



INDEPENDENT SCHOOLS INSPECTORATE

CLAYESMORE SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Clayesmore School

Full Name of School	Clayesmore School
DfE Number	835/6009
Registered Charity Number	306214
Address	Clayesmore School Iwerne Minster Blandford Forum Dorset DT11 8LL
Telephone Number	01747 812122
Fax Number	01747 813187
Email Address	rhona@clayesmore.com
Headmaster	Mr Martin Cooke
Chair of Governors	Mr John Andrews
Age Range	13 to 18
Total Number of Pupils	482
Gender of Pupils	Mixed (298 boys; 184 girls)
Number of Day Pupils	Total: 227
Number of Boarders	Total: 255 Full: 255 Weekly: 0
Inspection Dates	03 Mar 2015 to 05 Mar 2015

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014, as amended. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Colette Culligan	Reporting Inspector
Mrs Caroline Pellereau	Team Inspector for Boarding (Head of Lower College, GSA school)
Dr Ernst Zillekens	Team Inspector for Boarding (Head of Department, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Clayesmore School, founded in 1896, moved to its present site in the Dorset village of Iwerne Minster in 1933. It is a co-educational day and boarding school, providing for pupils from the ages of 13 to 18; many have attended its preparatory school, which shares the same site. The school is overseen by a governing council, including several designated committees for various aspects of provision.
- 1.2 The school aims to help all pupils to achieve their full potential by encouraging a love of learning and the pursuit of personal excellence. It seeks to encourage an appreciation of British and other cultures, tolerance and a sense of responsibility, and to develop pupils' sense of spirituality, in deepening their understanding of Christianity and promoting respect for other faiths. In its boarding houses it sets out to create a home-from-home atmosphere within which boarders develop social skills, good friendships and self-confidence. Boarding provision also aims to create an open and trusting atmosphere with equality of opportunity for all boarders as they develop their awareness of their responsibilities for others in the community.
- 1.3 Currently, there are 482 pupils enrolled at the school: 184 girls and 298 boys. The school identifies 38 pupils as speaking English as an additional language (EAL) and 138 pupils with special educational needs and/or disabilities (SEND). One pupil has a statement of special educational needs. The majority of pupils come from white British families based in the surrounding counties of Dorset, Wiltshire and Hampshire. There are 255 boarders in total; of these, 45 are from overseas, the majority from Russia or Germany. Devine House and its annex, Church Path, accommodate boys and are located close to the school in the village. The other boys' houses, Gate House and Manor House, are situated on the main school campus, as are the girls' houses, King's House and Wolverton House. The Bower, an annex of Wolverton House, accommodates a small number of sixth-form girls. All day pupils are also allocated to one of the houses.
- 1.4 Since the previous inspection the school has invested in new teaching accommodation and in provision for athletics. An ongoing programme of refurbishment and renewal for the boarding houses and the school in general has included the provision of some new bathroom and showering facilities, replacement of some fire systems and improvement of internet connectivity across the site. The school has also enhanced its provision of counselling support for pupils.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Ensure that all written policies and procedures are kept up to date, are consistent and are understood by staff.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in January 2012. No recommendations were made for the improvement of boarding provision.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 House staff and pupil mentors provide an induction programme for new boarders. Boarders name several members of staff to whom they will readily turn for help and advice. Contact details of appropriate sources of outside help, including the school counsellors, independent listeners and the Children's Commissioner, are displayed in houses. [NMS 2]
- 3.3 The school has and implements a suitable first-aid policy. Information about medication given to boarders is appropriately shared between the medical centre and houses and recorded. The medical centre is suitably equipped and staffed by qualified nurses 24 hours a day; doctors attend regularly. Appointments for other, specialist medical services are arranged as required. Suitably separated overnight accommodation for boys and girls is available in the medical centre. Prescription medicines are appropriately stored and dispensed. Older boarders assessed as competent to do so are allowed to self-medicate, and as patients, all boarders' rights and confidentiality are respected. [NMS 3]
- 3.4 Boarders may easily contact their parents by mobile telephone, house telephone or internet communication systems. The school has appropriate systems in place to ensure the safe use of the internet. [NMS 4]
- 3.5 Houses provide suitable sleeping accommodation and many areas for study or recreation. Washing and toilet facilities are appropriately private. Rooms are well maintained, and suitably furnished and ventilated, with clean and warm bedding. Some boarders personalise their rooms, creating a homely atmosphere. Houses are protected from access by unauthorised persons and security measures do not intrude on boarders' privacy. [NMS 5]
- 3.6 In response to the pre-inspection questionnaire, a small minority of boarders expressed discontent with the food provided. However, conversations with pupils, meals sampled and menus seen demonstrated that the food is appetising, nutritious and adequate in choice and variety. Specific dietary needs are met. Kitchens and serving areas are clean. Drinking water is readily available and boarders may prepare snacks in the evenings in their houses. [NMS 8]
- 3.7 There is a suitable laundry service and older boarders may opt to do their own washing. Personal items and stationery can be purchased locally or from matrons. A minority of pupils expressed in pre-inspection questionnaire responses the view that their possessions are not safe. Inspectors found that school stores boarders' valuables and money if requested to do so, and that boarders have lockable storage spaces, although they do not always choose to use these. The school is aware of these concerns and has been taking suitable action. [NMS 9]
- 3.8 Boarders have an appropriate choice of activities, sufficient free time, ample recreational space and access to local facilities. Television, the internet and newspapers provide news about the wider world. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school has suitable procedures for health and safety matters, which are effectively implemented in accordance with its written policies. The premises and accommodation are suitably maintained, with standards of decoration and cleanliness that ensure the safety and welfare of all boarders. [NMS 6]
- 3.11 Clear written fire risk assessments, weekly checks of fire alarm systems and a systematic procedure for checking fire equipment ensure that all reasonable actions are taken to minimise the risk of fire. Boarding houses carry out the required evacuation drills at least once every term in the hours of darkness. [NMS 7]
- 3.12 A written policy on child protection was updated recently and is fully in line with the latest official guidance. Procedures are clear, understood by staff and implemented as required, so that the school effectively promotes the safety and welfare of pupils. [NMS 11]
- 3.13 The boarders and staff understand and respect the written policies to promote good behaviour. In response to the pre-inspection questionnaire a small minority of boarders said that the school does not deal well with cases of bullying. In interviews, however, boarders said that incidents of bullying are rare and that the school deals with them swiftly. This is confirmed by the school's written records, which show that firm action has been taken when necessary. As required, the school has suitable policies for searching pupils and their possessions and for the use of restraint. [NMS 12]
- 3.14 The school's safe recruitment procedures reflect official guidance and are followed consistently, so that all relevant checks are carried out and recorded correctly. All those living on site are either employees of the school or their spouses. Visitors to the boarding houses are kept under supervision to ensure that they do not have inappropriate access to the boarders or their accommodation. The school does not appoint guardians but requires parents of pupils from overseas to do so. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 A clear statement of boarding principles and practice is available on the school website and on house notice boards. A large majority of pupils said in questionnaire responses and interviews that they enjoy boarding. In response to their pre-inspection questionnaire, almost all parents expressed high levels of satisfaction with the care given to their children. [NMS 1]
- 3.17 Responsibility for the leadership and management of boarding is clearly designated. Boarding staff have appropriate levels of experience and training. They are supported in the evenings by academic staff as visiting tutors. Appropriate records are maintained and monitored within houses. However, documentation is not reviewed sufficiently frequently, resulting in occasional inconsistencies of content and application. [NMS 13]
- 3.18 All boarding staff and their spouses have appropriate job descriptions and receive suitable induction when they join the school. A formal appraisal programme allows staff to reflect on their boarding practice, although documents are inconsistent with regard to the frequency of appraisals. All staff are trained in first aid and

safeguarding; opportunities for further training are provided. The level of staff supervision of boarders is appropriate. Boarders are always the responsibility of qualified and experienced staff, and staff rotas are clearly displayed. In each house two staff are resident overnight, easily contactable by pupils. Staff know the whereabouts of boarders in their charge at all times, and what to do in the event of a boarder going missing. The missing child policy sets out appropriate procedures, although these have not been updated to reflect current practice. Resident staff have appropriate accommodation that is only accessible to boarders under supervision. [NMS 15]

- 3.19 Boarders report that they do not experience discrimination. The school is sensitive to the needs of all boarders; those with SEND or EAL are offered appropriate levels of encouragement and support. In response to the questionnaire, a minority of pupils said that staff are not consistently fair when applying sanctions for disciplinary matters. Scrutiny of the sanctions log supports this view. [NMS 16]
- 3.20 In pre-inspection questionnaire responses a minority of pupils said that the school does not take their views into consideration. Inspectors found little evidence to support this. The school has established house forums and a food committee, and conducts whole-school surveys. Actions taken as a result of related consultations include changes in menus and the provision of tuck. [NMS 17]
- 3.21 A suitable complaints policy is available for all parents and is appropriately implemented by the school if required. [NMS 18]
- 3.22 Prefects in each house are given suitable responsibilities to support the smooth running of the house, guided by appropriate training and support. They may not impose sanctions but report any concerns to staff. [NMS 19]
- 3.23 No boarders are accommodated in long-stay lodgings. [NMS 20]