



INDEPENDENT SCHOOLS INSPECTORATE

TERRINGTON HALL SCHOOL

BOARDING WELFARE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Terrington Hall School
DfE Number	815/6003
Registered Charity Number	532362
Address	Terrington Hall School Terrington York North Yorkshire YO60 6PR
Telephone Number	01653 648227
Fax Number	01653 648458
Email Address	office@terringtonhall.com
Head	Mr Mark Jonathan Glen
Chair of Governors	Mrs Kate Willink
Age Range	3 to 13
Total Number of Pupils	146
Gender of Pupils	Mixed (84 boys; 62 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 92 3-5 (EYFS): 17 11-18: 37
Number of Day Pupils	Total: 121
Number of Boarders	Total: 25 Full: 4 Weekly: 21
Inspection dates	09 Oct 2012 to 11 Oct 2012

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) (England) Regulations 2010. From September 2011 the inspection of boarding welfare forms part of the inspection process. 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. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in December 2008 and can be found at www.ofsted.gov.uk.

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

Mr David Horn

Mr Robert Humphreys

Reporting Inspector

Team Inspector for Boarding
(Housemaster, IAPS school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendations for further improvement	2
(iii) Progress since the previous inspection	2
3 COMPLIANCE WITH NATIONAL MINIMUM STANDARDS	3
(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 Terrington Hall School was founded in the village of Terrington in North Yorkshire in 1920, near the town of Malton. For 50 years it was privately owned and in 1974 the school became an educational trust overseen by a governing body. The school provides co-educational, day and boarding provision for pupils aged from three to thirteen and is set in its own extensive grounds. The school's aim is to combine all of the best features of traditional education with a friendly, informal approach to the needs and interests of all individual children, and to raise their self-confidence and aspirations so that they can set out on the road to adulthood, fulfilling their potential academically, emotionally and physically. Although a broadly Anglican Christian school, all denominations and faiths are embraced.
- 1.2 At the time of the inspection, there were 146 pupils on roll, of whom 17 were in the Early Years Foundation Stage. The school is divided into the Junior School and Main School, with 59 pupils in Years 1 to 4, and 70 in Years 5 to 8. The school has identified three pupils as having special educational needs and/or disabilities, all of whom receive specialist learning support. There is one pupil for whom English is an additional language (EAL). No pupils have a statement of special educational needs. The overwhelming majority of pupils are of white British origin, with parents from professional backgrounds. Day pupils live mostly in local communities in the surrounding towns and villages; boarders are drawn from further afield, including overseas, with a few whose parents serve in the armed forces.
- 1.3 Pupils from Year 3 have the opportunity to board. Currently, there are four full boarders and twenty-one pupils who stay regularly for some nights of the week on a flexible basis. Similar numbers of boys and girls board. Boarding accommodation is on the upper floors of the Main School building, with entirely separate facilities for boys and girls. Since the previous ISI inspection in November 2011, new shower and toilet facilities have been installed for the boarders.
- 1.4 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 2011.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvements.

1. Review risk assessments and policies to include sufficient detail and ensure that they are known and implemented by the staff.
2. Increase the opportunities for boarding staff to develop their knowledge of boarding.
3. Complete the upgrade and redecoration of facilities in the boarding house.

(iii) Progress since the previous inspection

2.3 Since the previous boarding welfare inspection undertaken by Ofsted in December 2008, the school has re-organised the administration of medicines, in line with NMS requirements. It has also provided appropriate medical training for staff, ensured that all staff receive appropriate safeguarding training at the required level, redecorated the boys' and girls' washrooms, and included sections on boarding in its appraisal of staff.

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 are introduced to boarding routines by the house staff on arrival. Where possible, an experienced boarder of the same age acts as a mentor to aid settling in. Each boarder is able to select a member of staff to help with any personal concerns, and is able to contact a local independent adult. Contact details are displayed on notices near telephones and in classrooms, together with national helpline numbers. [NMS 2]
- 3.3 Boarders who are unwell are cared for by a qualified matron, who also provides first-aid cover and looks after any boarder with longer-term illnesses. Unwell boarders are cared for in separate areas for boys and girls. The school doctor visits the school whenever necessary, and dental and other specialist medical treatment can be arranged locally. Confidential, individual records of all medication given are kept securely. Care is taken when household remedies are administered, and prescribed medication is given only to the relevant boarder. Sufficiently responsible boarders may self-medicate. Boarders' rights and privacy are respected with regard to all medical matters. [NMS 3]
- 3.4 Boarders may readily contact friends and family members, utilising private access to telephones and email; video conference calls are available for boarders from overseas. [NMS 4]
- 3.5 Boarding accommodation is generally well maintained and clean, although some areas are worn and lacking in decoration. Heating and ventilation are sufficient, and recently refurbished washrooms and lavatories provide privacy. Dormitories are adequately illuminated and all rooms are well furnished, with plenty of space where boarders may relax and work. Every boarder is allocated a bed, even if staying only one night weekly, and pin-boards enable boarders to decorate their own areas with posters and photographs. Bedding is colourful and comfortable, and occasional boarders are able to bring in their own. Supervised homework sessions are part of routines, and boarders may use classrooms, including the information and communication technology suite. The needs of pupils with EAL are catered for appropriately. Rooms for boarding are only for the use of the boarders, although the medical room is also occasionally used for daytime first aid. Outside groups using other school facilities cannot enter the boarding house. [NMS 5]
- 3.6 Facilities for the preparation of food on the premises are hygienic. All dietary needs are met. More than half of all boarders in their questionnaires were critical about not having access to food when they wanted. Inspection evidence did not support this view. Snacks are provided in the breaks during the day, and late evening snacks and drinks are always available. A reasonable range of choices is provided for all meals; a vegetarian option is always available and boarders can choose to have a cooked breakfast. Food is plentiful and nutritious, and the three daily meals offer much variety. Water is available in the dining room, older pupils are permitted to use water bottles during the day and external drinking fountains are available for all. [NMS 8]
- 3.7 Full boarders' bedding and clothing are laundered at the school, with care taken to return items correctly. Boarders may obtain personal hygiene items or stationery

through the school office whenever necessary, and all boarders are able to secure their valuable personal possessions with boarding staff. [NMS 9]

- 3.8 Activities are available every evening during the week and outings are organised for boarders who stay at weekends. In addition, free time is incorporated into the boarders' schedules. Staff supervise boarders carefully outdoors and rules and boundaries are carefully monitored and maintained. In the summer term, boarders may enjoy free time outdoors instead of evening activities. Those who are in school at the weekends can opt to take part in activities and often visit local places of special interest, such as those in York. Newspapers, internet access and television news keep boarders informed about events in the 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 a range of policies outlining aspects of health and safety, covering the required areas of compliance. These operate alongside risk assessments covering most facets of safety, although these are not reviewed regularly and are not always sufficiently detailed. Measures take regard of relevant statutory guidance, but some procedures and policies are not sufficiently understood by staff or applied consistently. [NMS 6]
- 3.11 All essential fire precautions are taken and records kept appropriately. Regular fire drills take place, including at night. Regular checks are made of fire and electrical equipment. [NMS 7]
- 3.12 The child protection officer ensures that all staff receive regular training at the appropriate level. The child protection policy has been devised in accordance with regulatory guidelines and the school has established effective links with the local safeguarding agency. Any concerns about individual boarders are handled sensitively and in accordance with procedures, and careful records are kept securely. [NMS 11]
- 3.13 Parents who responded to the questionnaire were full of praise for the care provided for their children. Boarders appreciate the support and guidance they receive from boarding staff and a strong sense of mutual respect and friendliness exists amongst the boarding community. Policies to promote good behaviour include details of sanctions, for the rare occasions when they may be needed. These are generally understood and applied by staff. [NMS 12]
- 3.14 All necessary checks are carried out when new staff or volunteers are appointed and are suitably recorded. Adults who live on the premises but are not employees enter into written agreements, with all the necessary conditions. Visitors to the boarding house are supervised. When boarders' parents live overseas, they, rather than the school, appoint local guardians for their children. [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 Parents and staff are provided with a statement of boarding principles, which is accessible and accurately reflects current practice. [NMS 1]
- 3.17 All teaching staff are involved with boarding duties and act as an effective link between the school working day and boarding time. Boarding staff are sufficiently experienced to carry out their duties, although there are few opportunities to engage in professional training in order to develop a greater understanding of strengths of successful boarding provision. All records required by the NMS for boarding are kept securely and documentation provides appropriate guidance. Staff with responsibilities to manage, lead and develop boarding do so adequately. [NMS 13]
- 3.18 Job descriptions are outlined in the boarding handbook and all staff receive induction on appointment. Staff performance is continuously monitored by senior boarding staff and a system of two-yearly appraisal focuses attention on boarding matters. A clearly identified senior member of the boarding staff is in charge at all times and staff know the whereabouts of the boarders in their care. Actions to be taken in the event of a missing boarder are satisfactorily understood by staff. Several adults reside in accommodation on each floor within the boarding house and a bell-push system enables boarders to contact the duty member of staff at night. Access into staff accommodation is limited and appropriately supervised. [NMS 15]
- 3.19 All pupils are treated equally. The individual needs of every boarder are met sensitively. [NMS 16]
- 3.20 Appropriate safeguards are in place to ensure that pupils are not penalised for expressing a concern or making a complaint in good faith. The boarders are generally free to express their views informally with boarding staff and formally through form meetings and the school council. [NMS 17]
- 3.21 The school's procedure for parental complaints is readily available, clearly sets out an appropriate process and is monitored in accordance with regulatory requirements. [NMS 18]
- 3.22 Senior pupils act as prefects to help care for younger boarders and they are expected to set a good example. Staff ensure that these roles are not abused. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]