

# Ryde School (With Upper Chine)

Inspection report for boarding school

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<b>Inspector</b>	Lynda Mosling
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<b>Date of last inspection</b>	19 October 2006

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## Service information

### Brief description of the service

Ryde School (with Upper Chine) is an independent day and boarding school. It offers education to boys and girls from the age of three to 18. The school is situated in the town of Ryde on the Isle of Wight and is close to all amenities. The boarding campus is in Bembridge and pupils are transported to and from the site on a school bus. It is a spacious campus also occupied by an activity centre for children and young people. The school currently has a total of 761 day pupils, and 39 boarders from 16 different countries. There is a mixture of termly, weekly and flexi boarders.

### Summary

This is a key inspection covering all of the key National Minimum Standards for boarding schools. The school provides outstanding care to the boarders it accommodates. The outcomes for young people are excellent and boarders enjoy their time at the boarding house and at the school. Particular strengths include very clear policies and procedures relating to the safety and welfare of young people, exceptionally good relationships between the staff and pupils and outstanding, experienced leadership of the boarding house. Young people are consulted about the running of the boarding house and treat it 'like home'. There is an impressive number of activities available to the young people and an excellent balance between enjoyment and hard work. Young people are treated with respect and present as confident, polite and driven to achieve. There is good accommodation at the boarding house which is situated in attractive and extensive grounds.

The overall quality rating is outstanding.

This is an overview of what the inspector found during the inspection.

### Improvements since the last inspection

At the last full welfare inspection three areas were identified as requiring consideration for improvement. The first related to the boarding house buildings. There were issues regarding the boiler as the heating in the accommodation was inconsistent. This has been resolved by the installation of a new boiler. Draughts from windows in some bedrooms were a cause for concern for the boarders. A programme of double glazed replacement windows has addressed this issue. Lighting throughout the building has also been improved. The second recommendation was to have the public footpath re-directed away from the boarding site. This was achieved after a great deal of consultation with the local authority and environmental groups. Now the public do not have a right of way through the site. This has improved security for the young people. Key pads on the boarding house doors have further improved the safety of young people. The third recommendation was for staff to have refresher training on child protection. This has been addressed and all staff have had a copy of the new child protection and safeguarding policies. Training has been provided and on-going refreshers have been planned. This has raised the profile of safeguarding young people within the school. There have been many other improvements in the boarding house, including new carpets, new beds for all boarders, re-decoration of all communal areas, refurbishment of lounges with comfortable soft furniture, more televisions and internet access, up-grading of the fire alarm system and replacement washing machines. The boarding house is now a comfortable, homely setting providing boarders with good quality accommodation. All of the policies and procedures relating to the safety and welfare of young people have been up-dated and now provide excellent

guidance to staff. There is a new prospectus, and information booklets, all giving an accurate account of the experiences of young people at the school.

### **Helping children to be healthy**

The provision is outstanding.

There is excellent guidance regarding pupils' social, personal and sexual health and clear rules about smoking, alcohol and drug taking. The school deals firmly with rule breakers and takes a zero tolerance approach to those who bring drugs onto the site. The health and safety of pupils and boarders is protected by the clear guidance and safe practices. The health of boarders is promoted by excellent support from the visiting general practitioner, a registered school nurse and the head of boarding. Specialist services are accessed appropriately and all staff keep up to date with current training and information. Frequent communication with parents provides up-to-date information about the young people to ensure their health needs are met. Information about allergies is shared with those who need to know to ensure young people's safety. Training in first aid has been carefully audited to ensure there are sufficient trained staff on duty at all times, including during activities. Records demonstrate that appropriate action is taken in the event of accidents. Treatment of minor ailments is carried out by competent school staff and/or the visiting general practitioner. Staff demonstrated very thorough knowledge of the school policies and procedures and carefully document any treatment given. Parental consent for treatment and administration of medication is stored on individual files with contact numbers. Medication is stored securely in the medical rooms in both the school and the boarding house; records of all administration are clear, signed and up to date. Young people who are ill are monitored on an on-going basis. If they are too ill for school the boarders remain in their bedrooms and are cared for by the boarding staff. There is an isolation sick bay but this has not been used for many years. In school there is a sick bay for the use of pupils until their parents, or the boarding staff, can collect them. These spaces are clean, hygienic and overseen by highly competent and trained staff. There are excellent facilities for young people with special needs, including learning support. The learning support co-ordinator provides information to class teachers to ensure the young person is dealt with in an understanding and sensitive way. Careful assessment and consultation with specialists provides the young people with the support they require to reach their potential and have an enjoyable school experience. Young people were observed to treat those with special needs with tolerance and concern. The food choices in both the school dining room and the boarding house are extensive. The choices provide all young people with the opportunity to eat a balanced diet. The catering staff demonstrate very good knowledge of young people's needs and they are careful to ensure that a range of meals is provided that will appeal to the cultural mix of young people. Young people have an input into the menu, either through the school catering committee or direct communication with the catering manager. The boarders say the food is 'brilliant'. Young people are able to make snacks in the kitchen in the boarding house and sometimes enjoy cooking competitions. A recent international day provided food from a range of countries and the boarders are keen to learn about the food their peers eat at home. Plenty of food is available at each meal and staff monitor the eating habits of the young people in order to identify any concerns. The laundry area in the boarding house is very well set up with new washing machines. Young people's laundry is managed by one of the support staff. Those that wish to do their own washing are given instruction and support to do so.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The excellent anti-bullying policy identifies the effects of bullying and what to look out for. Young people are trained as peer listeners in order to provide an opportunity for pupils to talk to someone of their own age about any concerns. There is a very pronounced ethos of tolerance and acceptance in the school and staff are sensitive to the young people's feelings. Young people said they do not experience bullying and staff said 'it's the kindest place I have ever worked in'. The guidance regarding bullying sets out the responsibility every person has to discourage bullying and to make it as easy as possible for young people to tell someone if it does occur. The child protection procedures have recently been up-dated and are outstanding in their clarity. They provide scenarios, instruction on how to deal with suspicion of abuse and suggestions to staff about how to keep safe. The procedures have been checked out by safeguarding services and include local procedures. Staff know of the procedures and where to go to for support and advice. The safety of young people is a clear priority in the school and the child protection officer has ensured that all staff, including boarding staff, have had child protection training. There is evidence that the school has dealt appropriately with the child protection issues that have arisen. The rewards and sanctions policy is extremely clear. It is included in the handbooks for boarders and parents and in the staff handbook for the school. Records are kept of all punishments and rewards. The school operates a system of plus and minus points. These can be awarded for academic, pastoral, community and extra-curricular activities. A running total is kept for each pupil which makes a major contribution to house and school awards. If an imbalance of minus points is acquired the tutors/teachers are expected to identify the problem and work together on a strategy to improve the behaviour. Behaviour of the young people in the school and the boarding house was observed to be extremely good and respectful. Boarders say they can not remember when the last 'really bad behaviour' happened, and say that 'the rules are clear and everyone generally sticks to them'. This was confirmed by the staff who use reminders about good behaviour as the main method of discipline. There is a clear restraint policy based on the need to keep young people safe, but this has not needed to be used. As with all other policies the complaints procedure is very clear. It is published in the staff, school, parents and pupils handbooks and repeated in the boarders' handbook. The complaints record shows that all concerns are taken seriously, logged and investigated. There is a review and appeal process that involves the board of governors. Resolutions and outcomes are recorded. There have been no complaints about the boarding house. Young people and parents tend to raise issues as they arise and these are dealt with on a day to day basis. Prefects have job descriptions that clearly set out their duties. The prefects spoken to were clear about their responsibilities and saw themselves as 'older siblings'. They can give plus and minus points in consultation with staff, but said 'telling them off' is usually enough to restore order on the school bus. The guardianship arrangements are carefully made to ensure the safety of the young people. The school undertakes Criminal Record Bureau (CRB) checks for everyone in the household. Although guardians are aware of the school rules, policies and procedures they do not have a guardian handbook covering these issues. They are given contact numbers for parents and school personnel. Guardians feel the arrangements work well and confirm that the head of boarding makes regular contact to ensure the arrangements are working in the best interests of the young person. Young people were very positive about the arrangements and value the experience of living in a family home. Parents are consulted regarding all guardian arrangements. There are very clear evacuation procedures and a fire drill every half term, and when a new boarder is accommodated. All young people are aware of the fire exits and confirm that the drills are unannounced. Fire safety was checked out in November 2006 when a real evacuation occurred following smoke from electrical equipment in the kitchen causing an alarm. The incident was well handled and is remembered with excitement. It provided

an opportunity to test out the systems and also to check on all fire equipment and routines. All young people and staff were kept safe. A formal fire check was undertaken in June 2007, alarms are tested weekly and all fire equipment is tested by specialists regularly. The staff are very aware of fire safety and ensure all steps are taken to protect the young people in their care. Risk assessment procedures are very good and all activities are assessed for potential hazards and necessary action taken. All high risk activities in and out of school are appropriately supervised. One of the senior teachers is in charge of extra-curricular activities and ensures that these are risk assessed and that the leader has the necessary qualifications to ensure the pupils' safety. There are records of all risk assessments, and parental consent, for activities provided. Governors approve school trips a term in advance through the education committee. Boarders' privacy is respected and staff are careful to supervise from a distance when young people are getting ready for bed or changing their clothes. Recruitment arrangements are designed to keep young people safe. The recruitment policy is excellent and is set out very clearly in the guidance document which was up-dated in January 2008. CRB checks are taken up and the written references are checked out by telephone. Records show that the procedures are adhered to consistently and that reasons for decisions are noted. Any gaps in service on the application form are accounted for and potential teachers' skills are tested out in the classroom before an offer is made. The views of young people are taken into account during recruitment. Ancillary and contracted staff are thoroughly checked to ensure suitability. This includes the taxi firm used by the school. The school boarding house shares a site with an activity centre. The centre accommodates up to 600 children and young people and provides a large range of indoor and outdoor activities. The boarders and visiting young people only mix during planned activities and are well supervised. The activity centre manager is in close contact with the boarding staff and considers the boarders' welfare in all decisions affecting the site. The activity centre manager has confirmed that all staff are checked through the CRB and are trained in matters of health and safety and child protection. There have been no issues of concern raised regarding the activity centre since the last inspection. There have been major improvements in the security of the boarding site since the last inspection. There are now key pads on all entrances to the boarding house and the public footpath that originally went through the grounds has been re-directed so that there is no public right of way through the area. Entrance to the entire site for both vehicles and people on foot is by key pad only. Staff of the activity centre will challenge any person without badges. These steps ensure the safety of the young people accommodated there.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

There is an impressive number of activities provided in and out of school. These include sports, drama, creative arts, politics, music, field trips and expeditions. There are opportunities to visit other countries connected to activities such as the rugby tour to Barbados, the Normandy history trip and the music tour to Slovenia, Croatia, France and Germany. Boarders make the most of the activities on offer. Transport is provided for boarders who wish to stay to after school clubs. At the boarding site the activity centre offers further opportunities. Boarders often choose to go to local towns at the weekends for shopping or the cinema. In the boarding house there is table tennis, snooker, television, a range of computer games, cooking, aerobics and keep fit equipment. There is a good balance between organised time and free time and boarders said they are not bored 'unless they choose to be'. The boarding house arranges its own competitions, parties and events. The school has an extremely well thought out tutor system. It has changed recently to provide young people with a tutor for two or three years

running. This arrangement allows more time for relationships to develop and for tutors to be able to be more involved with the young people. Tutor time is used to discuss any personal issues or school difficulties, and to monitor progress. The tutors are careful to ensure confidentiality of information, but are clear that any protection issues must be passed on. In addition young people can talk to a range of people of their choice, including the peer listeners who have received training on how to help other pupils raise issues; they keep confidentiality and help ensure the safety of young people. Independent listeners are also available. The guidance to young people identifies a range of organisations outside of the school that they can contact as well as the voicemail number of all of the school heads of year. Young people say they feel able to speak to any of the staff and can choose those with whom they have a good relationship. One young person said he would use his subject teacher to check things out with 'as we share common interests and outlook on life'. These arrangements not only provide many options for young people but encourages them to appreciate individual strengths and interests. The school has a very clear anti-discrimination policy that is highly effective at encouraging young people to be accepting and tolerant. The boarding house cares for young people from 16 different countries and promotes very good relationships between them. They communicate well despite the language barriers and have formed close friendships, often staying with each others' families during holidays. One boarder said, 'I have visited loads of different countries through being a boarder'. The equal opportunity policy states 'The school aims to promote an atmosphere of positive recognition of each other's achievements and contributions, through both the academic curriculum and in the extra curriculum programme'. As with all written policies there is a clear expectation of acceptance and this is borne out in all the school and boarding practices. Learning support for pupils with learning needs is extremely sensitive to the disadvantages of some young people and passes on strategies to help teachers provide very good experiences in the classroom. There are no onerous demands on young people at the school. Whilst academic success is encouraged and good results applauded, a range of other achievements is celebrated. Individuals are helped to reach their potential and to take a pride in their skills and interests. There is a room in the boarding house, set up with computers and equipment to assist study and there is always a member of staff available to provide assistance. Homework is timetabled and signed off, once completed, by the staff member on duty. Boarders appear to enjoy study and often choose to do additional work in their own time. The school promotes the view that 'it is cool to study' and the boarders appear to have embraced this. Many of the students from overseas are highly academic and particularly driven to succeed. They provide an excellent example to the other young people.

### **Helping children make a positive contribution**

The provision is outstanding.

Young people's views are canvassed in a variety of ways both informally and formally. There is a school council where issues can be raised through representatives, a tutoring system designed to give young people the opportunity to share their views with a concerned adult, and a peer listening arrangement. Boarders' views are sought on a day to day basis and the young people say they feel listened to and considered. It is obvious from observation and records that young people are central to the school's practices and the headmaster and senior staff encourage people to see things from the pupils' perspective. The school has produced questionnaires for pupils and parents and have used the results to review their practices. All requests from boarders are considered and actioned if reasonable. Contact with parents and families is unlimited. The boarders make contact using mobile phones and emails. Some boarders return home at weekends and visits from families are arranged at the boarding house. The head of boarding retains very

close contact with parents speaking to most on a weekly basis. The boarding booklets have the contact numbers of the boarding staff and parents are free to make contact at any time. There are also the telephone numbers of those parents in different countries who are willing to act as a contact point or interpreter to ensure new parents can get the information they need. Homesickness is dealt with sensitively and both staff and young people help those who are finding separation from home difficult. There is a very good booklet for new boarders that spells out what to expect including the rules and the routine. There are contact numbers, photographs and articles written by current boarders which give a colourful flavour of what life is like for boarders. There is also excellent information for the parents of new boarders. Each new boarder is given a mentor who is a current boarder and this has often been the start of on-going friendships. One of the stated aims of boarding is 'to provide a happy, secure environment with staff dedicated to bringing out the best in those for whom they are responsible'. One new boarder wrote, 'This year was the first time I came to live in a boarding house and it was the best experience ever'. Another wrote, 'I really only came for two weeks but have stayed all term!' The school fulfils its stated aim admirably. The school is particularly good at looking at wider community and world events. It is a day school with boarding and therefore benefits from the involvement of young people who go home each night and remain involved with the local community. Newspapers are readily available and current affairs are openly discussed. Consideration of world issues is helped by the different countries represented in the school. The older pupils are allowed off of the school site during lunch breaks, and at the boarding house the young people are allowed off-site with permission. The staff ensure the younger boarders do this in groups, have a time to return and arrangements made for collection. Older boarders are allowed into the local village during the weekend to socialise or do part-time jobs. Staff arrange collection to ensure their safe return. Young people feel they have appropriate freedom for their age and appreciate the trust shown in them. This freedom is helped by the use of mobile phones to keep in contact with the staff if problems arise. The excellent staff/pupil relationships are a particular strength of the school. There is relaxed, good humoured interaction. The boarding staff always know where everyone is and take a real interest in the young people's day. There is constant communication between them and a desire on the part of young people to be where the staff are. The kitchen in the boarding house is a focal point and is where most young people go when looking for company. They share information and staff express real pride in the young people. Whilst not taking the place of parents, staff see themselves in the parenting role and therefore ensure the boarders' health and welfare are promoted. The young people have no doubt that the staff care deeply about them and many keep in touch after they have left the school. The staff encourage young people to develop self-discipline but balance that with warmth and concern.

### **Achieving economic wellbeing**

The provision is good.

Young people's money and possessions are well protected. Most boarders have their own bank account and can use their money as they wish. The boarding staff hold small amounts of cash for safekeeping when required. Young people report no concerns about belongings going missing. The boarding house has been up-graded since the last inspection and now provides attractive and homely accommodation. The lounge areas have new comfortable settees and most areas have been re-carpeted. Young people have been involved in the choice of furnishings and are proud of the accommodation. A new boiler has been installed and this provides consistent heat throughout the living and sleeping areas. Windows have been replaced on a priority basis and this work continues. All rooms have extensive views across the grounds and

the sea and the house is bright with natural light. The rooms have character and are all different, this is appreciated by the boarders who often have favourite spaces. There is a good mix of shared and single rooms. The shared rooms are well organised to provide as much space and privacy as possible. There is a newly refurbished wing (Saunders wing) that is particularly smart, well decorated and furnished. This is the standard the school is aiming for in all rooms. There is a rolling programme of refurbishment and maintenance. The beds have all been replaced since the last inspection. Bedding is brought from home and therefore chosen by the young people. It is routinely laundered by the staff. Young people have personalised their rooms with posters, calendars and other belongings. Each room has a wardrobe, desk, chest of drawers and other space for storage. The genders are separated and there are clear rules about who crosses those boundaries. Staff areas are also completely separate. Young people can ask to change rooms, and at weekends, when some of the boarders have gone home, the others may move around to have a 'sleep over' with friends. This practice is much enjoyed and demonstrates the flexible approach of the staff. There are plenty of lavatories and showers. All provide privacy. The girls' shower and toilet area has been up-graded and is now attractive and easy to clean. The boys' area is in the process of being upgraded. The number of shower, lavatory and wash basin facilities exceeds the number required by the standards. The staff and visitor facilities are separate from the boarders' facilities. The older boarders are able to shop for personal items daily with permission. All boarders can shop at weekends in the local towns and supermarkets. There is a small shop in the dining hall area of the activity centre that can be accessed by the boarders. Additionally, the head of boarding can provide toiletries and stationery on request.

## Organisation

The organisation is outstanding.

There is a wealth of information about the school and the boarding house. All of the information is very clear, attractive and professionally produced. There is a new user friendly website for the school. Young people contribute to the prospectus, the booklets and the annual reports. The prospectus includes a statement about the school's boarding arrangements and the aims of the school. Additionally there are specific boarding booklets and newsletters that accurately describe life in the boarding house, as seen by the young people. Boarding is seen as enhancing the school and the staff express pride in the boarders. There is an abundance of information to help parents and young people decide whether the school is the right place for them. The leadership of the boarding house is outstanding and very clear. The head of boarding has been at the school for many years and has a great deal of knowledge about the school and the individual boarders. She is much respected by staff and pupils alike. She is also excellent at communicating with parents. The headmaster takes a real interest in the boarding house and visits approximately once a fortnight. He has also encouraged other school tutors and teachers to visit the boarding house. The boarders enjoy these visits. The boarding staff attend appropriate training including child protection and first aid and are involved in meetings and conferences with staff of other boarding schools. They feel very well supported by the headmaster and staff at the school. The school has an excellent crisis response policy and are aware of how important it is to be prepared for unusual events and incidents. It is well thought out, has been through a consultation process and was prepared with legal input. One of the outstanding strengths of the school is the clear, informative and well thought out policies and procedures. These give guidance on how to put the policies into practice on a day to day basis for the benefit of the pupils. Whilst the boarding house is quite relaxed its routine is clear and consistent. As the boarding site is situated a few miles from the school the young people need to be transported to and from the school daily. They have to be in the right place at the right

time. This gives a focus for the routine. For example meals have to be organised around the timing of the transport to ensure the young people are given plenty of time to eat. The headmaster is clear that boarding is a vital part of the school and has encouraged this view throughout the school. Questionnaires for parents and young people have been used to survey views. The results are published and used to make improvements to the running of the school. This demonstrates an openness to feedback and a real desire to meet the needs of the pupils and parents. The headmaster has encouraged staff to develop their areas of responsibility, this has produced an outstanding staff team which has been pro-active in reviewing policies and procedures to ensure young people are safeguarded. The paperwork has improved to enable the school to evidence the excellent work they are doing with the young people. The number of staff in the boarding house has increased since the last inspection and now provides excellent cover for the small numbers of boarders accommodated. There is a good gender balance and, as the boarding staff are resident on the site, they are available to provide support, if necessary, even when not on call. The staff generally eat meals with the young people and use this time to talk to them on a group and individual basis. The staff group is committed to the young people and highly competent to care for them. The arrangements for school trips are very well organised and take into account the skills of the staff and the numbers of young people. A report prior to the trip sets out the staff cover and response to emergencies. The boarders keep in contact with the boarding staff, by telephone and text, on a frequent basis so that the staff always know how and where they are. Gap year students have induction training and are very well-informed about their duties. They are not left in sole charge of young people. There is an excellent booklet 'Gap tutor information and code of conduct' that sets out expectations, rules and duties. The gap tutors have accommodation on the boarding site but this is separate from the young people's accommodation. They understand boundaries very well and work closely with experienced staff. The school co-ordinator for gap tutors organises placements and training for the students. Boarders can access boarding staff at night by ringing a bell to alert the member of staff on duty. This rarely happens as staff do not retire to bed until the house is settled. Young people say that they are confident that staff will respond quickly and sympathetically if called. All of the boarding staff have very clear job descriptions and have contracts that include the disciplinary process. They undergo induction and shadow experienced staff until confident to lead a shift. The training received covers the school policies and procedures including child protection. There is a very informative boarding staff handbook that sets out the daily routine, responsibilities whilst on duty, and gives instruction on how to keep boarders safe. It encourages flexibility stating, 'the nature of the house may change and the approach to duty must reflect the needs of the house and the pupils in it', and, 'the house must be an effective substitute for home as far as possible'. It repeats rules and 'what to do if' scenarios and has proved very useful for new staff.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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## Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide a handbook to guardians to ensure knowledge of school policies and procedures to protect young people is current. NMS 22.

## Annex

## Annex A

### National Minimum Standards for boarding school

#### Being healthy

The intended outcomes for these standards are:

- boarders' health is promoted (NMS 6)
- safeguarding and promoting boarders' health and welfare are supported by appropriate records (NMS 7)
- boarders' receive first aid and health care as necessary (NMS 15)
- boarders are adequately supervised and looked after when ill (NMS 16)
- boarders are supported in relation to any health or personal problems (NMS 17)
- boarders receive good quality catering provision (NMS 24)
- boarders have access to food and drinking water in addition to main meals (NMS 25)
- boarders are suitably accommodated when ill (NMS 48)
- boarders' clothing and bedding are adequately laundered (NMS 49).

**Ofsted considers 6 and 15 the key standards to be inspected.**

#### Staying safe

The intended outcomes for these standards are:

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

**Ofsted considers 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.**

#### Enjoying and achieving

The intended outcomes for these standards are:

- boarders have access to a range and choice of activities (NMS 11)
- boarders do not experience inappropriate discrimination (NMS 18)
- boarders' welfare is not compromised by unusual or onerous demands (NMS 27)
- boarders have satisfactory provision to study (NMS 43)
- boarders have access to a range of safe recreational areas (NMS 46)

**Ofsted considers 14 and 18 the key standards to be inspected.**

**Annex A**

### **Making a positive contribution**

**The intended outcomes for these standards are:**

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

**Ofsted considers 12 and 19 the key standards to be inspected.**

### **Achieving economic well-being**

**The intended outcomes for these standards are:**

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

**Ofsted considers 51 the key standard to be inspected.**

### **Organisation**

**The intended outcomes for these standards are:**

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

**Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.**