



INDEPENDENT SCHOOLS INSPECTORATE

SCARBOROUGH COLLEGE

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Scarborough College

Full Name of College	Scarborough College
DfE Number	815/6002
Registered Charity Number	529686
Address	Scarborough College Filey Road Scarborough North Yorkshire YO11 3BA
Telephone Number	01723 360620
Fax Number	01723 377265
Email Address	admin@scarboroughcollege.co.uk
Head	Mr Charles Ellison
Chair of Governors	Mr John Renshaw
Age Range	3 to 18
Total Number of pupils	295
Gender of pupils	Boys and Girls (153 boys; 142 girls)
Numbers by Age	3-5 (EYFS): 34 5-11: 52 11-18: 209
Number of Day pupils	Total: 234
Number of Boarders	Total: 61 Full: 61 Weekly: 0
Inspection Dates	21 to 23 March 2016

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 and with the chair of governors and other 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 Maureen Bradley

Reporting Inspector

Dr Michael Alderson

Team Inspector for Boarding (Senior Master, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Scarborough College is a non-selective day and boarding school for boys and girls from 3 to 18 years of age, situated on the outskirts of Scarborough in North Yorkshire. The Scarborough College Company was founded in 1896 to provide a boarding school for boys and the school became co-educational in 1972. In 2012 the school merged with nearby Bramcote Preparatory School, and the governing body has oversight of both the senior school (College) and the junior school, which now share the same site.
- 1.2 The school is dedicated to providing a far-reaching education that goes beyond the boundaries of the classroom, underpinned by strong lifelong values, and that inspires academic excellence and ensures that boarders are challenged. The school aims to expose boarders to a broad range of sporting, cultural and creative activities to widen their horizons and build their self-confidence. Within the boarding community it seeks to safeguard and promote the welfare of all boarders by trying to meet their intellectual, emotional, social and physical needs, and to provide an environment in which all boarders feel valued and where equal opportunity exists.
- 1.3 At the time of the inspection there were 295 pupils in school. The senior school had 209 pupils, including 58 in the sixth form. There were 86 pupils in the junior school, including 34 in the Early Years Foundation Stage. The 61 boarders are aged between 10 and 18 years and are housed in 3 single-sex boarding houses located close to the school. The 40 male boarders live in either Denys Crews House or Weaponness House, and the 21 girls live in Willersley House. The boarders come from a variety of social, ethnic and economic backgrounds, and parents are predominately professional or self-employed. The majority of boarders come from overseas, with many from Germany, Italy and south east Asia, and about a fifth of boarders are British. The school has identified 51 pupils with special educational needs and/or disabilities (SEND), of whom 27 receive learning support. No pupil has a statement of special educational needs. There are 26 pupils receiving support for English as an additional language.
- 1.4 Since the previous inspection in November 2012 a new head has been appointed. The school has benefited from a number of new facilities since its merger with Bramcote Preparatory School, including a sports hall, a swimming pool and further sports pitches.
- 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 does not meet all the National Minimum Standards for Boarding Schools 2015, and therefore it must take the following action.

- Ensure that all new appointments have criminal record checks and are checked with the vetting and barring scheme before they start work in the school, that a criminal records check is made on appointments from overseas and that references have been received before appointments have been confirmed, and that the single central register is suitably maintained to show the start date of all appointments and those who require an overseas criminal record check [National Minimum Standard 14.1, under Staff recruitment and checks on other adults, and for the same reason National Minimum Standard 11.1, under Child protection and National Minimum Standard 13.4, under Management and development of boarding].

(ii) Recommendations for further improvement

2.2 In addition to the above regulatory action points, the school is advised to make the following improvement.

1. Ensure that the senior management give due consideration to any concerns raised with them by the boarders.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in November 2012. The recommendation from that inspection to introduce an appraisal programme for boarding staff has been implemented.

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 The school provides an appropriate induction process for new boarders when they join the school and a boarding handbook outlines boarding procedures. A family weekend is organised to encourage parents to help their children to settle in. Close contact is maintained with the parents of boarders from overseas to help with any administrative arrangements. Boarders report that they have a choice of people they can confidently turn to with any concerns. Contact details are displayed for various helplines outside of school, including the Children's Commissioner and an independent listener. [NMS 2]
- 3.3 Effective medical policies are fully implemented to ensure that the physical and mental health and emotional well-being of boarders are promoted. A medical centre provides appropriate accommodation that can be separated for girls and boys if necessary. The centre is staffed throughout the day by qualified medical personnel, and in the evenings and overnight boarders are cared for in their houses by suitably qualified house staff who can easily contact the school nurses for guidance if necessary. Boarders are registered with a doctor from a local surgery and other specialist medical services are available in the area. Those with an identified medical condition have a suitable welfare plan. Medicines are stored securely and prescribed medication is carefully managed. Some boarders are allowed to self-medicate after they have been assessed as competent to do so by the medical centre. The confidentiality of boarders regarding medical conditions is appropriately respected. Many staff have been trained in first aid, and medical and accident records are held centrally and are suitably monitored to establish if any patterns are developing. [NMS 3]
- 3.4 The boarders contact their families through their own mobile and internet technology or using the school telephones. The policy for safe use of the internet is appropriately implemented to ensure pupils' safety. [NMS 4]
- 3.5 The three boarding houses are comfortable and homely, with suitable heating and lighting. Bedrooms are spacious and appropriately furnished, and boarders are encouraged to personalise their rooms. The bedding is clean and warm. The common room areas provide bright, well-equipped spaces for both study and leisure. Boarders have access to many bathrooms, showers and toilet facilities, which provide appropriate privacy in the houses. The sleeping accommodation is for the sole use of the boarders during term time and the houses are secure from unauthorised access. The use of CCTV does not intrude on the pupils' privacy. [NMS 5]
- 3.6 A large majority of boarders reported a low level of satisfaction with the food provided. This was not supported by inspection evidence. Menus offer a suitable choice that is healthy and nutritious, and the school caters to individual dietary needs. Boarders in interviews reported that sometimes suppers lack a healthy choice but they did acknowledge that they also have access to a salad bar and fruit. During the inspection the food was observed to be sufficient in quantity and nutritional value. In addition to the three main meals the boarders have access to a wide range of snacks in the evening, purchased by the house staff, who take note of requests made by the boarders. They can prepare their snacks in the well-equipped house kitchens. Boarders reported high levels of satisfaction with this arrangement, providing no evidence to support the small minority who commented otherwise in

response to the pre-inspection questionnaire. The central kitchen and school dining hall are both clean and bright spaces. [NMS 8]

- 3.7 Laundry for both bedding and clothes is efficiently organised and safely returned to the boarders. They have access to local shops for essential items. Although a small minority of boarders reported in response to the pre-inspection questionnaire that they did not feel their possessions are safe, the boarders interviewed said that their possessions can be stored in lockable facilities in their rooms and this was observed in practice. Valuables such as passports and pocket money are kept secure by house staff. The searching of boarders and their possessions is rare but staff understand the policy and procedures for doing so if required. [NMS 9]
- 3.8 The school provides a suitable range of activities throughout the week and at weekends, including trips off site. In responding to the questionnaire a minority of boarders reported that they do not have a sufficient balance of free time in the evenings and at weekends. The inspection evidence shows that free time in the evenings is generous once prep has been completed, giving boarders ample time to relax and socialise. Boarders also have a suitable balance of free time at weekends as most weekend activities are not compulsory. The boarders have time and many opportunities to safely enjoy the school grounds and facilities if they wish to seek some moments of quiet relaxation. The school ensures that the boarders have a range of media available to access news about events in the world. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school does not meet two of the NMS under this section.
- 3.10 The premises, accommodation and facilities are suitably maintained. An effective health and safety committee ensures that all procedures are efficiently managed and monitored, and the policy outlines roles of responsibility to ensure that the welfare of boarders is promoted. A health and safety report is presented to the governors for review at their meetings. There is a suitable risk assessment policy, and appropriate risk assessments evaluate and resolve identified risks in the boarding houses, in the main school and on school trips. All boarders who responded to the pre-inspection questionnaire reported that they feel safe in their boarding house. [NMS 6]
- 3.11 Policies and procedures for fire safety are reviewed by management annually, and all equipment and alarms are inspected and efficiently maintained by outside contractors. Fire drills are conducted at least once each term in the boarding houses and include at least one drill during boarding time. They are carefully logged and evaluated. [NMS 7]
- 3.12 Due attention is paid to most aspects of child protection. Staff in the school have the necessary training, and new staff, through their induction, are made fully aware of child protection procedures. The child protection policy is in line with that of the local safeguarding authority and is reviewed annually by the governors. Any concerns regarding the welfare of boarders are recorded carefully and followed up in line with the school policy. All child protection records are kept secure. The school recruitment policy contains guidance on recruitment procedures but on a few occasions in the past these have not always been implemented fully. A trained governor has responsibility for monitoring child protection and for keeping the governing body informed of child protection matters. [NMS 11]
- 3.13 The welfare and pastoral policies and procedures are effectively implemented. Good behaviour is promoted and boarders understand the application of rewards and sanctions. A small minority of boarders reported in pre-inspection questionnaire

responses that sanctions and rewards are not always awarded fairly. Boarders who were interviewed reported that these are awarded fairly in the boarding houses but sometimes feel that they are unfairly awarded by some teachers in the classroom. Records show that sanctions and rewards are well documented and follow the procedures of the behaviour policy. Policies and procedures to prevent, identify and handle any incidents of bullying and cyber-bullying are clear, and records show that they have been investigated in line with the policies and the outcomes are documented. The staff understand the procedures for restraining boarders should it be necessary. [NMS 12]

- 3.14 In the past due attention has not always been made to ensure that safe recruitment procedures for the appointment of staff have been maintained. In a small number of cases the school has not secured barred list and Disclosure and Barring Service (DBS) checks before work started in the school or an overseas check when required. All staff, governors and volunteers currently have a DBS check. The central register of appointments does not include checks for those who have worked overseas and the start dates are not always recorded for all appointments. References have not always been taken before the start of an appointment. Appropriate recruitment checks and agreements are in place with all persons over the age of 16 who reside at the school. Visitors are carefully supervised so that they do not have unsupervised access to the boarding accommodation. The school does not appoint guardians for the boarders. [NMS14]

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 A statement of the school's boarding principles and practice is available to parents, staff and boarders. The statement reflects the ethos and aims of the school, and the core values and principles of the school were seen to work in practice in the boarding environment. [NMS 1]
- 3.17 The leadership of the school and those responsible for the management of each boarding house are well qualified and experienced in their roles and actively promote the well-being of boarders. Leadership and management have not, however, consistently fulfilled their responsibilities to ensure that all recruitment procedures have been followed when new staff have been appointed. Suitable boarding policies are fully implemented, and boarding practice is monitored and evaluated for effectiveness by a governor responsible for boarding. Communication is efficient between staff in boarding and in the day school to ensure that the boarders' welfare and progress are closely monitored. All parents who responded to the pre-inspection questionnaire reported high levels of satisfaction with all aspects of boarding. [NMS 13]
- 3.18 Supervision levels in boarding houses, both during the day and at night, are appropriate and staff duty rotas are known to boarders. Boarders know how to contact staff at night if required. The staff in the houses maintain thorough procedures for signing in and out and roll calls so that they know where the boarders are at all times. Attendance registers are properly maintained and stored, and staff know what to do if a pupil were to go missing. Staff involved in boarding duties have suitable job descriptions and are sufficiently qualified and experienced for their roles, including those accompanying school trips and organising activities. Boarding staff are given opportunities for training and all have access to a professional development programme, including appraisal, as recommended at the previous inspection. The accommodation for staff in boarding houses is appropriate and suitably separated from the boarders, and any visits to staff accommodation are for

- group social events only and are properly supervised. The role of spouses or other adult members of staff households within the boarding houses is made clear. [NMS 15]
- 3.19 Boarders confirm that discrimination does not occur and that they are treated equally and with respect by staff and their peers. The boarders report that they get on well together in the houses and that they enjoy boarding. Those from overseas and those who need further help with the development of their English, or boarders who have SEND, have appropriate levels of specialised teaching. The school has an equal opportunity and accessibility plan to ensure that no pupils are discriminated against and that their needs are met. [NMS 16]
- 3.20 A small minority of boarders responding to the questionnaire reported that the school does not ask for their opinions or respond to their concerns. Boarders have the opportunity to express their views and concerns through a school and a boarding council and through a food committee. They are also encouraged to express any concerns informally to house staff. When interviewed, the boarders confirmed that they have received positive feedback about a number of requests, for example through the food committee for extra facilities in the houses which have been granted by house staff. The majority of boarders who were interviewed, however, did report that they feel the present channels of communication available to them for making requests to the senior management can on occasions be ineffectual. [NMS 17]
- 3.21 A complaints procedure is available for all parents and boarders. Records show that formal complaints and concerns are all documented in detail, identify complaints relating to boarding and show when they have been resolved. Formal complaints are few but records show that they have been handled according to the policy. Boarding parents confirmed when completing the questionnaire that the school has responded well to any concerns that they have had. [NMS 18]
- 3.22 Most of the older boarders have prefect responsibilities and they can issue warnings to other boarders regarding poor behaviour, but they report that sanctions are administered by staff. They understand their roles and some training is available. [NMS 19]
- 3.23 The school does not arrange lodgings for any of its boarders. [NMS 20]