



**INDEPENDENT SCHOOLS INSPECTORATE**

**GLEBE HOUSE SCHOOL**

**BOARDING WELFARE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Glebe House School

Full Name of School	<b>Glebe House School</b>
DfE Number	<b>926/6004</b>
Registered Charity Number	<b>1018815</b>
Address	<b>Glebe House School 2 Cromer Road Hunstanton Norfolk PE36 6HW England</b>
Telephone Number	<b>01485 532809</b>
Fax Number	<b>01485 533900</b>
Email Address	<b>jpc@glebehouseschool.co.uk</b>
Head	<b>Mr John Crofts</b>
Chair of Governors	<b>Mr Adam Poulter</b>
Age Range	<b>6 months to 13 years</b>
Total Number of Pupils	<b>174</b>
Gender of Pupils	<b>Mixed (89 boys; 85 girls)</b>
Numbers by Age	0-2 (EYFS): <b>18</b> 5-11: <b>74</b> 3-5 (EYFS): <b>65</b> 11-18: <b>17</b>
Number of Day Pupils	Total: <b>131</b>
Number of Boarders	Total: <b>43</b> Full: <b>0</b> Flexi: <b>43</b>
Inspection dates	<b>24 to 26 November 2015</b>

## 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 vice-chair of governors and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions and an assembly. 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**

Mr Ian Newton

Reporting Inspector

Mrs Claire Grant

Team Inspector for Boarding (Director of Studies, IAPS School)

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 SUMMARY</b>	<b>2</b>
(i) Compliance with regulatory requirements	2
(ii) Recommendation for further improvement	2
(iii) Progress since the previous inspection	2
<b>3 COMPLIANCE WITH NATIONAL MINIMUM STANDARDS</b>	<b>3</b>
(a) Boarding provision and care	3
(b) Arrangements for welfare and safeguarding	4
(c) Leadership and management of the boarding provision	5

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Glebe House is a day and boarding school on the outskirts of Hunstanton on the west Norfolk coast. It was founded in 1874 and provides education for both boys and girls from the age of six months to thirteen. Pupils are drawn from the surrounding area and are mainly of white British origin, reflecting the local population. The school is a charitable trust and its work is overseen by a board of governors. At the time of the inspection, the school had 174 pupils, of whom 89 were boys and 85 were girls.
- 1.2 A minority of pupils board on a regular or occasional basis, with none staying over the weekend and none staying for the whole week. However, the school's routine reflects that of a boarding school, with many day pupils leaving at 6pm after tea. At the time of the inspection, a total of 43 pupils boarded for at least one night each week. Boarders are accommodated in two houses, one for boys and one for girls.
- 1.3 The school aims to encourage courtesy, consideration for others, self-discipline and a desire to contribute to society, as well as achieving high academic standards and preparing the pupils socially and culturally for their senior schools. Since the previous inspection, the school has introduced a woodland school, refitted the computer room and provided extra facilities for younger pupils; a new housemaster has been appointed to the boys' house.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables:

### ***Early Years Foundation Stage Setting and Pre-Prep***

School	NC name
Nursery	Nursery
Reception	Reception
Division 1	Year 1
Division 2	Year 2

### ***Preparatory School***

School	NC name
Division 3	Year 3
Division 4	Year 4
Division 5	Year 5
Division 6	Year 6
Division 7	Year 7
Division 8	Year 8

## **2. SUMMARY**

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

- 2.1 The school does not meet all the National Minimum Standards for Boarding Schools 2015, and therefore it must:
- ensure that all the required checks on the suitability of staff, including references and medicals, are made before they start work at the school and, in the event that the DBS disclosure is delayed, a separate barred list check is carried out and recorded [National Minimum Standard 14.1 under Staff Recruitment and Checks on Other Adults and, for the same reason, National Minimum Standard 13.4 under Management and Development of Boarding].

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

- 2.2 In addition to the above regulatory action point, the school is advised to make the following improvement.
1. Conduct fire drills at times when boarders are asleep in both houses.

### **(iii) Progress since the previous inspection**

- 2.3 The previous boarding welfare inspection was undertaken by ISI in November 2012. The school was recommended to make more robust systems to implement record keeping. Records examined during this inspection were thorough and well maintained.

### **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 New boarders receive appropriate support and induction. These are provided during taster evenings, in a boarding handbook explaining daily routines, and through personal help from other boarders and staff. In addition to house staff, all pupils have a form tutor to provide support and guidance. Boarders say it is easy to talk to members of staff, who are always helpful. Pupils have access to two independent listeners, one of whom is the school chaplain, and their services are widely advertised in both boarding and day areas, along with national helplines. However, pupils make little use of these services, preferring to talk to those they know well. A very large majority of boarders who responded to the questionnaire said they knew what to do if they were unhappy, and all the parents said that staff treat their children as individuals. [NMS 2]
- 3.3 The school has appropriate policies for the care of boarders who are unwell. All staff are trained in first aid, and house staff know how to administer medication as necessary, both to those with on-going conditions and those who need household remedies. Medicines are carefully stored, and records maintained efficiently and confidentially, so that all staff who deal with boarders are aware of them. There are currently no boarders who self-medicate. The school has appropriate accommodation for any boarders who are ill, although in almost all circumstances they will go home, being occasional boarders who live close to the school. For the same reason, access to local medical services is arranged by parents rather than the school. A very large majority of boarders said that they are well looked after if they are ill. [NMS 3]
- 3.4 Boarders have easy access to their parents, both by using their mobile phones and by using landlines in each house. All those who responded to the questionnaire said that contacting parents was easy. [NMS 4]
- 3.5 Boarding accommodation is warm, well maintained, spacious and comfortable, providing suitable dormitories in which small groups of boarders sleep and common room space in which they relax. All the parents who responded to the questionnaire described the accommodation as comfortable. Boys and girls are in separate houses, with appropriate accommodation for pupils of different ages. Boarders are encouraged to personalise an area near their bed, and many do this, so that a relaxed and informal ambience is created. Boarders complete their homework under supervision either in classrooms or in the ICT room, giving good space for study. The houses contain small kitchens where evening snacks can be prepared. Toilet and shower rooms provide appropriate privacy, and staff are reminded to be sensitive when they are in use. Boarding areas are kept secure for the use of boarders. [NMS 5]
- 3.6 Boarders are provided with healthy and nutritious meals, with breakfast a particular favourite. A small minority of boarders were critical of the food, but inspection evidence showed that they are offered a choice of palatable cooked or cold items, and that a monthly cycle of menus provides appropriate variety. The kitchen has appropriate certification for hygiene. Meals are eaten in a relaxed but well ordered atmosphere. A very small minority of boarders were critical of the provision of snacks in the houses. Inspectors found that a suitable range of evening snacks is



provided, with hot items prepared by staff; drinking water is also readily available. The school makes suitable provision for pupils with dietary needs. [NMS 8]

- 3.7 The school has efficient laundry provision for those who board several nights each week, and washes all boarders' bed linen regularly. Boarders bring personal items from home and almost all say their possessions are safe. House staff collect in valuable items such as phones, giving them to pupils only when required. The school has appropriate procedures for searching boarders' possessions, but has not needed to use them. [NMS 9]
- 3.8 The school arranges a varied and much appreciated programme of activities before tea for all pupils, and after prep for boarders. These range from art to ICT, from netball to *Glebe's Got Talent*. These give boarders an appropriate balance between activity and relaxation, and make excellent use of the extensive grounds. Boarders who play musical instruments are encouraged to practise before breakfast. A very large majority of boarders said that the balance of free time and activity is good. Risk assessments are carried out where appropriate for these activities, such as for sailing. Boarders have access to information about the world outside the school, mainly by watching television news before and after breakfast, which enables them to discuss current events with insight. [NMS 10]

### **3.(b) Arrangements for welfare and safeguarding**

- 3.9 The school does not meet one of the NMS under this section.
- 3.10 The boarders all say they feel safe in the boarding houses and the arrangements to ensure their safety are robust. Since the previous inspection, digital locks have been placed on all doors, and boarders are encouraged not to divulge the code. Up-to-date health and safety records are maintained by the health and safety co-ordinator, and improvements made as necessary. For example, the governors have implemented new parking arrangements, with 5 mph signage and designated minibus parking areas. Effective maintenance ensures that the accommodation and facilities are safe. All visitors report to the main school office, are given a visitor's badge and escorted on the site. Risk assessments are written for all areas of the school, and for all trips undertaken by the pupils. [NMS 6]
- 3.11 The stringent fire safety procedures include regular checks and maintenance. Evacuation procedures are practised at least termly at different times in boarding time, though not whilst boarders are asleep. Periodic risk assessments are carried out with the local fire officer. [NMS 7]
- 3.12 The safeguarding policy is regularly updated in line with legislation, and staff training is up-to-date. All teaching staff have read the most recent update of Keeping Children Safe in Education. The designated safeguarding lead (DSL) and deputy have had Prevent Training, and have cascaded the information to the rest of the staff. The safeguarding governor is also fully trained and meets the DSL at regular intervals. The school liaises closely with local agencies when necessary. [NMS 11]
- 3.13 The school has detailed anti-bullying and behaviour policies clearly setting out the expectations, rewards and examples of sanctions. The boarding provision has an appropriate systems of rewards and sanctions, but these are rarely needed, and positive behaviour is encouraged at all times. Pupils said that any unpleasantness is rare and firmly dealt with. The school has an effective approach for addressing cyber-bullying and e-safety, using relevant videos. It was evident through conversations with boarders and in the pre-inspection questionnaires that they talk

confidently with adults, and enjoy each other's company. The school has appropriate procedures for restraining a pupil, and for searching pupils and their possessions, if necessary. [NMS12]

- 3.14 In almost all cases, the required checks on staff have been conducted, though not always before they started work. The school took immediate action to carry out missing checks during the inspection and almost all have now been done. Any person over sixteen who is not employed by the school but lives in boarding accommodation has the appropriate checks, and there is an agreement with them about the role they play. Visitors to boarding accommodation are carefully supervised. The school does not appoint guardians. [NMS 14]

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

- 3.15 The school does not meet one of the NMS under this section.
- 3.16 The school's statement of boarding principles is available to both staff and parents and, in age appropriate language, to boarders. It underpins the caring ethos that permeates the arrangements. Parents speak highly of the friendly, holistic and rounded education their children receive and the way it prepares them for their move to senior boarding schools, which most will undertake later. [NMS 1]
- 3.17 Governors take a careful interest in boarding arrangements, participating in a welfare committee with boarding staff and obtaining feedback from both boarders and parents. This enables them to monitor the effectiveness of the leadership and management of boarding. The leadership is structured appropriately, with effective links between academic and pastoral staff, enabling all staff to support boarders' well-being. Staff have appropriate experience or training, and work well together. The annual review with the residential team informs the development plan for boarding, which identifies issues to improve boarders' well being further. All the parents who responded to the questionnaire said that boarding is well organised and managed, and that the school is well led. The school maintains the necessary policies and records, monitoring their effectiveness as necessary; however the school's leadership has not ensured that staff recruitment processes are sufficiently rigorous. [NMS 13]
- 3.18 All staff working in boarding have appropriate job descriptions and, when new staff are appointed, they are given careful support for their roles and opportunities for further professional development. Annual reviews of individual members of the boarding team enable practice to be improved. There is a clear understanding of the role of spouses within boarding. Levels of supervision are appropriate, both during activities and during the evening. Staff know the whereabouts of boarders, and would know what do if a pupil ever went missing. Residential staff have appropriate accommodation, separate from that of boarders, and to which boarders have appropriate access from time to time. Boarders are able to summon help in the night if necessary. [NMS 15]
- 3.19 In its policies, the school makes a strong commitment to providing pupils with equal opportunities, and seeks to expose pupils to a wide range of cultural experiences. In day-to-day matters, such as taking turns at meals, it seeks to treat them fairly. When pupils have been accepted with a disability, the school has taken professional advice to determine what adjustments it should make. Almost all boarders said they were treated fairly. [NMS 16]

- 3.20 Along with other pupils, boarders are able to present their views through the school council. In discussion, pupils gave several examples of changes that had been made as a result of such discussions, such as increased numbers of lessons to broaden the curriculum. The small size of the houses enables informal discussion to take place about matters of daily life. [NMS 17]
- 3.21 The school has an appropriate complaints policy, which meets the required standard. There have been no formal complaints about boarding since the previous inspection. All the parents who responded to the questionnaires said they are happy with the way in which the school deals with any concerns, and almost all said that responses to questions are timely. All parents said it was easy for them to contact staff. [NMS 18]
- 3.22 There are no prefects within the boarding houses, but boarders take it in turn to undertake responsibilities such as waiting at meals. Senior boarders provide informal support to younger ones. [NMS 19]
- 3.23 The school does not provide lodgings for boarders. [NMS 20]