



INDEPENDENT SCHOOLS INSPECTORATE

GIGGLESWICK SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Giggleswick School

Full Name of School	Giggleswick School
DfE Number	815/6001
Registered Charity Number	1109826
Address	Giggleswick School Giggleswick Settle North Yorkshire BD24 0DE
Telephone Number	01729 893000
Fax Number	01729 893150
Email Address	office@giggleswick.org.uk
Headmaster	Mr Geoffrey Boulton
Chairman of Governors	Mrs Heather Hancock
Age Range	3 to 18
Total Number of Pupils	449
Gender of Pupils	Mixed (251 boys; 198 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 47 3-5 (EYFS): 22 11-18: 380
Number of Day Pupils	Total: 227
Number of Boarders	Total: 222 Full: 189 Weekly: 0 Flexi: 33
Inspection dates	24 Sep 2013 to 26 Sep 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 November 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 the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited each of the boarding houses and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Adrian Underwood

Dr Steve Bailey

Mrs Deborah Newman

Reporting Inspector

Team Inspector for Boarding (Headmaster, IAPS school)

Team Inspector for Boarding (Principal, The Society of Heads school)

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendations for further improvement	2
(iii) Progress since the previous inspection	2
3 COMPLIANCE WITH NATIONAL MINIMUM STANDARDS	3
(a) Boarding provision and care	3
(b) Arrangements for welfare and safeguarding	4
(c) Leadership and management of the boarding provision	4

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Giggleswick School was founded in 1512. Originally a grammar school for boys, it was granted a royal charter by King Edward VI in 1553. It is now a co-educational boarding and day school of 449 pupils aged 3 to 18. The school became fully co-educational in 1976. The school is a charity and the governors are the charity's trustees.
- 1.2 The school aims to enrich the life of each pupil by providing a quality co-educational boarding and day environment that nurtures outward-looking, confident young people. The school encourages inspired learning and personal development inside and outside the classroom and personalised education with tailored support to enable maximum individual achievement. The school has an expectation that every child at Giggleswick will strive to find and fulfil his or her potential through the pursuit of excellence.
- 1.3 At the time of the inspection, the school totalled 449 pupils, 251 boys and 198 girls, of whom 222 are boarders. The sixth form comprises 129 pupils: 72 boys and 57 girls. There are 64 pupils who speak English as an additional language (EAL) and 43 pupils who have special educational needs and/or disabilities (SEND). The majority of boarders are of white British background, and others come from a range of 13 foreign countries.
- 1.4 Pupils may enrol as boarders from the age of nine. Boarders are members of one of seven boarding houses, one for boarders in the junior school and in Years 7 and 8, four for senior boys and two for senior girls. The school offers a full boarding programme as well as flexible boarding options. Each house is led by a housemaster or a housemistress, supported by a resident tutor, a matron and a team of visiting tutors. The head of boarding is one of the deputy heads and is a member of the senior management team.
- 1.5 Since the previous inspection in November 2009, the school has refurbished the social and bathroom facilities in most boarding houses. Traffic management around the campus has been reviewed and new paths and crossing points have been added. A catering review has been carried out and a new food service started in September 2013. The opening of the Richard Whiteley Theatre in 2010 increased opportunities for evening and weekend lectures, drama performances and film.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2013.

(ii) Recommendations for further improvement

2.2 The school is advised to make the following improvement.

1. Ensure that the new school day provides a suitable balance between boarders' free time and their academic demands.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in November 2009. The overall quality rating was outstanding. There were no recommendations.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all the NMS under this section.
- 3.2 New boarders receive appropriate induction guidance through house induction packs, overnight stays before joining the school and communications from senior boarders who mentor new boarders. New boarders to the sixth form from overseas participate in the sixth-form orientation week. The house teams give pastoral support and academic guidance, working closely together to support the boarders' development. They communicate informally every day and through the school information system (SIS). Boarders report that they feel they can talk to any member of staff. Contact details for the independent listeners and confidential helplines are published in the student planner and the houses. [NMS 2]
- 3.3 Appropriate policies and procedures are in place and are regularly monitored for boarders who are ill. The medical centre works closely with the school's local medical practice, has appropriate accommodation and keeps the boarders' confidential medical records securely. The medical centre's facilities are appropriate for first aid treatment and short-term illness, including separate facilities for girls and boys. Boarders have access to other medical services, as required. Medical staff have the requisite qualifications and develop appropriate medical care plans. Where judged sufficiently responsible, a few boarders self-medicate and these medicines are kept securely in the house medical safe. Confidentiality is assured, and the boarders' rights are respected. [NMS 3]
- 3.4 Boarders contact their families and friends by phone and internet systems and boarding staff are supportive regarding time differences for overseas boarders. Boarders report that the new house wi-fi system has aided personal communication. Boarders understand the need for the school to monitor internet communications in the interests of safeguarding. In their responses to the questionnaire, parents were very satisfied with the boarding provision. [NMS 4]
- 3.5 The seven houses differ in design and age, but the accommodation is appropriate for the numbers and ages of the boarders. The quality of the refurbishment of the houses is appreciated by boarders, who understand its annual scheduling. Personalisation by boarders of their bedrooms and the pupils' artwork in the houses enhance the boarding experience. Boarders use appropriate facilities to do homework in their houses and also can access specialist areas in the school. Social areas are used for relaxing, playing games and watching television. Access to houses is appropriately controlled and the CCTV security system does not intrude on the boarders' privacy. [NMS 5]
- 3.6 Boarders eat in a central dining-room with clean and hygienic facilities. New catering arrangements were confirmed by boarders to have resulted in a significant improvement in the quality of the food. Meals are healthy, nutritious and offer a range of choice, including a salad bar. Boarders have meaningful input in the adaptation of the menus through the food committee. In the houses, boarders have access to drinking water at all times and make snacks at breaks and in the evenings in their 'brews' (kitchens). [NMS 8]
- 3.7 A central laundry facility supports appropriate laundering of the boarders' clothing and bedding; boarders also use house machines. Boarders have lockable storage. Pocket money for younger boarders is managed by the house teams. Boarders obtain stationery and other personal items from the school shop. [NMS 9]

- 3.8 Boarders enjoy a wide range of activities, including sport, music, drama and outdoor pursuits, for which the school is a licensed centre. In response to the pre-inspection questionnaire a minority of boarders indicated that they do not have enough free time. At the beginning of this school year a new structure to the school day was introduced and boarders readily agreed that this gave them a better balance between activities and study. In discussion with inspectors boarders said they understood the rationale for this change but some were still concerned about free time. Boarders enjoy a full weekend programme including Saturday lessons. The spacious campus allows boarders to meet with friends or choose to be alone. The school chapel also offers a place for personal reflection. Boarders follow national and world events from the internet, TV and newspapers. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all the NMS under this section.
- 3.10 The school ensures the safety of boarders. It has appropriate risk assessments, and safety records are regularly monitored by the health and safety committee. Fire safety policies and practice protect boarders from harm from fire. Drills are held in boarding time and are correctly recorded. All staff have fire awareness training. Testing of the boarders' portable appliances is carried out regularly by appropriately qualified staff. [NMS 6 and 7]
- 3.11 The safeguarding policy and procedures are in accordance with official guidance, and the school has suitable links with local agencies. The child protection training for the designated persons and the staff is up to date and is appropriately logged. Staff understand and implement safeguarding protocols. Child protection documentation is appropriately recorded and securely stored. A comprehensive safeguarding report is made annually to the governing body, which reviews both policy and practice. [NMS 11]
- 3.12 The school's policy to promote good behaviour is suitable. In the questionnaire a small minority of boarders indicated that they were dissatisfied with the fairness of rewards and sanctions in practice, but this contrasted with the boarders' views in discussion with inspectors. Boarders report that they appreciate the relaxed atmosphere in the houses but understand the need for sanctions for poor behaviour. Evidence shows that sanctions and rewards are employed consistently. Boarders report that bullying is not tolerated and any instances of bullying are effectively managed. The policies on searches and physical restraint are suitable. [NMS 12]
- 3.13 Staff recruitment policies, checks and their recording on the central register meet requirements. Persons over the age of 16 living on site who are not members of staff have comprehensive written agreements, are suitably checked and receive appropriate induction guidance. All visitors are monitored and no one has substantial unsupervised access to boarders. The school does not appoint guardians. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.14 The school meets all of the NMS under this section.
- 3.15 The school's pastoral principles and practice are published on the website and in the student planner, and work in practice. [NMS 1]
- 3.16 Self-evaluation, the resultant development planning, and the deliberations of the boarding development group confirm the commitment of governors and senior

managers to enhancing the boarding experience. Guidance for house teams is appropriate and published in the staff and house handbooks. Senior staff are experienced in the culture of boarding. They regularly monitor boarding policies and practice. Boarding staff confirm that senior managers support them in their house roles. [NMS 13]

- 3.17 Boarding staff have job descriptions. Induction, appraisal and training are appropriate. All houses are suitably staffed at all times to provide supervision of boarders and regular registrations each day ensure that staff know the whereabouts of boarders. They also know the action to take in the event of a missing boarder. Boarders know how to contact a member of staff at night. They enjoy appropriately controlled access to private staff accommodation for discussions and social events. [NMS 15]
- 3.18 Boarders confirm that all receive consistent support from boarding staff, who have expertise in supporting differing needs. Boarders also confirm that they value the support of their peers and senior members of the house. The school's equal opportunities policy is effective in practice. Those boarders with particular needs, including EAL, receive the required support. [NMS 16]
- 3.19 The boarders' views are expressed through suggestion boxes and conversation with the house 'seniors' (prefects), and the housemaster or housemistress. Boarders also sit on six pupil committees and play an active part in guiding the school. [NMS 17]
- 3.20 The complaints procedure for parents is published on the website and conforms to requirements. Complaints are appropriately responded to and recorded. [NMS 18]
- 3.21 Boarders confirm that house prefects are respected, valued as leaders and are people who will help with problems. House prefects receive training (including in safeguarding), have written protocols for duties and responsibilities and have regular discussions with the housemasters and housemistresses on the management of the house and the support of individual boarders. [NMS 19]
- 3.22 The school does not arrange long-stay lodgings for pupils. [NMS 20 not applicable]