



INDEPENDENT SCHOOLS INSPECTORATE

WARWICK SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Warwick School

| | |
|---------------------------|---|
| Full Name of School | Warwick School |
| DfE Number | 937/6020 |
| Registered Charity Number | 1088057 |
| Address | Warwick School Myrton Road Warwick Warwickshire CV34 6PP |
| Telephone Number | 01926 776400 |
| Fax Number | 01926 401259 |
| Email Address | enquiries@warwick-school.org |
| Headmaster | Mr Augustus Lock |
| Chairman of Governors | Mr Andrew Firth |
| Age Range | 7 to 19 |
| Total Number of Pupils | 1232 |
| Gender of Pupils | Boys |
| Numbers by Age | 7-11: 252 11-19: 980 |
| Number of Day Pupils | Total: 1174 |
| Number of Boarders | Total: 58 Full: 58 |
| Inspection Dates | 13 Oct 2015 to 15 Oct 2015 |

PREFACE

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.

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 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, the chairman of governors and another governor, 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

Mr Timothy Dewes Team Inspector for Boarding (Former Deputy Head, HMC School)

CONTENTS

| | Page |
|---|----------|
| 1 THE CHARACTERISTICS OF THE SCHOOL | 1 |
| 2 SUMMARY | 2 |
| (i) Compliance with regulatory requirements | 2 |
| (ii) Recommendation 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 Warwick School is a day and boarding school for boys aged 7 to 19, and is part of the Warwick Independent Schools Foundation which consists of 3 schools sharing a common governing body. Governance of the school is delegated to the Warwick School Committee by the foundation. The school occupies a 50 acre site adjacent to the River Avon and close to the centre of Warwick.
- 1.2 Currently 1232 pupils are on roll, of whom 1174 are day pupils. Most live within a 50 minute drive of the school. The school has 2 boarding houses, both on the main site. Boarders in Year 9 and 10 live in Way House, and those in Year 11 and the sixth form are accommodated in School House. Almost all of the 58 boarders come from Hong Kong or mainland China and speak English as an additional language, 16 of whom receive specialist support. Four boarders are identified as having special educational needs (SEND) for their colour blindness.
- 1.3 The school sets out to provide academic excellence, outstanding pastoral care, a rich extra-curricular programme and sense of community. It aims to create a friendly, supportive environment within which boys strive to achieve their full potential and develop into responsible, self-reliant men. The school's boarding principles emphasise the rights of every boarder to live free from bullying and to be treated as individuals within a family atmosphere, and that the basis of boarding life should be cooperation, kindness, trust and unselfishness.
- 1.4 Since the previous inspection, a new headmaster has been appointed and the school's senior management restructured. There have been some changes to boarding house staff. Sports facilities have been increased with the building of a new pavilion and work on a new school hall is nearing completion.
- 1.5 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 NC equivalence are shown in the following tables.

Junior School

| School | NC name |
|---------------|----------------|
| First Year | Year 3 |
| Lower Two | Year 4 |
| Upper Two | Year 5 |
| Third Year | Year 6 |

Senior School

| School | NC name |
|---------------|----------------|
| Lower Fourth | Year 7 |
| Upper Fourth | Year 8 |
| Lower Fifth | Year 9 |
| Middle Fifth | Year 10 |
| Upper Fifth | Year 11 |
| Lower Sixth | Year 12 |
| Upper Sixth | Year 13 |

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Ensure that staff have a shared understanding of the school's protocols for sharing information about pupils' welfare.

(iii) Progress since the previous inspection

2.3 The previous integrated inspection was undertaken by October 2012. It judged boarding to be excellent overall and made no recommendations for its improvement.

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 Boarders and their parents receive comprehensive guides to boarding. A clear induction procedure is in place, which includes the pairing of younger boarders with day boys as “buddies” whilst they settle in. Boarders can name several members of staff to whom they can turn for help, including a trained counsellor who acts as an independent listener. Appropriate contact details of other helplines, including the office of the Children’s Commissioner, are displayed in houses. [NMS 2]
- 3.3 Medical policies are appropriate and implemented effectively, promoting boarders’ physical and mental health and emotional well-being. Close liaison between house staff and the medical centre supports this further. The medical centre, staffed by qualified nurses, provides suitable accommodation for any boarder who is sick or injured. Boarders have access to medical, optometric or dental services. All medication, including prescription items, is stored securely and proper records are kept of its administration. If deemed suitably responsible, boarders may self-medicate. Their confidentiality and rights are respected. [NMS 3]
- 3.4 Internet technology, including an internet-linked telephone, allows boarders to contact their parents and families easily. Appropriate measures are in place to guard against abuse or unsafe practice in electronic communications. [NMS 4]
- 3.5 Appropriate sleeping, living and study accommodation is provided for the sole use of the boarders and is suitably furnished. Risk assessments ensure their safety. Heating, lighting and ventilation are satisfactory and the common rooms are well appointed. Washing and toilet facilities offer privacy. Boarders can personalise their rooms. Houses are secured from unauthorised access and boarders are supervised during evening use of school facilities. The usage of CCTV does not intrude on their privacy. [NMS 5]
- 3.6 A minority of responses to the pupil questionnaire indicate that the food provided is not of good quality and that the snacks provided in the boarding houses are insufficient. In interviews, boarders said food is much improved. The inspection found it to be nutritious, with plentiful portions and choice. Particular medical and dietary needs are taken into account. The central and house kitchens are hygienic. Boarders may prepare snacks for themselves in their free time and drinking water is readily available. Therefore, inspection evidence did not support these views. [NMS 8]
- 3.7 The central laundry service is efficient. Boarders can obtain personal items from the local town. In questionnaire responses, a small minority of boarders said their possessions are not safe, no evidence was found to support this. In interviews, boarders told inspectors that no theft occurs in the houses; they all have lockable drawers and are encouraged to hand in valuables to house staff. An appropriate policy for searching pupils’ possessions is in place. [NMS 9]
- 3.8 A small minority of boarders say that they are not happy with the activities organised outside teaching time. Inspection evidence found there to be an adequate and varied choice, and all boarders are encouraged to participate. Some boarders feel that this reduces opportunities for academic work but inspection judges that their involvement enriches their boarding experience. House staff ensure that suitable risk assessments are carried out as necessary. The extensive grounds and

boarding accommodation provide safe areas for boarders to be alone, and they may go into the town at designated times daily. Televisions and internet access provide information about world events. [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 thorough policies ensuring compliance with relevant health and safety laws, including the effective implementation of a risk assessment policy. Appropriate action is taken to reduce any risks identified. The policies are followed appropriately so that the school premises, accommodation and facilities are maintained to a standard that promotes the health, safety and welfare of boarders. [NMS 6]
- 3.11 Fire procedures meet all requirements, with clear records maintained of all necessary checks of equipment and actions taken to minimise the risk of fire. Fire evacuation drills are carried out termly, occasionally whilst boarders are asleep. [NMS 7]
- 3.12 The school's safeguarding policy has recently been updated and meets all current requirements. The school follows the policy methodically, so that measures to promote the welfare of pupils are effective. Staff receive the required training at the appropriate intervals. The school liaises effectively with local child protection agencies. Clear records are maintained and stored securely. On occasion, the sharing of information at an early stage about boarders' welfare between those with specific responsibility for their well-being has been constrained by concerns over confidentiality. [NMS 11]
- 3.13 Behaviour policies are understood and respected by boarders and staff. The boarders' behaviour meets the school's expectations, creating a civilised and considerate environment. In their pre-inspection questionnaires a small minority of boarders said that staff are unfair in their use of rewards and sanctions. Interviews with boarders and a scrutiny of records show a consistent and reasonable approach. A few concerns were raised in pre-inspection questionnaires over the school's response to bullying. In interviews, boarders said that bullying is very rare and that the school deals promptly with unacceptable behaviour and records scrutinized support this view. Inspection evidence does not indicate that boarders experience cyber-bullying. The school has not had to use its restraint policy. On the few occasions when pupils have been searched, the school's policy was followed, as required. [NMS 12]
- 3.14 The school follows appropriate safe recruitment procedures. All the required checks of individuals working or living on site, including those not employed by the school, are carried out and recorded. Adults living on site have clear agreements specifying the terms of their accommodation. Visitor access to boarding accommodation is properly supervised so that they do not have inappropriate access to boarders. The school requires parents of boarders to make their own arrangements to appoint guardians. [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 suitable statement of the school's boarding principles is published to parents, staff and boarders. Its effective implementation is evident in the caring atmosphere and the support that staff provide for boarders. [NMS 1]
- 3.17 Governors monitor the school's boarding and welfare provision appropriately. There is clear management and leadership of boarding. Effective links operate between boarding and academic staff, some of whom are boarding tutors. Boarding staff are experienced, skilled and knowledgeable, consistently ensuring that standards are met and actively promoting the well-being of boarders. Required records and policies are maintained, monitored and action taken as necessary. All parents who responded to the questionnaire feel that boarding is managed efficiently and their children are cared for well. [NMS 13]
- 3.18 Boarding staff have job descriptions accurately reflecting their duties. They receive induction training, regular reviews and opportunities for continual professional development in boarding practice. Suitable numbers of qualified and experienced staff are in charge of boarders during non-teaching time. They know the whereabouts of boarders at all times and what to do should a boarder go missing. At least one easily contactable member of staff stays overnight in each house. Residential staff have suitable accommodation, which boarders can only access with appropriate safeguards. [NMS 15]
- 3.19 Boarders do not experience any discrimination. Their different backgrounds and traditions are respected and celebrated. Sensitivity to their cultural and linguistic needs is apparent in the support provided by staff. [NMS 16]
- 3.20 A small minority of boarders responding to the questionnaire said that the school does not listen to their opinions. Inspection evidence did not support this view. Termly food committee and house council meetings as well as daily roll calls all provide opportunities for boarders to express their views. Changes have taken place as a result, for example in menu choices and the arrangements for evening study sessions. Boarders are not penalised for raising any concern in good faith. [NMS 17]
- 3.21 The school follows a suitable policy when responding to complaints. Records of concerns and complaints, including any for boarding, and any actions taken as a result are appropriately maintained. [NMS 18]
- 3.22 The house prefects support staff at roll calls and in the induction of new boarders. Prefects do not exercise any disciplinary function but can, and do, alert staff to any concerns they encounter. [NMS 19]
- 3.23 The school does not use long-term lodgings. [NMS 20]