



**INDEPENDENT SCHOOLS INSPECTORATE**

**FULNECK SCHOOL**

**BOARDING WELFARE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Fulneck School

Full Name of School	<b>Fulneck School</b>		
DfE Number	<b>383/6117</b>		
Registered Charity Number	<b>5086581</b>		
Address	<b>Fulneck School Fulneck Pudsey Leeds West Yorkshire LS28 8DS</b>		
Telephone Number	<b>0113 257 0235</b>		
Fax Number	<b>0113 255 7316</b>		
Email Address	<b>general@fulneckschool.co.uk</b>		
Principal	<b>Mrs Deborah Newman</b>		
Chairman of Governors	<b>Mr Tim Smith</b>		
Age Range	<b>3 to 18</b>		
Total Number of Pupils	<b>436</b>		
Gender of Pupils	<b>Mixed (256 boys; 180 girls)</b>		
Numbers by Age	0-2 (EYFS):	<b>15</b>	5-11: <b>111</b>
	3-5 (EYFS):	<b>28</b>	11-18: <b>282</b>
Number of Day Pupils	Total:	<b>358</b>	
Number of Boarders	Total:	<b>78</b>	
	Full:	<b>67</b>	Weekly: <b>11</b>
Inspection Dates	<b>15 Jan 2014 to 17 Jan 2014</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) (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 March 2011 and can be found at [www.ofsted.gov.uk](http://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 two boarding 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

Mrs Carole Baker

Reporting Inspector

Team Inspector for Boarding

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

- 1.1 Fulneck School is a co-educational school which provides day and boarding education for pupils between the ages of three and eighteen. Founded by the Moravian Church in 1753 as separate boys' and girls' schools, it was merged in to one co-educational establishment in 1994. The school is located within the Moravian settlement in Pudsey in West Yorkshire. The members of the Provincial Elders Council of the Moravian Church, based in London, are the trustees of the school, although the school is governed by a local governing body.
- 1.2 The school aims to develop young people with active and enquiring minds, with a sense of compassion and understanding for others, and the courage to act on their beliefs. The school seeks to recognise every pupil as unique, and to support all individuals in realising their full potential. It sets out to promote the traditional Christian values of care, compassion, humility, honesty and integrity.
- 1.3 The number of pupils on roll is 436, of whom 59 are in the sixth form. The number of boarders is currently 78. The majority of boarders are from overseas: from Hong Kong, Mainland China, Africa and Europe. Fifty-one boarders speak English as an additional language (EAL). The school has identified 63 pupils as having special educational needs and/or disabilities.
- 1.4 Two boarding houses, one for boys and one for girls, accommodate boarders from Years 7 to 13. The school offers a full boarding programme as well as weekly and flexible boarding options. Each house is led by a head of house, supported by teams of assistant boarding staff.
- 1.5 Since the previous inspection in March 2011, a new principal was appointed in September 2012. A head of boarding was appointed in September 2013. An additional boarding facility, adjoining the main boys' house, has been opened. The houses have been given new identities, with boarders selecting the names. The programme of refurbishment of the houses has continued, including the development of a cafe and recreation area for boarders.
- 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 does not meet all the National Minimum Standards for Boarding Schools 2011, and therefore it must:
- ensure that all required recruitment checks are made before a member of staff starts work and, when the Disclosure and Barring Service (DBS) check is delayed, ensure that work is only allowed under the required controlled conditions [National Minimum Standard 11, under Child protection, and National Minimum Standard 14.1, under Staff recruitment and checks on other adults].

### **(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. Provide more opportunities for boarders to be involved with the wider community.

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

- 2.3 The previous boarding welfare inspection was undertaken by Ofsted in March 2011. No recommendations were made.

### **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 induction guidance through the boarding pupils' handbook and a weekend programme prior to the start of term. In addition, they have a house "buddy". As well as any member of staff, boarders can talk to one of the independent listeners and have contact numbers for helplines. The independent listeners meet new boarders at the beginning of term. [NMS 2]
- 3.3 Appropriate policies and procedures are in place for boarders who are ill. The medical centre is staffed by qualified nursing staff who work closely with a local medical practice. Boarders have access to other medical services as necessary. The accommodation for boarders who are ill is appropriate, with separate areas for boys and girls. Procedures are in place to ensure that boarders receive correct medication and those considered responsible can self-medicate. Boarders confirm that their confidentiality and rights are respected. [NMS 3]
- 3.4 In response to the questionnaire, a minority of boarders felt that it is not easy to contact parents and friends. Boarders confirmed in discussion, however, that they have a variety of means for communication, including their mobile telephones and the internet. A new video telephone device is much appreciated by boarders from overseas, who can request special times to contact home because of time differences. The school monitors boarders' use of the internet to ensure that they are effectively safeguarded online. [NMS 4]
- 3.5 The accommodation has been significantly refurbished and is suitable for the numbers and age of the boarders. Boarders confirm the suitability of shower and washing facilities and also enjoy personalising their rooms. Lighting, heating and bedding are appropriate. The accommodation is secure and only used by boarders, who enjoy spacious social areas for relaxing. Senior boarders study in their rooms, and younger boarders' study is supervised in classrooms. The CCTV system in place for security does not impinge on boarders' privacy. [NMS 5]
- 3.6 Boarders' meals are prepared and served in hygienic areas. Menus are on a monthly cycle, and boarders can make comments through the food council and suggestion books. In response to the questionnaire, a majority of boarders expressed dissatisfaction with the food, and a small minority with the availability of snacks and drinking water outside mealtimes. Inspection evidence did not support these views. From sampling meals and from discussions with boarders, inspectors found that meals are nutritious and offer a good range, including a salad and fruit bar, and that in the houses boarders have drinking water and enjoy the use of house kitchens to prepare snacks. [NMS 8]
- 3.7 Boarders value the laundry facility, which is available on any weekday. Boarders' possessions are protected by individual safes, and pocket money is securely kept by the heads of houses. A minority of boarders expressed concern about the security of their possessions, but agreed, in discussion, that they do not always use their lockable safes. Boarders can access an on-site cafe, a local shop and supermarkets for personal shopping. [NMS 9]
- 3.8 Boarders enjoy a wide range of activities. In the questionnaire, a minority of boarders responded negatively to the after-school programme of activities, which has recently been developed to enhance the boarding experience. Inspection

evidence from discussion with boarders and from observation of their enthusiastic participation in these activities did not support this view. At weekends, the houses have a wide-ranging activities programme, examples including championship league football, a clothes show and rock climbing. Boarders confirmed their appreciation of these opportunities and equally their enjoyment of free time at the weekends, where they can relax, and if they wish, be alone in the spacious campus or the Moravian chapel. Boarders follow news events mainly through the internet and television, in addition to daily newspapers in the houses. [NMS 10]

### **3.(b) Arrangements for welfare and safeguarding**

- 3.9 The school does not meet all the NMS under this section.
- 3.10 The school site is checked weekly for any health and safety issues. Risk assessments and safety records are regularly monitored by the health and safety committee. [NMS 6]
- 3.11 The school's fire safety policy and practices are suitable. Discussion with boarders and house logs confirm that drills are held in boarding time and are correctly recorded. Portable appliances are appropriately tested by qualified staff. NMS 7]
- 3.12 The policy and procedures for safeguarding are in accordance with national guidance and those of the Local Safeguarding Children Board. Training for the designated senior person and for other staff is up to date and correctly logged. Staff are clear about the necessary procedures to follow in the event of a safeguarding concern. Records are appropriate and securely maintained. The governing body carries out an annual review of policy and practice, which is appropriately minuted. However, recruitment checks on staff have not always been carried out sufficiently rigorously. [NMS 11]
- 3.13 The school has a suitable policy to promote good behaviour, with both rewards and sanctions. Boarders value the relaxed atmosphere of the houses, and also acknowledge the purpose of disciplinary sanctions. Boarders were certain that bullying is not a concern, but were clear that any incidents would be robustly addressed. The required policies on searching pupils' possessions and physical restraint are suitable. [NMS 12]
- 3.14 Staff recruitment checks and the central register do not meet requirements. The required checks for allowing a member of staff to start work when the DBS check has been delayed have not always been carried out. All visitors are monitored and no-one has unsupervised access to boarders. The school does not appoint guardians. [NMS 14]

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

- 3.15 The school meets all the NMS under this section.
- 3.16 The school's boarding principles and practices are published in the boarding pupils' handbook and they work in operation. [NMS 1]
- 3.17 The commitment of senior leadership, supported by governors, to enhancing the boarding provision is evident in the school's boarding development plan, the reviews of boarding practice, the recent appointment of new heads of houses and physical improvements to the houses. The school has a number of processes, both formal and informal, for ensuring that academic and boarding staff communicate with each other in the best interests of boarders. Senior staff are experienced in boarding and encourage professional development at all levels. Records, policies and documents are regularly monitored by senior managers. Contact with parents is mainly by electronic means, which supports the needs of parents based overseas, who value the care given to their children. In the limited response to the questionnaire, parents were overwhelmingly pleased with their children's boarding experience. [NMS 13]
- 3.18 The school has developed house teams who are appropriate in number at all times. Boarders confirmed that the boarding staff help them to develop their skills and interests through contacts with the community outside the school, although not all boarders benefit from these community links. Appropriate job descriptions, induction, appraisal and training are in place for staff. Boarders are aware of which staff are on duty, and are clear about how to contact them at night. Regular registrations and appropriate use of signing-out books enable staff to be aware of the location of boarders at all times. Staff accommodation is appropriate; boarders are not permitted to access it. [NMS 15]
- 3.19 The equal opportunities policy is effective in practice, with individual boarders' needs met appropriately. Boarders report that they experience no discrimination, and that a feature of the school is the harmonious relationships between those of different cultures. Those boarders who have particular learning needs and those with EAL benefit from targeted additional support. Boarding staff development includes training in meeting the needs of boarders from overseas. [NMS 16]
- 3.20 In response to the questionnaire, a minority of boarders indicated that the school does not seek or respond to their opinions. Inspectors found that boarders are able to express their views in many ways. They share ideas informally with the boy or girl head of house and talk with staff, and some are members of the food and the boarders' councils or the EAL committee. Open discussion and positive responses to the boarders' requests were evident in a boarders' council session. [NMS 17]
- 3.21 The complaints procedure is published on the website and conforms to regulations. Boarders also have a complaints policy. Complaints are appropriately responded to and recorded. [NMS 18]
- 3.22 The houses do not operate a prefect system, but the role of the house head boy and girl supports the care of boarders. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for boarders. [NMS 20]