



INDEPENDENT SCHOOLS INSPECTORATE

CUNDALL MANOR SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Cundall Manor School

Full Name of School	Cundall Manor School
DfE Number	815/6022
Registered Charity Number	529540
Address	Cundall Manor School Cundall York North Yorkshire YO61 2RW
Telephone Number	01423 360200
Fax Number	01423 360754
Email Address	headmaster@cundallmanor.co.uk
Headmaster	Mr Richard Notman
Chair of Governors	Sir Thomas Ingilby
Age Range	2½ to 16
Total Number of Pupils	354
Gender of Pupils	Mixed (214 boys; 140 girls)
Numbers by Age	3-5 (EYFS): 78 5-11: 137 11-16: 139
Number of Day Pupils	Total: 339
Number of Boarders	Total: 15 Full: 2 Weekly: 13
Inspection Dates	25 Mar 2014 to 27 Mar 2014

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 July 2010 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 chair of governors, 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

Mrs Linda Donowho

Reporting Inspector

Mr James Davies

Team Inspector for Boarding (Head, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Cundall Manor School is an academically non-selective co-educational day and boarding school for pupils aged from two and a half to sixteen. The school is situated on a 28-acre site at the edge of the Vale of York. It opened in January 1959 for pupils aged five to thirteen and a Nursery was added in 1996. In 2004 the upper age range was increased to provide for pupils up to the age of sixteen. The school is a registered charity, overseen by a board of governors. Since the previous Ofsted boarding inspection in 2010, a new headmaster has been appointed, and changes made to staffing arrangements for those with pastoral responsibilities for the boarders. Pupils come from a range of business and professional families, living predominantly within a 30-mile radius of the school.
- 1.2 At the time of the inspection there were 354 pupils on roll, of whom 214 were boys and 140 girls. The boarders, aged from 7 to 16, are housed in the main school building. They include two full boarders and thirteen weekly boarders, and a further 18 pupils board on a flexible basis.
- 1.3 One hundred and forty-two pupils have been identified as having special educational needs and/or disabilities, and 54 receive individual support from the school. Four pupils have a statement of special educational needs. One pupil has English as an additional language.
- 1.4 The school aims to promote independence, confidence, self-esteem, mutual respect and a strong work ethos within each pupil, and to provide a safe, caring environment where all pupils feel happy, secure and valued as individuals.
- 1.5 National Curriculum (NC) nomenclature is used by the school for the Early Years Foundation Stage and throughout this report to refer to year groups. The year group nomenclature used by the school from Year 1 and its National Curriculum equivalence are shown in the following table.

School	NC name
PP1	Year 1
PP2	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8
Leckby	Year 9
Eldmire	Year 10
Thornton	Year 11

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school does not meet all the National Minimum Standards for Boarding Schools 2013, and therefore it must:

- ensure that checks against the barred list are carried out on all staff before they begin work if a Disclosure and Barring Service (DBS) check is delayed [National Minimum Standard 11, under Child protection, and for the same reason National Minimum Standard 14.1, under Staff recruitment and checks on other adults];
- ensure that sleeping accommodation is appropriately spacious for older boarders [National Minimum Standard 5.1, under Boarding accommodation];
- provide individual beds for boarders in Year 9 and above [National Minimum Standard 5.5, under Boarding accommodation];
- ensure that toilets for older girls are fully accessible in the evenings [National Minimum Standard 5.3, under Boarding accommodation].

(ii) Recommendation for further improvement

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

1. Develop a comprehensive system for monitoring and recording fire drills.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in July 2010. In response to the recommendations made, the school has ensured that all windows are now safe, and refurbishment has been completed for most of the boarding accommodation. A member of staff who is qualified in the administration of medicines is now always in place.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school does not meet one of the NMS under this section.
- 3.2 New boarders are given a comprehensive handbook. They are made welcome by resident house staff and a 'buddy', and are swiftly made to feel at home. Taster nights allow pupils to trial boarding and staff and current boarders ensure that they receive a warm welcome. Appropriate documentation explains daily house routines. Helpline numbers and details of the school's independent listener are given to boarders and are clearly displayed. Pupils stated that they feel comfortable to share their concerns with boarding staff. [NMS 2]
- 3.3 Any boarders who become unwell are suitably cared for. The school has suitable policies, overseen by appropriately qualified staff, for those who are ill or have individual medical needs. Care is taken that prescribed medication is given only to the correct boarder and confidentiality is observed regarding medical matters. Suitable arrangements are made for the isolation of any boarders who become sick at night, though they generally go home. [NMS 3]
- 3.4 Boarders are able to contact their families and friends in private, using school mobile telephones, while older boarders are able to use their own mobile telephones. [NMS 4]
- 3.5 Boarding accommodation, much of which has been recently refurbished, is warm, well lit, homely, generally spacious, clean and suitably furnished. Older and younger boarders share a bright common room and additional space in which to play games and relax. Sleeping accommodation for older boarders is less spacious and the bunk beds provided for them are inappropriate. Washroom facilities are adequate, however the location of the toilets for the older girls is not suitable because they are not freely accessible during the night. Scheduled prep sessions take place, and boarders may spend further time working if they wish. All boarders have access to appropriate facilities for private study. The accommodation is not accessible to unauthorised individuals and security arrangements do not intrude on the boarders' privacy. [NMS 5]
- 3.6 Mealtimes are sociable occasions; boarders are joined by house staff and those on duty. Catering staff listen to the views of boarders and accommodate all dietary needs. Regular themed food evenings take place, which the boarders say they enjoy. In questionnaire responses and in discussions, older boarders expressed dissatisfaction with the availability of water and snacks in between meals. Drinking water is always available but it is less accessible for older boarders during the night. The school has swiftly responded to this and now offers a range of snacks and drinks freely to older boarders. Younger boarders are provided with a drink and snack in the evening by staff. [NMS 8]
- 3.7 Effective laundry arrangements are overseen efficiently by the boarding support staff. Older boarders have lockable storage for their personal possessions and younger boarders' possessions are stored securely with staff. The use of electronic items is well supervised. Boarders may obtain toiletries and stationery items from the school shop as required. [NMS 9]
- 3.8 The evening schedules provide a wide range of indoor and outdoor extra-curricular activities for boarders. Full use is made of the school grounds and indoor facilities, and many trips are arranged to venues within the local community. Boarders may

be alone in safe places if they wish. They have access to newspapers and have opportunities to watch television programmes appropriate to their interests and ages. [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 A comprehensive health and safety policy is implemented effectively, and premises are maintained to ensure a safe working environment. Risk assessments covering all aspects of school life are regularly reviewed and policies take note of guidance. Any personal electrical equipment brought to school by the boarders is tested. [NMS 6]
- 3.11 Fire safety is comprehensive. Boarders and staff have a clear knowledge of procedures to follow in the event of a fire. Regular fire drills take place, including during times when the boarders are in bed, but the recording of these is insufficiently detailed to ensure effective monitoring. All the required maintenance procedures regarding fire safety are recorded appropriately. [NMS 7]
- 3.12 All staff, including the designated officers and ancillary staff, are appropriately trained in child protection according to their responsibilities. Links with local agencies are very well established, ensuring regular, helpful communication. Thorough records are maintained of any concerns about a boarder. The school has suitable child protection policies but in the past, in number of cases, had not followed its policy in carrying out all the required recruitment checks on staff before they began their employment. [NMS 11]
- 3.13 The policy to promote positive behaviour includes rules and sanctions, measures to prevent and deal with bullying, and procedures in the event that restraint would be required, or that boarders or their personal possessions would need to be searched. Boarders say that bullying is rare, but when it occurs it is dealt with promptly by staff. Disciplinary sanctions are rarely needed, and the few boarding rules are seen as fair by boarders and operated appropriately. [NMS 12]
- 3.14 Current practice in checks on staff and governors' recruitment is secure, though in the past some staff started work before the required check against the barred list had been completed when DBS checks were delayed. Safer recruitment training has been completed by relevant staff. Appropriate procedures ensure that visitors do not have unsupervised access to boarders or their accommodation. Parents of boarders from overseas make their own arrangements for guardians in the UK. [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 clear statement of the aims for boarding is published on the school's website and boarding practice reflects these. [NMS 1]
- 3.17 The leadership of the school and other senior staff have appropriate boarding experience and close involvement with the boarding community. Boarding staff know the boarders extremely well and staff regularly meet informally to discuss individual boarders' progress. Welfare plans for boarders are shared. Formal meetings between all boarding house parents and senior management responsible for boarding take place, once a fortnight. A member of the senior management team (SMT) is also a member of the resident boarding house duty team and feeds back

any relevant issues into the SMT weekly meetings. However, opportunities for the whole boarding team to evaluate boarding practice are limited. Boarding staff have ready access to any individual education plans for boarders and offer appropriate support in prep. Suitably qualified and experienced staff are actively engaged in boarders' activities, and supervise the boarders at all times. The school has an induction programme for all new staff, with ongoing training. Staff know the whereabouts of boarders and are aware of the procedures to follow should a pupil go missing. Boarders always know where to find a member of staff. [NMS 15]

- 3.18 There is no inappropriate discrimination within the boarding environment and the opportunities that the school provides are equally available for all boarders. This results in a community in which all boarders feel respected and secure. [NMS 16]
- 3.19 Boarders have opportunities to contribute or express their views about the operation of boarding provision. These include house meetings and the school council. Individual boarders have informal opportunities to make suggestions or raise issues and concerns, and are confident in doing so. Their opinions are listened to and acted upon if appropriate. [NMS 17]
- 3.20 The school has a complaints procedure that meets requirements and is appropriately implemented. [NMS 18]
- 3.21 There are no prefects in the boarding house although older boarders are expected to set a good example to younger boarders. [NMS 19]
- 3.22 The school does not arrange long-stay lodgings for pupils. [NMS 20]