a more robust approach to internet safety and associated risk assessments [paragraph 34 (1)(a),(b) and (c) and, for the same reason, NMS 13.1, 13.3 to 13.5]

4. Summary of evidence

Written materials

- Safeguarding policy

- Arrangements to educate pupils about safeguarding, including e-safety; bullying, taking responsibility for their own behaviour (to include PSHE schemes of work)

- Records of staff training with particular reference to safeguarding, bullying and the promotion of good behaviour

- Code of conduct for staff

- Anti-bullying policy

- Behaviour policy

- Risk assessment policy

- Staff recruitment policy

- First aid policy

- Records and correspondence relating to safeguarding/behavioural incidents and bullying

- Log of sanctions and evidence of monitoring

- Evidence of referrals/consultations [Children's Services, local authority designated officer (LADO), Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA)]

- Evidence of allegations reported to Head or to the Chair of Governors

- Record of safeguarding training for Head and all staff

- Governors' minutes with regard to the annual review of the child protection policy and procedures

- Records of all first aid incidents and associated follow up actions

- Duty rotas for the school, including for boarding

Meetings with school personnel

- Introductory meeting with head – to discuss arrangements for the day and to provide initial thoughts on areas specified as focus for the visit

- Meeting with the DSL – to discuss implementation of safeguarding policy, training and induction of new staff

- Meeting with health and safety coordinator to discuss risk assessments and first aid

- Meeting with deputy head to discuss pupil behaviour and the school's anti-bullying strategy

- Meeting with governor

Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation
- Interviews with pupils in Years 6 and 8, chosen by inspectors
- Interviews with two groups of boarders, chosen by inspectors
- Interview with staff group, including head of boarding and IT coordinator, chosen by inspectors
- Meeting of inspectors
- Feedback of inspection findings to school