



INDEPENDENT SCHOOLS INSPECTORATE

ROEDEAN SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Roedean School

Full Name of School	Roedean School		
DfE Number	846/6006		
Registered Charity Number	307063		
Address	Roedean School Roedean Way Brighton East Sussex BN2 5RQ United Kingdom		
Telephone Number	01273 667500		
Fax Number	01273 676722		
Email Address	headmistress@roedean.co.uk		
Head	Mrs Frances King		
Chair of Governors	Mr Simon Rothon		
Age Range	11 to 18		
Total Number of Pupils	371		
Gender of Pupils	Girls		
Number of Day Pupils	Total:	109	
Number of Boarders	Total:	262	
	Full:	236	Weekly: 21
	Flexi:	5	
Inspection dates	12 Feb 2013 to 14 Feb 2013		

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, as amended. 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 March 2009 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 a governors' representative, 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

Mrs Nathalie Hart

Mr Jonathan Runswick-Cole

Reporting Inspector

Team Inspector for Boarding (Head of Upper School, GSA school)

Team Inspector for Boarding (Senior Housemaster, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Roedean School is a boarding and day school for girls aged 11-18. Founded in 1885 the school is situated on the outskirts of Brighton in East Sussex. The school is administered by its Council of Trustees and aims to provide a stimulating education with exciting extra-curricular opportunities in a friendly and supportive environment, summed up in the school's statement: "looking outward, aiming high". The pupils are encouraged to be self-reliant, explore their talents and strive for excellence. The school caters for a range of pupils, from day through to flexi-, weekly- and full-boarders, each of whom is valued as equally important in the community. As the majority of the school's pupils are boarders, the boarding programme is central to the school and guides every aspect of its ethos.
- 1.2 There are 371 pupils in the school of whom 262 are boarders and 109 are day girls. There are 236 full boarders, 21 board weekly and 5 pupils stay overnight on a flexible basis. In recent years the school has developed an international character attracting girls from over 30 different countries across the world. Some four-fifths of the boarders come from overseas, being drawn from Hong Kong, China, and countries of Africa and Europe, as well as 46 boarders from the UK. The day girls mainly travel to the school from East and West Sussex. Most pupils are from a range of professional family backgrounds. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND) and a range of support is offered to 27 pupils depending on their needs. There are 83 pupils who receive support for English as an additional language (EAL).
- 1.3 Since the previous boarding inspection in March 2009 the school has begun a major refurbishment programme of the boarding houses. At the time of the current inspection two of the main boarding houses were being refurbished and a number of the boarders were accommodated on a temporary basis in a re-commissioned and refurbished boarding house on the school site. On completion of the work, the boarders will be accommodated in four houses for girls of mixed ages from 11-17 and one upper sixth-form house. Each house has a housemistress or housemaster in charge, supported by a team of assistant staff. The school's Assistant Head for Holistic Care and the Deputy Head are in charge of boarding.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following table.

School	NC name
U3	Year 7
L4	Year 8
U4	Year 9
L5	Year 10
U5	Year 11
Six One	Year 12
Six Two	Year 13

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2011.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Develop a programme of self-evaluation for each boarding house involving all house staff.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in March 2009 and the recommendations made have been met. Parental consent is now sought for first aid treatment and boarders have access to a complaints procedure. Recruitment procedures for the employment of staff meet all requirements and decisions taken during pupil forums are reported back satisfactorily. Appropriate arrangements are in place to ensure the protection of boarders' possessions and the provision of snacks in boarding houses is now more consistent. The school continues to review the provision for boarding, and accommodation is being upgraded to ensure it is suitable for all boarders.

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 A suitable induction programme and guidance is in place for new boarders. An induction day or weekend guides girls through the boarding procedures. The majority of new boarders arrive from overseas and they are helped to settle in by activities that encourage them to make friends and become familiar with the school and the local community before the day girls arrive. A buddy system is in place for the first few weeks of term and a peer support system of older girls helping younger boarders is also available. Clear handbooks and documents are available to provide guidance for boarders and their parents before they arrive in school. The boarders say they have a choice of staff whom they feel comfortable to approach if they have any concerns or require guidance. In addition, an independent listener and two school counsellors are also available. Contact details are displayed for those who can offer advice outside the school, and for a number of help-lines including the Children's Rights Director. [NMS 2]
- 3.3 The school has suitable arrangements for all aspects of health care. The boarders have access to local medical specialist services when required and a doctor's surgery is held in school twice a week. Pupil information is held in confidence and their rights as patients are respected. The boarders who are ill are cared for in a suitably equipped, spacious and comfortable medical centre which is staffed by appropriately qualified personnel. The facility provides 24 hour cover. Records of medical care and the dispensing of medicines are secure and well maintained. All medicines are securely stored. Nurses from the health centre monitor medical procedures in each house every week. A small number of the boarders self-medicate and they are fully assessed as responsible to do so. [NMS 3]
- 3.4 The boarders contact their families with ease through the use of mobile phones and the internet. There are places where they can do this in private. House telephones are also available if required. [NMS 4]
- 3.5 The boarding accommodation is well maintained, and is clean, warm and comfortable with appropriate privacy. Some of the boarding houses are currently being refurbished and those remaining will soon be completed to the same standard. The majority of the accommodation is in single rooms but a small number of rooms provide accommodation for two, three or four girls. All of the girls have access to suitable washroom facilities and some rooms have en-suite facilities. Common areas are spacious with facilities for relaxation and recreation. The boarders are allowed to personalise their rooms and common rooms. Study facilities are provided in bedrooms and in separate work rooms with computer facilities. The boarding house accommodation is for the sole use of the boarders during term time and is secure from unauthorised access. Security arrangements do not intrude unreasonably on the boarders' privacy. [NMS 5]
- 3.6 Facilities for the preparation of food are clean and hygienic, including the house kitchens. In the pre-inspection questionnaire, three-fifths of the boarders responding reported that the food was not good and a small minority indicated they could not make snacks and drinks when they wanted. The inspection team found no evidence to support these views. Menus are well planned for nutritional value and include provision for special diets. A choice of hot and cold meals of a suitable quality and quantity are prepared each day, including salad and fresh fruit. A range of drinks

including drinking water is provided. In the evening the boarders have access to kitchens and supplies of food and drinks to prepare snacks if required. [NMS 8]

- 3.7 Suitable laundry provision is made for clothing and bedding, and care is taken to ensure that the boarders receive their own laundry. Facilities are available in the houses for girls to do additional laundry and ironing as required. The school cafe and shop enable the boarders to purchase food, toiletries and stationery. Trips are available for shopping at the weekends and the older boarders have access to local shopping facilities during the week. Lockable furniture in their bedrooms allow boarders to keep their possessions safe, private and secure, and facilities are available for money and valuables to be looked after by senior staff. In the pre-inspection pupil questionnaire a significant number of the boarders reported that they did not think their possessions were safe. During interviews with the boarders it was reported that personal possessions do sometimes go missing, but girls acknowledged that they have the facilities to keep them safe if they choose to use them. [NMS 9]
- 3.8 The boarders take part in a wide range of activities during the day, evening and at weekends. These are voluntary during the week but the younger boarders are expected to participate in at least one activity at the weekend. House activities include visits and outings to a range of cultural and recreational venues both locally and further afield. The school grounds and facilities also provide areas for recreation and relaxation and there are numerous places where girls can be alone if they desire including the school chapel. Access to television news programmes, newspapers and the internet enable the boarders to keep up with events in the world outside. [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's arrangements and procedures reflect the attention paid to keeping the boarders safe and protecting them from harm. Health and safety matters are appropriately monitored and risk assessments are in place to ensure the boarders' safety both in school and during educational visits. A risk and compliance committee scrutinises all records and procedures to ensure any deficiencies are remedied. Estate management and maintenance is thorough and well documented. Almost all of the boarders said they felt safe in their boarding houses and around the school site when answering the pre-inspection questionnaire and during interviews. [NMS 6]
- 3.11 The school has appropriate arrangements for fire safety. Clear instructions and signage, together with regular drills, enable all of the boarders to be fully aware of procedures for evacuation during the day and at times when in their boarding houses at night. Fire drills are logged and evaluated and where necessary improvements are made. [NMS 7]
- 3.12 Due attention is paid to child protection. All 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 risk and compliance committee and then by the governing body of the council. The council members are kept aware of child protection procedures through training and by the risk and compliance committee. All records are suitably monitored and kept secure. [NMS 11]

- 3.13 The school makes clear to the boarders the standard of conduct expected of them through its behaviour policy and the school's aims. A culture of personal responsibility and respect is fostered and this is evident by the behaviour observed in boarding houses and around the school. A suitable anti-bullying policy is understood by all members of the school community and is implemented in a suitable manner. In the pre-inspection questionnaire a small minority of the boarders reported that the school does not always deal well with any bullying that occurs. When interviewed the boarders reported that they are unaware of any bullying in the school but felt it would be handled quickly if it did occur. A suitable policy is in place on the use of physical restraint and is understood by the staff. Arrangements for searching the boarders and their possessions are clearly defined. [NMS 12]
- 3.14 The school operates safe recruitment procedures for the appointment of staff, governors and volunteers. A programme to renew criminal record checks is in place. The central register of appointments is suitably maintained. Visitors, including contractors, are carefully supervised so they do not have unsupervised access to the boarding accommodation. Appropriate recruitment checks and agreements are in place with all persons over the age of 16 who reside in school. The school does not appoint guardians for the boarders. [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 outlined in documents for pupils, parents, and staff and is clearly displayed in the houses. The statement closely reflects the ethos of the school and its aims for the boarding community. All of the parents who responded to the pre-inspection questionnaire reported that their girls enjoyed boarding. [NMS 1]
- 3.17 A management structure for boarding staff has been established and job descriptions define individual responsibilities. Those in charge of boarding are experienced and suitably qualified in their responsibilities for the management of the houses. The senior management team has continued to review the overall structure of boarding provision. Regular meetings of the senior house staff from all of the houses enable matters concerned with pupil welfare to be discussed. Within each house both formal and informal meetings maintain high levels of communication regarding day to day events and concerns. The required records and documents in the houses are kept secure and are maintained appropriately. A daily continuity book is used effectively in each house by staff to record any concerns about the boarders. Effective links are maintained between the boarding and academic staff. Development plans for each house are drawn up annually, but some procedures in the houses do not undergo a process of self-evaluation involving all house staff. [NMS 13]
- 3.18 Supervision in the boarding houses is by suitably qualified and experienced staff. The levels of supervision both during the day and over-night are appropriate. Duty rotas are displayed for pupil information and the boarders know how to contact a member of staff at all times, including at night. New boarding staff have an induction into their responsibilities and all have appropriate job descriptions. The roles of other adults resident in staff households are clear. House staff are regularly appraised and this process leads to personal support and training. Procedures are in place for the daily registration of boarders and for them to sign in and out of their houses. There is close liaison between the boarding staff and the academic staff so that the boarders' whereabouts are known at all times. There is a missing child

- policy which is known to staff. Staff accommodation is suitable, and there are appropriate arrangements for access by boarders. [NMS 15]
- 3.19 During discussions with the boarders they reported that they are treated equally and that there is no inappropriate discrimination. The boarding staff ensure that due attention is paid to the cultural needs and customs of boarders who come from a wide range of ethnic backgrounds. The girls requiring extra support for SEND and EAL reported their high levels of satisfaction with the support they receive. [NMS 16]
- 3.20 The boarders make full use of the range of opportunities provided for them to express their views, to make suggestions or to express their concerns. A small minority of the boarders reported in the pre-inspection questionnaire that they thought that the school does not seek their views or respond to them. Inspection evidence does not support this view. There is a school council, a house council and a food committee available for views to be discussed, and boarders report that they feel comfortable expressing their views and suggestions to house staff directly in an informal way. Feedback is given to the school community about decisions made in various school forums as recommended in the previous inspection, although minutes are not always clearly displayed. The boarders have access to a written complaints procedure. [NMS 17]
- 3.21 A clear complaints procedure is available for all parents of girls in the school. [NMS 18]
- 3.22 House captains and school prefects play a supportive role in the running of the boarding houses through assisting in house council meetings and other committees within the school. They play a key role in organising social events, helping new boarders to settle in and in encouraging girls to voice their opinions and air their concerns. They report any concerns to staff and they receive training and support for their roles. [NMS 19]
- 3.23 The school does not arrange lodgings for any of the boarders. [NMS 20 not applicable]