



INDEPENDENT SCHOOLS INSPECTORATE

FELTONFLEET SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Feltonfleet School

Full Name of School	Feltonfleet School
DfE Number	936/6090
Registered Charity Number	312070
Address	Feltonfleet School Byfleet Road Cobham Surrey KT11 1DR England
Telephone Number	01932 862264
Fax Number	01932 860280
Email Address	office@feltonfleet.co.uk
Head	Mr Alastair Morrison
Chair of Governors	Mrs Mary Jenner
Age Range	3 to 13
Total Number of Pupils	396
Gender of Pupils	Mixed (220 boys; 176 girls)
Numbers by Age	3-5 (EYFS): 40 5-11: 253 11-13: 103
Number of Day Pupils	Total: 324
Number of Boarders	Total: 72 Weekly: 8 Occasional: 64
Inspection Dates	10 Nov 2015 to 12 Nov 2015

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014, as amended. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection.

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff 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 the boarding house 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 Richard Johnson

Reporting Inspector

Mrs Deborah Shephard

Team Inspector for Boarding (Head of Senior School, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Feltonfleet School is a co-educational day and boarding preparatory school for pupils aged between three and thirteen years. Originally founded in 1903, in 1918 the school moved to its current site on the outskirts of Cobham in Surrey. The school became a charitable trust overseen by a board of governors in 1966 and co-educational from 1994 onwards. The school is set in 25 acres of grounds. The original Victorian buildings have been extended to provide additional classrooms, including specialist teaching areas for art, science and digital learning. The sport facilities include an indoor pool, a flood-lit artificial playing surface and a sports hall. Since the previous inspection, the leadership of the boarding house has changed and a new boarding programme, tailored to the needs of occasional boarders, has been introduced. The teaching areas for Years 3 and 4 have been refurbished and a new performing arts centre has opened.
- 1.2 The school's ethos is based upon the three 'PL's'; positive learning, positive living and positive leading. It sets out to ensure that the four school values of happiness, honesty, respect, and responsibility are at the heart of everything the school does as a community. In doing so, it aims to give its pupils skills and attitudes that will benefit them in their future lives.
- 1.3 At the time of the inspection there were 396 pupils on roll; 220 boys and 176 girls. Of these, 40 are in the Early Years Foundation Stage, which occupies an adjacent building. There are 83 pupils with special educational needs and/or disabilities (SEND), 52 of whom receive specialist support. No pupils have an education, health and care (EHC) plan or statement of special educational needs. Four pupils receive support for English as an additional language (EAL).
- 1.4 Pupils can board from Year 3 onwards. There are currently 72 boarders; 8 pupils board weekly and the remainder for one or more nights each week. The boarding house is situated in the main building, with separate sections for boys and girls. Pupils mainly come from the surrounding area and most are from business or professional families with a white British heritage.
- 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 meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Increase the privacy arrangements in the boarders' shower areas.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in November 2012. The quality of boarding was judged to be excellent, and there were no recommendations made relating to the boarding provision.

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 There is an effective process of induction for new boarders. They receive an informative handbook and are supported by a 'buddy', senior pupils and the boarding staff. Boarders feel there are numerous staff they can turn to for personal guidance. There is an independent listener, whose contact details are provided on noticeboards alongside those of the appropriate external helplines. [NMS 2]
- 3.3 The school implements its medical policies effectively, ensuring that the physical, mental and emotional needs of boarders are met. Medically qualified staff are available day and night. There are suitable arrangements for first aid and the management of chronic conditions. Medication and household remedies are stored securely and administered and recorded appropriately. There are separate medical rooms for sick pupils, although most boarders return home under these circumstances. Boarders have access to specialist medical services. Those assessed as capable to do so can self-medicate. Boarders' rights of consent and confidentiality are respected. [NMS 3]
- 3.4 Boarders can contact their families using their own telephones, with adequate privacy, and school telephones are also available. They can email from the boarding house; this internet provision is suitably monitored and controlled to ensure boarders' safety. [NMS 4]
- 3.5 All boarders and their parents are satisfied with the quality of the boarding accommodation. The sleeping areas for male and female boarders and accommodation for adults are separate. Access to the boarding house is controlled and all visitors are supervised. Outside groups using school facilities do not come into contact with the boarders. The security measures in place do not intrude on the boarders' privacy. The boarding accommodation is carefully risk-assessed and has adequate light, heat and ventilation. There are suitable areas for private study. The dormitories are clean and well-maintained, having recently been refurbished. Boarders have clean, warm bedding and can bring personal items, such as duvet covers and soft toys. There are adequate toilet and washing facilities adjacent to the dormitories. However, the boarders feel the shower arrangements provide only limited privacy. [NMS 5]
- 3.6 In the pre-inspection questionnaires, a small minority of boarders expressed concerns over the quality of the food. Inspectors tasted the food and looked at the menus, and found that boarders are provided with balanced, nutritious and appetising meals. In interviews, boarders expressed their satisfaction with the food provided. Any individual dietary, medical or religious needs are carefully addressed. Food is prepared and served in hygienic conditions. Boarders always have access to drinking water, and snacks at other times in the day. Currently, no boarders require assistance with eating. [NMS 8]
- 3.7 There are adequate arrangements for laundry, the storage of clothes and their return to the correct boarder. Pupils can obtain personal items from the matrons or school shop. Reasonable protection is provided for personal items, and valuables are looked after by boarding staff. There are suitable procedures to search boarders' personal possessions if required. [NMS 9]

- 3.8 There is a varied programme of evening activities, making effective use of facilities on site and local venues. All have suitable risk assessments in place. In addition, boarders have several safe recreational areas, allowing them to be alone if they wish. They have access to newspapers, the internet and television to keep informed about the wider world. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 The school has suitable arrangements to ensure the welfare, health and safety of the boarders. These are implemented effectively and monitored by two committees that meet regularly. An appropriate risk assessment policy ensures that all activities on and off site are evaluated and any issues are addressed. The school premises and accommodation are maintained well. Plant and electrical equipment is tested and serviced regularly and any deficiencies are dealt with promptly. All boarders and their parents feel that they are kept safe. [NMS 6]
- 3.11 The school has effective processes in place to reduce the risks from fire. All staff undertake regular fire awareness training, equipment is checked and maintained at suitable intervals and exit routes are clearly signed. Fire practices take place each term, including during night hours, and boarders demonstrate that they know what to do if a fire should occur. [NMS 7]
- 3.12 The safeguarding arrangements follow current guidance, and are reviewed and ratified annually by the full board of governors. All staff, including the designated senior leaders, receive appropriate training at suitable intervals. Detailed records are kept of any concerns, and school has established links with local safeguarding agencies. Staff are alert to the potential dangers posed to pupils by radical views. [NMS 11]
- 3.13 The school has suitable policies to promote good behaviour and guard against bullying, including cyberbullying. These are implemented effectively. In the questionnaires, a few concerns were raised about the school's response to bullying and the use of sanctions. Inspectors reviewed the school's behaviour records, spoke to groups of boarders and interviewed staff. They found that incidents of bullying are rare, and that boarders are confident that the school acts promptly to address these. Boarders also feel the system of rewards and sanctions in the boarding house is fair. The school has appropriate policies for restraint, including the use of reasonable force, and the searching of pupils and their possessions and how these are recorded. [NMS 12]
- 3.14 The school has effective procedures to ensure the suitability of staff. All the required checks are carried out in a timely manner, and accurately recorded in the central record. Although there are no other adults currently living on site, the school is aware of the necessary procedures should this arise. There are appropriate arrangements to supervise visitors to the boarding accommodation. The school does not appoint guardians. [NMS 14]

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

- 3.15 The school meets all of the NMS under this section.
- 3.16 The school has a clear statement of the aims and boarding practice in its handbook. These are implemented effectively, as all parents feel that boarding contributes to pupils' personal development and almost all pupils say that they enjoy boarding. [NMS 1]
- 3.17 There is clear and effective leadership of boarding. This can be seen in the recent introduction of the 'Feltonfleet Knights' boarding programme, tailored to the needs of occasional boarders. Leaders have good skills and knowledge appropriate to their role, so that all relevant standards are met and the well-being of pupils is actively promoted. The school's governing body monitor the effectiveness of leadership and management and the boarding provision through the regular visits of a link governor. There is frequent communication between boarding staff and academic and pastoral tutors. Boarding practice is regularly evaluated, and the required policies and records are carefully maintained and action is taken as appropriate. [NMS 13]
- 3.18 All staff involved with boarding are suitably qualified and experienced, have appropriate job descriptions and are appraised in their role. There are detailed induction procedures for new staff, and opportunities for further professional development. There are always sufficient numbers of staff on duty to ensure adequate levels of supervision. Staff know the whereabouts of the boarders at all times, and are clear about the policy to follow if a pupil goes missing. At least three staff are on call overnight, and boarders know how to contact them. Staff accommodation is separate, and is not accessed by boarders. [NMS 15]
- 3.19 All boarders are treated equally, regardless of their background, race or needs. Staff show an awareness of individual pupils, and provide effective and sensitive support. There is no evidence of discrimination, and cultural events, such as the India Week, promote an understanding and respect for other faiths and nationalities. All boarders feel that they are treated fairly. [NMS 16]
- 3.20 In the questionnaires, a few boarders felt that their views are not sought or responded to. The school has recently recognised this concern by introducing a boarding council, attended by the boarding governor, to seek their opinions. This has begun to impact on the boarding provision, such as the creation of a new common room. Boarders are not penalised for raising a concern or making a complaint in good faith. [NMS 17]
- 3.21 A suitable complaints policy is made available to parents on the website. A scrutiny of records shows that complaints, including any relating to boarding, are rare, addressed according to this policy and written records are maintained. [NMS 18]
- 3.22 Prefects have clearly defined responsibilities, especially with regard to the induction and support of new boarders. They have suitable training and supervision. Interviews indicate that other boarders value their role. [NMS 19]
- 3.23 The school does not arrange lodgings for its pupils. [NMS 20]