



**INDEPENDENT SCHOOLS INSPECTORATE**

**BOURNEMOUTH COLLEGIATE SCHOOL**

**BOARDING WELFARE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Bournemouth Collegiate School

Full Name of School	<b>Bournemouth Collegiate School</b>
DfE Number	<b>837/6002</b>
Registered Charity Number	<b>1016538</b>
Address	<b>Bournemouth Collegiate School College Road Bournemouth Dorset BH5 2DY</b>
Telephone Number	<b>01202 436550</b>
Fax Number	<b>01202 418030</b>
Email Address	<b>senior-admin@bournemouthcollegiateschool.co.uk</b>
Head	<b>Mrs Maria Coulter</b>
Chair of Governors	<b>Mrs Nina Dunne</b>
Age Range	<b>11 to 18</b>
Total Number of Pupils	<b>395</b>
Gender of Pupils	<b>Mixed (246 boys; 149 girls)</b>
Number of Day Pupils	Total: <b>288</b>
Number of Boarders	Total: <b>107</b>
	Full: <b>83</b> Weekly: <b>16</b> Flexi: <b>8</b>
Inspection Dates	<b>24 Mar 2015 to 26 Mar 2015</b>

## 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 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 Pamela Leech	Reporting Inspector
Mr Paul Johnstone	Team Inspector for Boarding (Former Head, HMC school)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Bournemouth Collegiate School is a co-educational day and boarding school for pupils aged 3 to 18 years, situated in the seaside town of Bournemouth in Dorset. The preparatory and senior schools occupy independent sites six miles apart. The school is owned by United Church Schools Trust (UCST), which has overall responsibility for governance and management. A board of local governors liaises closely with UCST to provide oversight and guidance for the school.
- 1.2 The school aims to provide a safe and nurturing environment where pupils may grow and develop into happy, confident and responsible individuals, ready to face the challenges of the modern world. It has a strong and inclusive Christian ethos, and welcomes pupils of all faiths or of none. The school seeks to place a high value on the core principles of honesty, integrity, respect, kindness and courage.
- 1.3 Originally a local girls' school, UCST bought the school in 2008, at the same time accepting boys. The senior school offers education to 395 pupils from the ages of 11 to 18, and pupils may board from the age of 10. Pupils represent a number of countries worldwide and a broad range of social and ethnic backgrounds. There are 107 boarders, who are accommodated in 2 houses on the campus, Davies House for boys and Lodge House for girls.
- 1.4 Since the previous inspection, there has been significant refurbishment of accommodation facilities for the girls. Changes in senior management and leadership have included a senior boarding appointment. At the time of the inspection, the vice principal was acting as head. A new head has been appointed to take up post from June 2015.
- 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 2013.

### **(ii) Recommendation for further improvement**

2.2 The school is advised to make the following improvement.

1. Create a more homely feel in the boys' accommodation.

### **(iii) Progress since the previous inspection**

2.3 The previous boarding welfare inspection was undertaken by Ofsted in June 2011. The school was required to obtain written parental permission for the administration of first aid. This requirement has now been fully met.

### **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 Comprehensive induction literature and guidance are provided in advance to all boarders. Boarders are also supported by a planned induction programme that is implemented by staff, peers and 'buddies'. Boarders know whom to approach for help and guidance and how to contact them; contact details for national agencies and the independent listener are clearly displayed on notice boards. [NMS 2]
- 3.3 Appropriate medical and first-aid policies are correctly implemented, with suitable accommodation provided for boarders who are unwell. All medication is securely stored in the medical centre and in the boarding houses, with written guidance provided for house staff. Administration of medication is appropriately recorded. Written parental permissions for the administration of first aid have been received, which meets the requirement of the previous boarding welfare inspection. The medical centre is staffed during the day by qualified nurses. Boarders are registered with a local doctor who holds regular clinics for them at a nearby surgery. They have access to dental, optometric and other specialist services as required, and provision is made in the medical centre for physiotherapy sessions. Prescribed medicines are given only to the named boarder. Boarders deemed sufficiently responsible are allowed to self-medicate. The confidentiality and rights of boarders as patients are respected. [NMS 3]
- 3.4 Boarders may keep in contact with family and friends through the internet, house landlines and mobile telephones. Appropriate safeguards exist to monitor the use of electronic communications, in line with school policies. [NMS 4]
- 3.5 Boarding houses are well maintained, clean, warm and comfortable. They are suitably furnished, although accommodation for the boys is not as welcoming as that for the girls. Each house has a kitchen for the use of boarders, a common room with leisure facilities and computer areas. Boarders from both houses may use a specified common room to socialise. Younger boarders in Lodge House share rooms in groups of four or five. All older boarders have double or single rooms. All boarders have study desks in their rooms and may personalise their areas. Washing facilities are suitable and sufficient in number, and include some en-suite facilities. Shower rooms provide privacy. The use of CCTV is not intrusive and access to houses is suitably restricted so that boarders feel safe. [NMS 5]
- 3.6 A large majority of boarders who completed the pre-inspection questionnaire said that they are unhappy with the quality of food and the availability of drinking water and snacks. Changes in senior catering management have initiated a successful review of the provision. In discussions with inspectors, boarders confirmed that they are now happy with the food and the choices provided, including snacks available between meals. A three-week menu rotation offers a suitable choice of nutritional, well-balanced meals. Food is hygienically prepared, plentiful and home cooked, using fresh ingredients. Special diets are catered for. Drinking water is always available and the school provides varied and appropriate snacks and fruit. [NMS 8]
- 3.7 Laundry facilities are contained within the campus, with additional washing machines provided in houses for boarders to use at weekends if they wish. Boarders may purchase personal and stationery items in the nearby town. A small minority of

boarders responding to the pre-inspection questionnaire indicated that they do not feel their belongings are safe. Inspectors found that staff will look after valuable items and passports as requested, and all boarders have their own lockable facilities for personal items. [NMS 9]

- 3.8 In their responses to the questionnaire, a few boarders expressed dissatisfaction with the range of extra-curricular activities available. Inspectors found that a comprehensive programme of trips and local visits is offered during the week and at weekends. All boarders enrol in an after-school activities programme, which offers a diversity of sporting, cultural and hobby-based activities. A sports hall, indoor gym and swimming pool are available for boarders to use each day, with experienced and professional sports coaches available on site to coach them. Boarders can spend personal time relaxing or reflecting in their houses, or in pleasant indoor and outdoor spaces nearby. They are able to follow events in the outside world through television and the internet. [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 appropriate written policies and procedures for health and safety, which are effectively implemented. Risk assessments are completed for all areas of the school, including boarding houses. There are suitable risk assessments for on-site activities and off-site visits and trips. All risk assessments are frequently reviewed and effectively monitored through regular health and safety committee meetings, with governor oversight. Appropriate tests and checks are undertaken, with records correctly kept. Buildings, facilities and accommodation are appropriately maintained to ensure a safe and secure environment. [NMS 6]
- 3.11 Appropriate fire safety policies and procedures are effectively implemented to ensure the safety of boarders. Fire prevention equipment is regularly tested and checked, with records appropriately maintained and stored. A suitable number of staff receive training in fire safety procedures. Fire drills take place each half term in boarding time and are suitably logged. [NMS 7]
- 3.12 The school has an appropriate safeguarding policy that is effectively implemented. All staff receive safeguarding training, with suitably regular update sessions. Designated staff receive training at the appropriate level, and a thorough induction programme for new staff includes child protection training that includes all required elements. The school maintains positive links with local agencies and all records are suitably stored. Older boarders with positions of responsibility receive safeguarding and leadership training. Senior managers liaise with both the local governing body and senior managers from UCST, to produce an annual safeguarding analysis of policy and procedures. The review and implementation of the policy are undertaken by all governors on the local governing body, in close liaison with UCST. [NMS 11]
- 3.13 A small minority of boarders indicated in response to the pre-inspection questionnaire that they feel rewards and sanctions are not administered fairly. Inspectors found that the school implements appropriate policies and procedures to promote good behaviour and that there is a clear system of rewards and sanctions. Whole-school and house records show that good behaviour is recognised, in line with the school policy, and that misbehaviour is dealt with fairly. Sanctions are appropriate, consistently applied, and carefully recorded and monitored. A few boarders responding to the questionnaire felt that the school does not handle

incidents of bullying well. Inspectors found that the school has a robust anti-bullying policy. Examination of bullying logs and records revealed that instances of bullying are extremely rare and are dealt with appropriately. In discussions with inspectors, boarders were clear that bullying is not tolerated and any incidents occurring would be dealt with swiftly. Suitable policies for searching boarders and their possessions are available, with clear guidance as to when restraint may be used. In their responses to the questionnaire, parents indicated their overwhelming satisfaction with the care that their children receive. [NMS 12]

- 3.14 Safe recruitment procedures are effectively implemented. Thorough checks are carried out and suitably recorded on a central register of appointments. Appropriate checks are made on relevant members of resident staff families who have written agreements with the school; they understand their responsibilities as on-site residents. Visitors do not have unsupervised access to boarding houses. 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 A statement of the school's aims and boarding principles and practice is published on the website. These are implemented throughout boarding practice and are central to the development of boarding. [NMS 1]
- 3.17 An effective management structure for boarding is supported by senior managers and governors. Regular formal pastoral meetings provide opportunities for the evaluation of boarding practice, ensure consistency across the houses and determine future planning. House diaries ensure effective communication amongst staff with boarding duties. Electronic pupil records and daily informal interaction ensure appropriate communication between academic and boarding staff. Required records are correctly maintained and checked by house and senior staff, with appropriate action taken. Staff are suitably experienced and receive appropriate training. [NMS 13]
- 3.18 A handbook for resident staff gives detailed guidance and all staff working with boarders have suitable job descriptions. Induction for new staff enables them to fulfil their boarding duties satisfactorily. Formal annual appraisal informs individual routes for staff development. All staff are offered a programme of professional development through training in school and through relevant external courses. Roles of the spouses and partners of staff are clearly defined. Suitably qualified and experienced staff look after boarders at all times, supported by a team of non-resident tutors and Gap-Year students. Procedures for signing in and out enable staff to know where boarders should be at all times, and staff understand the school's missing child policy and are aware of how to implement it. Staff sleep in boarding houses and boarders are always able to contact someone at night should they need help or assistance. Staff accommodation is suitable and is appropriately separated from that of boarders. Boarders do not visit staff accommodation except when invited and all visits are appropriately supervised. [NMS 15]
- 3.19 Boarders do not experience inappropriate discrimination. A compliant policy outlining equal opportunities for boarders is appropriately implemented and effective. The school's promotion of fundamental British values and tolerance is evident from boarders' comments and behaviour towards each other. Parents responding to the questionnaire indicated their high level of satisfaction with the academic and

personal progress made by their children. Boarders with special educational needs and/or disabilities and those with English as an additional language receive effective support. [NMS 16]

- 3.20 In response to the pre-inspection questionnaires, a minority of boarders expressed the opinion that the school does not seek or respond to their views. Inspection evidence showed that suitable opportunities are provided. In discussions with inspectors, boarders were appreciative of the many ways in which they may influence their boarding experience and reported changes in house provision and catering arising from these discussions. Boarders may pass on their feelings through the boarders' council, internal house meetings, prefect meetings, and personal contact with middle and senior managers. Discussions from a twice-termly meeting of boarders and catering staff are reported back to all pupils. Suggestion boxes are appropriately located, and Lodge House has a 'wish list'. [NMS 17]
- 3.21 An appropriate complaints policy is effectively implemented by the school and is available on the website or on request. Any complaints received are considered with care, and all correspondence relating to the complaint and its resolution is appropriately recorded, together with action taken by the school to review the relevant area. Two formal complaints have been received in the year preceding the inspection. [NMS 18]
- 3.22 A very small number of boarders said in response to the questionnaire that there are few opportunities to undertake positions of responsibility. Inspectors found that boarders have a number of ways in which they may take on leadership roles, for example as house prefects, where they organise activities and undertake duties within the house. Boarders apply formally for the role and receive comprehensive leadership and safeguarding training. Staff supervise and guide prefects to enable them to carry out their responsibilities satisfactorily. Boarders may also volunteer to become 'buddies', helping those new to boarding to settle in, or offering younger boarders help and guidance. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]