



**INDEPENDENT SCHOOLS INSPECTORATE**

**INTEGRATED INSPECTION  
BROOKE HOUSE COLLEGE**

# INDEPENDENT SCHOOLS INSPECTORATE

## Brooke House College

Full Name of College	<b>Brooke House College</b>
DfE Number	<b>855/6005</b>
Address	<b>12 Leicester Road Market Harborough Leicestershire LE16 7AU</b>
Telephone Number	<b>01858462452</b>
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Email Address	<b>dawn.savage@brookehouse.com</b>
Head	<b>Ms Dawn Savage</b>
Proprietors	<b>Mr Donald Williams, Mrs Joan Williams, Mr Giles Williams</b>
Age Range	<b>12 to 22</b>
Total Number of Pupils	<b>177</b>
Gender of Pupils	<b>Mixed (126 boys; 51 girls)</b>
Number of Day Pupils	Total: <b>8</b>
Number of Boarders	Total: <b>169</b>
	Full: <b>169</b> Weekly: <b>0</b>
Inspection Dates	<b>03 Dec 2013 to 06 Dec 2013</b>

## PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four 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, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website [www.legislation.gov.uk](http://www.legislation.gov.uk). Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This inspection 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 evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

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 judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured students. The responses of parents and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Mr Paul Spillane	Reporting Inspector
Mr Huw Daniel	Team Inspector (Deputy Headmaster, ISA school)
Mrs Gwen Caddock	Team Inspector (Former Head, ISA school)
Mrs Flora Bean	Co-ordinating Inspector for Boarding
Mrs Nicola Botterill	Team Inspector for Boarding (Head, GSA school)
Mr Paul Johnstone	Team Inspector for Boarding (Former Head of Department, HMC school)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Brooke House College is an academically non-selective co-educational day and boarding international college situated in Market Harborough. There are 177 students aged from 12 to 22. The college was founded in 1967 and it is owned and run by a board of three directors.
- 1.2 The college specialises in providing a UK-based preparation for GCSE and A-level examinations, along with a university foundation programme offering an accelerated qualification for more mature students to progress to higher education without the benefit of formal Year 12 and Year 13 qualifications.
- 1.3 The college's stated aims are to provide a safe, tolerant and comfortable learning environment that will result in the optimum sustainable placement in higher education for the student, while developing the student's skills for life to the maximum.
- 1.4 There are 126 boys and 51 girls in the college, of whom 119 boys and 50 girls are full boarders. Students represent 26 nationalities, of which 23 do not have English as the first language. Of the 132 students who speak English as an additional language (EAL), one receives specialist extra support for English. A number of students with EAL take the college's intensive English course to prepare for UK-based qualifications. No student has a statement of special educational needs. The college has identified no students as having special educational needs and/or disabilities (SEND). The college does not carry out standardised assessments with the students on entry; on the evidence of the inspection the ability profile is judged to be wide, ranging from a few students below the national average to a few who are well above the national average.
- 1.5 All of the boarders come from overseas; the eight day students come from families in Market Harborough and the surrounding area. Boarders are accommodated in 13 boarding houses, 5 on the campus and the rest in houses in the town which are within easy walking distance of the college. In addition, one boarder lives with a host family, arranged by the college at the parents' request.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the college.

## **2. THE SUCCESS OF THE SCHOOL**

### **2.(a) Main findings**

- 2.1 On the whole, the college successfully meets its stated academic aims. The students adopt a positive approach to their studies, their classroom behaviour is exemplary and committed teaching is often of high quality. Consequently, many students make good, and often rapid, progress, resulting in substantial academic achievement. Some, particularly those with limited English, do not reach a high level of academic attainment, although progress is good in relation to their starting points. In their response to the questionnaire, the students affirmed that they are pleased with their progress and consider that they owe a great deal to their teachers. Most students display secure knowledge and understanding of the material covered in their syllabuses. Marking of students' work is inconsistent and their progress is not systematically tracked and monitored.
- 2.2 The caring and supportive example set by the staff is mirrored in the way students behave towards one another. They grow strongly in self-assurance and self-esteem. Relationships are excellent throughout the college, and its cultural diversity is characterised by harmonious and companionable co-existence. Students say that they are happy, safe and well looked after, and they feel a strong sense of belonging. The quality of the students' personal development is good, and, despite a number of regulatory non-compliances, the college is generally very attentive to their welfare, health and safety. Students enjoy boarding: they say that the boarders get on well together and they appreciate all that the boarding staff do for them. Parents commended the high standards of behaviour, and evidence gathered during the inspection fully supported this judgement.
- 2.3 The board of directors is wholeheartedly committed to the success of the college. It has not, however, kept pace with regulatory requirements and does not keep college policies under regular review. Leadership focuses on the college's academic success as a central aim, and efficient management ensures that the college runs smoothly. While the college has met all of the requirements identified in the Ofsted report of January 2011, there remain aspects of its operation which are weak or unsatisfactory. There are, too, a number of areas where documentation is too limited, and monitoring and recording inconsistent. Many new policies, structures and processes are in the early stages of their implementation. The college enjoys very good relations with parents, who express great satisfaction with the education that their children are receiving, the overall boarding provision and the way in which the college is being run.

## **2.(b) Action points**

### **(i) Compliance with regulatory requirements**

- 2.4 The college does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- ensure that the board of directors annually reviews the safeguarding policies and procedures and the efficiency with which the related duties are discharged [Part 3, paragraph 7.(b), under Welfare, health and safety];
  - ensure that an appropriate complaints procedure is drawn up and effectively implemented [Part 7, and National Minimum Standard 18, under Complaints];
  - ensure that the students under 16 are supervised by an adult whenever they are in their boarding house [Part 3, paragraph 15, under Welfare, health and safety, and National Minimum Standard 15.4, under Staffing and supervision];
  - compile a single register containing the students' admissions data [Part 3, paragraph 17, under Welfare, health and safety].
- 2.5 The college does not meet all the National Minimum Standards for Boarding Schools 2011, and therefore it must:
- monitor and record the administration of all medication in the boarding houses [National Minimum Standard 3.1, under Boarders' health and well-being];
  - establish a means of recording the whereabouts of all boarders at any time [National Minimum Standard 15.5, under Staffing and supervision].

### **(ii) Recommendations for further improvement**

- 2.6 In addition to the above regulatory action points, the college is advised to make the following improvements.
1. Establish a schedule for keeping all whole-college policies under regular review.
  2. Develop a clear method of tracking and monitoring students' academic progress.
  3. Develop a systematic programme of staff appraisal.
  4. Create a formal procedure for staff on duty in boarding houses to share information when handing over to a colleague.
  5. Bring all marking of students' work up to the standard of the best.



### **3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS**

#### **3.(a) The quality of the pupils' achievements and learning**

- 3.1 The quality of the students' achievements and learning is good.
- 3.2 In the context of their previous educational experience, range of ability and fluency in English, students achieve well academically, in accordance with the college's stated aims. Most students display suitable levels of knowledge and understanding in speaking, listening, reading and writing: those who do not are given additional help to support their learning. In their response to the confidential questionnaire, students said that they are made to think for themselves and to work independently, and evidence from the inspection supported this view. Students are competent in their use of information and communication technology (ICT) and many display particularly high ability in logical thought and the application of mathematics. Little evidence of creativity was seen in students' work. The high standard of achievement of the ablest students is reflected in entry to universities that have exceptionally demanding entry requirements.
- 3.3 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been below the national average for maintained schools. The GCSE performance has varied greatly between different intakes, with results in 2011 being similar to the average for maintained schools, and higher than in 2010 and 2012. In 2013, students achieved a higher proportion of A\* and A grades than in previous years. International GCSE (IGCSE) results are, overall, lower than worldwide averages; the performance of students sitting co-ordinated sciences in 2012 was higher than worldwide averages. A-level results have been similar to the average for maintained schools. Results between intakes vary, with results in 2011 being above the national average for maintained schools and similar to that for maintained selective schools. At GCSE, there is no clear pattern of difference between boys' and girls' performance.
- 3.4 These results at GCSE and at A level, interpreted in the light of inspection evidence and individual students' particular circumstances, indicate that the overall rate of academic progress is good, and, in some cases, excellent.
- 3.5 In extra-curricular activities, a large number of students enter national mathematical challenges, achieving notable and sometimes outstanding results. Students also achieve success in The Duke of Edinburgh's Award (DofE) scheme, at bronze, silver and gold levels.
- 3.6 The students are academically very well motivated: they apply themselves to their studies with diligence and enthusiasm. Resilient and resourceful, they take responsibility for their learning. They willingly take part in other activities offered by the college, displaying cheerfulness and commitment.

### **3.(b) The contribution of curricular and extra-curricular provision**

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 The academic curriculum is appropriate in its balance and breadth, covering all the requisite areas of learning appropriate to the needs of students, most of whom have reached the stage of narrow specialisation. Making a good contribution to students' achievements and development, it fully supports the college's aim to provide high levels of individual attention through flexible personal timetables.
- 3.9 The curriculum is suitable for all abilities and needs. The provision for students with EAL is good, with effective student support planned by teaching staff within small classes. The majority of these students make good progress in English, as measured by their International English Language Testing System scores. A small proportion of parents expressed dissatisfaction with the provision for very able students. The evidence of the inspection did not support this view. Students can choose from IGCSE English either as a first or second language, both of which involve the study of literature and language. The IGCSE in triple award science is available for more able students, while mathematics and further mathematics are studied by able AS and A-level mathematicians. The college provides very thorough support for candidates seeking entry to demanding courses in higher education.
- 3.10 The college works hard to create bespoke programmes to meet the needs of individuals through highly flexible timetabling arrangements. Courses range from a full one- or two-year GCSE programme, with mathematics, English and science comprising the core, and optional units from a range of other subjects. Students benefit from an introductory ICT course that includes e-safety, while physical education and personal, social and health education (PSHE) are compulsory. The intensive English course also ensures the effective development of mathematical, business and linguistic skills, and the European Computer Driving Licence course complements this provision. The college's university foundation programme offers many relevant options and is successful in placing students in universities. Academic provision is enhanced where appropriate by field trips and visits.
- 3.11 The academic programme is augmented by strong provision for PSHE and the flexible grouping arrangements ensure that topics are appropriate to age and gender. However, implementation of this programme is not always successful; for example, during the week of inspection some teaching of PSHE failed to engage students fully, and a small number of students reported in interviews that they do not always see the relevance of these lessons.
- 3.12 Students receive valued assistance in choosing university courses and in the preparation of personal statements for university application.
- 3.13 A very small minority of parents expressed dissatisfaction with the range of extra-curricular activities. The inspection found that there is a suitable range of activities and clubs, and the students themselves reported that they are happy with the provision available.
- 3.14 Students and the local community gain much from the service element of the DofE scheme. The college's charitable ventures benefit the local and international community and bring visiting speakers into the college. A local business partnership runs workshops for business and enterprise students which enhance their understanding and appreciation of the world of work.

### **3.(c) The contribution of teaching**

- 3.15 The contribution of teaching is good.
- 3.16 Teaching promotes students' progress and supports the aims of the college to enable them to gain places at university and to develop skills for life. Teaching is generally well planned, showing an understanding of the abilities and needs of students and providing appropriately for those with EAL.
- 3.17 Teaching of very able students in small groups progresses at a rapid pace, using the expert subject knowledge of the teacher to capture students' interest and enthusiasm and to challenge them to think for themselves, resulting in excellent learning and achievement. In lessons with groups of students who have more limited English, teaching is planned to include varied tasks, regular questions and recapitulations to ensure both understanding and secure learning. Lesson planning takes fluency in English into account, and considerable specialist support is given in the intensive English course to students who join the college with very limited English, enabling them to move into examination classes when they are ready. Appropriate access arrangements are made for students with EAL when taking public examinations.
- 3.18 Teaching is characterised by the excellent relationships staff establish with their students. High expectations, good humour and understanding underpin learning. In questionnaire responses, a very large majority of students indicated that they feel that their teachers help them to learn and offer individual support when they need it. Parents too are highly supportive of the academic regime of the college. Teaching is based on up-to-date textbooks, and though few additional resources are used to promote learning, students say that they use the internet for research and sometimes the local library.
- 3.19 Marking is of varied quality: some books seen in the work scrutiny and in classes had been marked regularly, offering both an assessment of achievement and information on how to improve, but others had little marking and no helpful comments to support learning. Information from student assessments is not yet used to full effect in targeting support to those who need it most. Half-termly assessment grades are provided. Personal tutors, known as team leaders, work with their tutees to review the grades, monitor progress and set targets. A scheme is being set up to collect these grades and to use them in conjunction with assessments formally to monitor progress and to identify students who need further support.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

### **4.(a) The spiritual, moral, social and cultural development of the pupils**

- 4.1 The students' spiritual, moral, social, and cultural development is good.
- 4.2 Students are confident, self-aware and emotionally mature for their age. They have effective interpersonal skills and are considerate and kind. Musical, dramatic, religious or philosophical activity was not occurring during the inspection but some awareness of non-material aspects of life was evident in curricular fine art displays. Students' successes are celebrated, particularly as university places are won, or in such academic achievements as a recent locally sponsored event.
- 4.3 The college promotes moral and social values, for instance in a new PSHE programme from which students form a clear sense of right and wrong and obtain worthwhile life skills. A two-tier award scheme allocates some scholarships to reward progress in a wide range of life values and skills. Students clearly demonstrate norms of good conduct.
- 4.4 The social development of the students is excellent. All students have equal status in that there is no formal hierarchy or prefect system; they say that there is a spirit of kindness and collaboration throughout the college. The range of topics covered in PSHE ensures a high level of political and economic awareness. Students display good awareness of responsibility for others. For example, posters advertise appeals for good causes, collections are made at social activities throughout the year and funds are raised in response to international disasters.
- 4.5 The cultural diversity represented by students is characterised by harmonious co-existence, with strong respect and esteem shown for the many cultures and faiths present, as well as fundamental values of democracy, the rule of law and individual liberty. Students establish friendships across nationalities and enjoy this diversity. Muslim students appreciate the provision of a prayer room. Many national flags are displayed, and students celebrate their national festivals.
- 4.6 Students attain a good standard of personal development by the time they leave the college. Some further this through all levels of the DofE scheme. Students clearly plan for the next stage of education or life, are well supported in this by their teachers, and appear confident and eager about their future.

### **4.(b) The contribution of arrangements for pastoral care**

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 The pastoral structure is highly effective in providing support and guidance, in accordance with the college's aims and national requirements. In discussion and in their responses to the questionnaire, students expressed their appreciation of the strong support offered by the staff. All students identify staff to whom they turn freely for many forms of help. They feel that adults around them provide high levels of personal attention and care. This is reflected in the prevailing and respectful use of first name terms. Levels of professional care and trust in the college are excellent, as are relationships between staff and students, and among the students themselves.
- 4.9 A daily supply of fresh food and fruit promotes healthy eating habits among students, which the college staff are vigilant in monitoring. In their response to the

questionnaire, a large majority of students expressed dissatisfaction with the food, but their views were not supported by the evidence of this inspection, including a range of menus, interviews with pupils and the inspectors' own experience. Students benefit from the considerable opportunities throughout each week for varied exercise at the local leisure centre, and all students participate on Wednesday afternoons.

- 4.10 Standards of behaviour are very high, and parents appreciate this. Students show great respect for others and for property. Students say that bullying is not a concern and that occasional minor instances are dealt with promptly and effectively.
- 4.11 The college has a suitable plan to improve educational access for students with SEND.
- 4.12 Students know the elected chairman and members of the school council. It is an active and effective body whose views are incorporated into day-to-day decision making. It has influenced changes in the provision of food and facilities. The council generally chooses the charities to which fund raising is directed. Apart from the formal avenue of the school council, students find the senior staff highly accessible and sympathetic to informal enquiries. This contradicts the view of a small minority of respondents to the questionnaire, who felt that the college does not listen receptively to students' opinions.

#### **4.(c) The contribution of arrangements for welfare, health and safety**

- 4.13 The contribution of arrangements for welfare, health and safety is sound.
- 4.14 The college is only partly successful in meeting its stated aim of providing a safe environment. While suitable arrangements are in place for the working day in the college, those governing boarding sometimes fall short of what is required.
- 4.15 Safeguarding arrangements are mostly effective. Clear procedures for safeguarding students during the day and eliminating discrimination are implemented effectively. The required checks on new staff are carried out and recorded correctly as part of a thorough recruitment process. All staff receive appropriate training in child protection at the prescribed intervals. The college does not, however, have a system whereby relevant policies and their implementation are regularly reviewed.
- 4.16 The supervision of students under 16 at the weekends is unsatisfactory and does not meet the requirements for boarders. In addition, the college does not have a formal system of signing in and out of the boarding houses and fails to satisfy the requirement whereby staff should know the whereabouts at all times of boarders in their charge.
- 4.17 The college provides well for students who are ill or injured, reflected in students' responses to the questionnaire. Medication is dispensed and all-round care is provided in the medical room, but there is no systematic monitoring or recording of the administration of permitted medication in the boarding houses. A third of the staff are qualified first aiders, almost all of whom are trained at the higher level.
- 4.18 Students are educated in e-safety and appropriate use of the internet; their access to the internet is filtered and they have to sign an appropriate use agreement. All necessary measures are taken to reduce risk from fire and other hazards. Fire alarms, extinguishers and escapes are tested weekly, and emergency lighting monthly. The local fire and rescue service has given safety talks and an external

consultancy undertakes an annual wide-ranging risk assessment. The college has a continuing programme of testing portable electrical appliances. Risk assessments are comprehensive and appropriate for activities on and off the college campus.

- 4.19 The required admission information is complete, but different elements are stored in three separate places rather than as one register. The attendance registers are completed accurately and, as with the admission information, kept for the required period. Attendance is closely monitored, with a system of immediate response to absence.

#### **4.(d) The quality of boarding**

- 4.20 The quality of boarding is sound.

4.21 Boarders' personal development is well promoted by their boarding experience, which they enjoy and during which they develop happy and constructive relationships. Boarders are confident and demonstrate increasing levels of self-reliance and independence because of the positive experience within the boarding environment. They integrate very well and demonstrate excellent levels of acceptance within an inclusive and caring community, free from discrimination. On arrival, the vast majority settle quickly, feel at home and make new friends; resident tutors support them extremely well. Boarders are polite and well behaved. Relationships among students and between students and staff are excellent. In their responses to the questionnaire, boarders unanimously affirmed that they get on well together in their boarding houses. They know to whom they can turn for personal guidance or help, and those experiencing concerns or difficulties are sympathetically supported by staff.

4.22 Through the elected school council, boarders' views influence decisions regarding menus, facilities and extra-curricular initiatives. Boarders are pleased to be part of an international community that promotes acceptance of others and widens their horizons. Through television, newspapers and the internet, students have access to information about events in the wider world. They help to look after one another and several commented on a good family atmosphere. With strong support from teaching staff and resident tutors, they are well prepared for the next stage of their academic and personal life.

4.23 Boarders are well cared for and the boarding provision effectively supports their individual needs and helps to keep them fit and healthy. Boarding accommodation, on and off the campus, is run in accordance with the college's aim to provide a tolerant and comfortable environment, and the convivial atmosphere and relaxed relationships are testimony to this. A good induction process for new boarders includes a tour of the town. Regular PSHE sessions promote safety awareness surrounding issues including cyber-bullying and use of the internet. Risk assessments cover potential health hazards and are well maintained. Fire drills are carried out at termly intervals in boarding time and appropriate measures are taken to reduce the risk of fire. Boarders are able to store securely personal possessions, and money and valuables may be lodged with boarding staff. Boarders can buy personal and stationery items in nearby shops. Laundry arrangements are satisfactory. Boarders are very appreciative of the standard of medical care. Self-medication is carefully monitored centrally, but the recording of the administration of medication in the houses is inconsistent.

- 4.24 Boarders understand the importance of keeping fit and healthy. All participate in Wednesday afternoon activities, which include football, shooting, horse riding, badminton and squash. Sunday afternoon options to swim or exercise in the local leisure centre ensure good opportunities to promote physical well-being and socialising with friends from other houses. In response to the questionnaire, a small proportion of parents expressed concern that the college does not provide sufficient extra-curricular activities. Inspectors found a suitable range of activities for those boarders who wish to participate.
- 4.25 The boarding accommodation is clean, comfortable and secure. There is a rolling programme of refurbishment: the best of the facilities are excellent and none is less than satisfactory. Boarders have access to a number of common rooms; recreational facilities for table tennis, pool and a good variety of board games provide opportunities for socialising and enhance boarders' time together. Boarders can prepare snacks in house kitchens; fruit, milk and other refreshments are available after lessons each day. The vast majority of boarders are happy with the provision of meals.
- 4.26 Boarders have sufficient opportunities to contact their families, and usually do so electronically or by telephone. The college's effective communication with parents and guardians includes half-termly reports, and the great majority of those who responded to the parents' questionnaire said that they could easily contact boarding staff.
- 4.27 On the whole, arrangements for the welfare and safeguarding of boarders are appropriate and effective. Thorough procedures are in place for the safe recruitment and checking of staff and volunteers. All those responsible for boarders are appropriately trained in child protection. Induction for new boarding staff is supported by a comprehensive handbook. Boarders are made aware of potential risks and of necessary safety procedures. In discussion with inspectors, boarders reported that they feel very safe in their house. They have 24-hour emergency mobile telephone numbers and know the staff, including independent listeners, to whom they can turn should the need arise.
- 4.28 With regard to safeguarding, supervision of boarders is for the most part satisfactory, but the lack of direct supervision of younger boarders at weekends contravenes requirements when one member of staff is in charge of two houses. Furthermore, without a system for checking in and out of boarding houses, the college fails to satisfy the requirement for staff to know the whereabouts of boarders in their charge at all times.
- 4.29 Boarders report that there is virtually no bullying and believe that any instances would be dealt with swiftly and effectively. They say that rules and sanctions are strict but fair. Contributing to the maintenance of good behaviour is a newly established rewards and sanctions system that includes praise and positive incentives.
- 4.30 Leadership and management of the boarding provision are clear, which accords with the college's statement of boarding principles and practice. Boarding staff are well supported and work co-operatively as a team. Senior boarding staff have an appropriate level of experience and they are committed to self-evaluation and improvement. The boarding practices of house staff are overseen through monitoring, but house procedures are not yet stringently recorded. Through their regular weekly meetings, tutors raise any pastoral concerns, but such matters and

actions taken are not always fully recorded. Procedures for handover in some houses are inconsistently applied.

- 4.31 Parents state that they are highly satisfied with the boarding provision and the care provided to their children. All recommendations from the previous boarding inspection, undertaken by Ofsted in January 2011, which mostly relate to record keeping and the standard of accommodation, have been met.



## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) The quality of governance**

- 5.1 The quality of governance is unsatisfactory.
- 5.2 The directors have a long-standing association with the college as proprietors, and are wholeheartedly committed to the college's aims and ethos. With an intimate knowledge of all aspects of college life, they exercise effective oversight of educational standards and investment in staff, accommodation and resources. They monitor financial matters very closely and have a definite vision and clear plans for the continuing development of the college. The directors give excellent and much appreciated support to the senior management team. They attend college events and are well known to staff, students and parents.
- 5.3 The directors and the leadership have clearly defined areas of responsibility. The directors are not, however, effective in discharging their responsibilities for statutory requirements. They do not ensure that all of the stipulated policies have been drawn up, or that the safeguarding and complaints policies comply with regulations. They do not undertake the required annual review of safeguarding policies and procedures and the efficiency with which the related duties are discharged, for example within boarding. They have also permitted the admission into the college of students aged 12 and 13, in contravention of the conditions of the college's registration with the Department for Education, namely that the youngest students should be 14 years of age. The directors have no procedure whereby college policies are kept under regular review.

### **5.(b) The quality of leadership and management, including links with parents, carers and guardians**

- 5.4 The quality of leadership and management is unsatisfactory.
- 5.5 Dedicated leadership and management ensure that the college largely fulfils its academic aims and that students acquire a good standard of personal development. Leadership has begun to provide clear educational direction within boarding, where excellent pastoral outcomes for the students are seen. The college runs smoothly on a day-to-day basis and there is a spirit of collaboration. Management is approachable, available and accessible.
- 5.6 The senior management team is conscientious in many ways and its self-evaluation has been broadly successful in identifying many, but not all, of the key areas for improvement. The successful academic life of the college has not been matched by the implementation of up-to-date policies and practices elsewhere, notably regarding aspects of safeguarding. There are some deficiencies in ensuring student safety. Managers are responsive to suggestions regarding improvement from junior colleagues and others. The college has a clear development plan that shows a keen desire to improve outcomes for the students.
- 5.7 Many new policies, structures and processes are in the early stages of implementation. The monitoring of processes and systems has been inconsistent and identification of improvements needed is in its infancy. Hitherto, at all levels of governance, leadership and management, record keeping has been informal and lacking in detail, although a more formal and systematic approach is now emerging.

The present composition of the senior management team provides a broad mix of relevant skills and expertise.

- 5.8 Recent appointments have strengthened the staff. The college follows the required arrangements for checking the suitability of staff and directors. Basic induction procedures are carried out, but there is a lack of consistency in monitoring and review procedures for aspects of safeguarding. All staff are suitably trained in their roles in safeguarding, welfare, health and safety. Appraisal procedures, professional development opportunities and training programmes are unevenly implemented and in the early stages of development. However, a very positive start in these areas is evident among boarding staff.
- 5.9 Responses to their questionnaire show that the vast majority of parents are highly satisfied with both the education and the support provided for their children, highlighting academic progress made, standards of behaviour and the happiness and safety of their children as particularly strong areas. While the wording of the complaints procedure does not comply with regulatory requirements, on the rare occasions when complaints have been made, they have been responded to appropriately.
- 5.10 A majority of parents indicated that information about the college and its policies is easily available. All the required information is accessible to the parents of current or prospective students through the college website, which also provides an update on events in college life. Parents receive a comprehensive introductory booklet before students join the college, and the college provides an informative end-of-term newsletter. The college provides parents with detailed half termly reports on the academic progress of their children, which give an indication both of effort and of academic standards achieved. Parents indicate that they are satisfied with the information they receive about their children's progress, and that they receive timely responses to their questions. As almost all of the students' parents are based abroad, they do not have the opportunity to be involved in the day-to-day life of the college.
- 5.11 A very small minority of parents said that they do not find it easy to contact staff who care for their children. Many parents live in different time zones from the college, and so direct telephone contact is not always easy, but staff respond to emails within 48 hours. Parents are given email contact details for staff responsible for boarding houses.

**What the college should do to improve is given at the beginning of the report in section 2.**