



INDEPENDENT SCHOOLS INSPECTORATE

FYLING HALL SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Fyling Hall School

Full Name of School	Fyling Hall School
DfE Number	815/6004
Registered Charity Number	507857
Address	Fyling Hall School Robin Hood's Bay Whitby North Yorkshire YO22 4QD
Telephone Number	01947 880353
Fax Number	01947 881097
Email Address	office@fylinghall.org
Head	Mr Steven Allen
Chair of Governors	Dr Jill Rutherford
Age Range	4 to 19
Total Number of Pupils	158
Gender of Pupils	Mixed (91 boys; 67 girls)
Numbers by Age	4-5 (EYFS): 1 5-11: 23 11-18: 134
Number of Day Pupils	Total: 104
Number of Boarders	Total: 54 Full: 49 Weekly: 5
Inspection Dates	03 Mar 2015 to 05 Mar 2015

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) 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.

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 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 Ruth McFarlane	Reporting Inspector
Mr Jeffrey Shipway	Team Inspector for Boarding (Deputy Head and Head of Boarding, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Fyling Hall is a co-educational day and boarding school situated above Robin Hood's Bay, on the North Yorkshire coast, on a 45-acre site. It was founded in 1923 and became a charitable trust in 1978 and is now administered by a governing body.
- 1.2 The school aims: to identify and develop the potential of individual pupils by providing them with a broad, balanced and challenging curriculum, enriched by a range of extra-curricular activities, which makes learning enjoyable and rewarding; to develop pupils' self-confidence by giving them the opportunity to accept responsibility and display initiative, preparing them to play their part in a rapidly changing world; to work in partnership with parents, and to safeguard and promote the welfare of all pupils.
- 1.3 At the time of inspection, there were 158 pupils on roll (91 boys and 67 girls), of whom 54 were boarders aged from 11 to 18 (35 boys and 19 girls). Most boarders are full boarders. Day pupils live within a radius of 30 miles, whilst boarders originate from throughout the country and abroad. Almost all come from homes in which parents are engaged in professional occupations, including in the armed services.
- 1.4 Boarders are accommodated in three boarding houses on the school site, which have recently been reassigned in terms of gender and age range. One (Ramsdale) is for sixth-form boys, and the other two (Mulgrave and Main) are for boys and girls respectively, across the whole age range.
- 1.5 In September 2014, governors appointed existing senior post-holders as headmaster and deputy head (pastoral) with responsibility for boarding. Woodside, which was a fourth boarding house, has become the location for any sick pupils who need to be isolated.
- 1.6 The school has identified 25 pupils as having special educational needs and/or disabilities, 13 of whom receive specialist support. No pupils have a statement of special educational needs or an education, health and care plan. There are 34 pupils who speak English as an additional language), and 27 receive support for their acquisition of English.
- 1.7 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 improvements.

1. Improve the presentation of the information available for new boarders and their parents.
2. Improve governors' and the leadership's monitoring of the National Minimum Standards to ensure that any future changes are implemented promptly.
3. Develop more effective self-evaluation in maintaining continuing awareness of changes to the National Minimum Standards.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in January 2012. There were no boarding related recommendations.

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 provision of individual support, a 'buddy' system, documents and notices together meets the requirements for an appropriate process to induct and guide new boarders. However, information is not collated in an easily accessible manner. Boarders say that they have a choice of staff to turn to for help and guidance and that staff, older boarders and boarders with allocated responsibilities are very approachable. Contact numbers for various helplines, including that for the Children's Commissioner, are displayed in the communal areas of each house. [NMS 2]
- 3.3 Care policies for boarders who are unwell, including first aid, chronic conditions and disabilities, dealing with emergencies and the use of household remedies, have recently been adjusted and now include all the requirements. The medical room is suitably equipped and staffed. Overnight accommodation for sick boarders is appropriate in all respects. Boarders have access to local doctors and dentists, optometrists and other specialists. Protocols are suitable for the administration of all medicines, including those prescribed. Only boarders assessed as sufficiently responsible are permitted to self-medicate and to give or withhold consent to treatment. As patients, boarders' rights and confidentiality are appropriately respected. [NMS 3]
- 3.4 In interviews, boarders stated that they are able to contact their families and friends easily using mobile telephones, house telephones, email and other internet-based communication. [NMS 4]
- 3.5 Boarding accommodation for boys is separate from that for girls. All rooms are adequately furnished, and suitably clean washing and toilet facilities are available in each house. Not all rooms have a work space, but the dining room, library, design and business rooms are available for the completion of prep and private study in the evenings. Boarders are able to personalise their areas. There are common rooms for socialising and relaxation. Security measures do not intrude on boarders' privacy and boarding accommodation is suitably protected from access by unauthorised persons. [NMS 5]
- 3.6 Food is prepared, served and consumed in appropriate, hygienic facilities. A majority of boarders who responded to the questionnaire expressed dissatisfaction with the food. Boarders interviewed would like more choice and variety, particularly for breakfast. However, boarders agreed and inspectors found that meals are adequate in nutrition and quantity, including for those with special dietary, medical or religious needs. A minority of boarders were not happy with the availability of snacks and drinking water outside mealtimes. Inspectors found that drinking water is always available and suitably labelled. The boarding houses have facilities for preparing snacks, and boarders can supplement the bread and butter provided with their own snacks. [NMS 8]
- 3.7 Laundry arrangements are appropriate and efficient. Boarders can purchase personal items and stationery from the school tuck shop or the nurse, and a wider range of goods locally. A small minority of boarders responding to the questionnaire stated that their belongings are not safe. Inspectors checked the arrangements in each house and found that boarders can store their possessions securely and can

also hand money, passports and other valuables to the house staff for safe keeping. [NMS 9]

- 3.8 A minority of boarders who completed the questionnaire expressed that they are not happy with the balance of free time and activities in the evenings and at weekends. A few parents felt that there is not a good variety of activities. Inspectors found the balance and range to be appropriate. Daily after-school activities are organised in a number of pursuits, such as music and sports. Weekend activities and trips are offered, including The Duke of Edinburgh's Award scheme at gold, silver and bronze levels. Boarders have sufficient free time to socialise or relax and there are safe places where they can be alone if they wish. The provision of newspapers, magazines, television and the internet enables boarders to keep abreast of events in the outside world. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Boarders say that they feel safe and well cared for in their houses and in school. The school has written health and safety policies that have recently been adjusted to comply with current legislation. A health and safety committee meets every term, includes governors and oversees the maintenance of the school and boarding premises to a standard that helps to ensure boarders' safety. Suitable risk assessments are completed for all areas of the school and for school trips. [NMS 6]
- 3.11 Fire risk assessments are carried out regularly in compliance with requirements. Records show that firefighting equipment and fire alarms are regularly tested and fire drills are held at least once a term, including during boarding time. Staff are trained to the required standard. Appropriate signage is visible and boarders are kept aware of the procedure for evacuation. [NMS 7]
- 3.12 The child protection policy has recently been updated and reflects the latest guidance to safeguard and promote boarders' welfare. Review of the policy and its implementation is carried out annually by governors as required. Training is sufficiently frequent and comprehensive, including for new staff. [NMS 11]
- 3.13 Policies to promote good behaviour and guard against bullying have recently been amended to comply with the latest guidance. A small minority of the boarders who responded to the questionnaire felt that the boarding staff do not treat them fairly. A minority also considered that staff are not fair in the way that they give sanctions. Inspectors found that the school rules and sanctions policy are understood by the pupils, and having checked the sanctions registers and discussed sanctions with boarders, no unfairness was evident. The rare bullying incidents are appropriately recorded and dealt with. Boarders stated that they get along with each other well and consider that no bullying occurs. [NMS 12]
- 3.14 Safe recruitment procedures meet all requirements, having recently been updated. Records are all included in a single central register, which is correctly compiled. All adults who are regularly on the school site, including governors and volunteers, have undergone child protection training and appropriate vetting, recorded appropriately. Appropriate supervision of visitors to the boarding houses is in place so that there is no unsupervised access to boarders or their accommodation. Guardian arrangements for boarders whose parents live overseas are not organised by the school. [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 Information covering all boarding principles and practice in the school is available in various places, including notices, policies and the school website, and meets requirements. It is not organised into a comprehensive, centralised statement for parents or boarders. Checks confirmed that the principles outlined in various documents are reflected in practice. [NMS 1]
- 3.17 Self-evaluation of boarding and boarding development plans, devised by the new, clearly defined leadership, meet minimum requirements, but are just being developed and as yet are limited in scope. They are not linked to the National Minimum Standards. Boarding staff, including residential staff, are suitably experienced and maintain appropriate training. Links with academic staff are embedded in practice. All necessary records are in place and day-to-day monitoring meets requirements. Monitoring by governors and the leadership in the past has not always ensured that all the latest requirements had been adopted into policy, but some recent adjustments have led to improvements in practice. [NMS 13]
- 3.18 Suitable job descriptions are provided, and induction training and checks on staff performance take place. Boarding-specific training is also provided. There are no adults who are not employed by the school living in boarding premises. Sufficient trained staff are deployed to supervise boarders outside teaching time and to sleep in the boarding houses. Suitably separated staff accommodation is located within the boarding houses. Staff are easily contactable at night and published rotas indicate to boarders which staff are on night duty. Arrangements for signing in and out enable staff to know where the boarders are at all times. The protocol for missing boarders is known to staff. The arrangements for boarders' access to staff accommodation are appropriate. [NMS 15]
- 3.19 Boarders do not encounter discrimination at school. The needs of each individual are sensitively accommodated. A small minority of boarders expressed in response to the questionnaire that they do not enjoy boarding, and a very small minority of parents also indicated that view, and said that staff do not treat their children as an individual. Inspectors found no evidence to support these views. [NMS 16]
- 3.20 In questionnaire responses a small minority of boarders felt that their views are not heard or responded to. Inspectors found that boarders' views are represented through regular boarders' surveys and informally to staff. Boarders may be elected to the food committee or the school council. Records show that their concerns and requests are dealt with and that they are not penalised for raising concerns in good faith. [NMS 17]
- 3.21 The school has a suitable complaints policy for parents. Records show that it is implemented appropriately. [NMS 18]
- 3.22 A small minority of boarders stated in their questionnaire responses that they do not have opportunities to take responsibility. Inspection evidence does not support this view. Positions of responsibility include posts as senior boarder for each house or as school prefects. Post-holders receive appropriate induction and guidance about their roles. Staff ensure that there is no abuse of power. [NMS 19]
- 3.23 Long-term lodgings are not used by the school. [NMS 20]