



# **INDEPENDENT SCHOOLS INSPECTORATE**

**WYCLIFFE COLLEGE**

**BOARDING WELFARE  
INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

## Wycliffe College

The preparatory school was inspected at the same time and a separate report published.

|                           |   |            |                  |
|---------------------------|---|------------|------------------|
| Full Name of School       | <b>Wycliffe College</b>   |            |                  |
| DfE Number                | <b>916/6018</b>   |            |                  |
| Registered Charity Number | <b>311714</b>   |            |                  |
| Address                   | <b>Wycliffe College<br/>Bath Road<br/>Stonehouse<br/>Gloucestershire<br/>GL10 2JQ</b> |            |                  |
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| Head                      | <b>Mrs Margie Burnet Ward</b>   |            |                  |
| Acting Chair of Trustees  | <b>Brigadier Robin Bacon</b>  |            |                  |
| Age Range                 | <b>13 to 19</b>   |            |                  |
| Total Number of Pupils    | <b>407</b>  |            |                  |
| Gender of Pupils          | <b>Mixed (235 boys; 172 girls)</b>  |            |                  |
| Number of Day Pupils      | Total:  | <b>160</b> |                  |
| Number of Boarders        | Total:  | <b>247</b> |                  |
|                           | Full:   | <b>247</b> | Weekly: <b>0</b> |
| Inspection Dates          | <b>04 Mar 2014 to 06 Mar 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 November 2010 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 meetings 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 boarders to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Ruth McFarlane

Mr Nick Brown

Mrs Sally Cunliffe

Reporting Inspector

Team Inspector for Boarding  
(Senior Housemaster, HMC school)

Team Inspector for Boarding  
(Former Senior Housemistress, HMC school)

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

- 1.1 Wycliffe College is co-educational boarding and day school, founded in 1882, situated on the edge of the town of Stonehouse in the Cotswolds on a 60-acre site. Its preparatory school is situated nearby. Including the preparatory school, it is governed as a whole by a single council of trustees who carry out their work through six committees. The head is responsible for the day-to-day running of the whole college. One of three deputy heads has the delegated responsibility for boarding for the 13 to 19 year olds.
- 1.2 The school has a non-denominational Christian foundation and aims to inspire initiative, create community and stimulate success for its pupils. Through this, it seeks for pupils to achieve their potential, be happy and independent, communicate effectively, believe in themselves and be tolerant of others, and have a developed social and environmental conscience.
- 1.3 At the time of the inspection there were 407 pupils aged 13 to 19, of whom 247 were boarders (137 boys and 110 girls). The sixth form comprised 170 pupils, of whom 118 are boarders. Boarders are housed in one of seven boarding houses, six of which are single sex and accommodate those aged thirteen to nineteen, and the other housing both boys and girls aged fifteen to nineteen.
- 1.4 The majority of pupils are of white British origin. Just over a quarter are from a variety of other ethnicities and speak English as an additional language (EAL). A small proportion of sixth-form boarders with EAL considered by the school to have an intermediate level of English are accepted for a one-year pre-A-level programme, designed to improve their English before embarking on A-level courses.
- 1.5 The school has identified 108 pupils as having special educational needs and/or disabilities (SEND), of whom 43 are boarders. None has a statement of special educational needs.
- 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 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. Implement the plans for the refurbishment of Ward's House as soon as practicable.

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

- 2.3 The previous boarding welfare inspection was undertaken by Ofsted in November 2010. The recommendations, to include reference to pupils' competence to self-administer medication in the school's health and safety consent forms, to improve and monitor written records of the administration of medicines in boarding houses by the school nurses, and to ensure that there is a written audit trail following maintenance checks completed in the boarding houses, have all been implemented.

### **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 induction programme for new boarders includes handbooks for each house sent in advance of arrival and an invitation to visit during the preceding term. All boarders are assigned a 'peer mentor' to assist in settling in during a week-long induction period. Boarders confirm that they can turn to adults for help and guidance, including a nominated independent listener whose contact number is clearly displayed. [NMS 2]
- 3.3 Policies for boarders who are unwell are implemented by qualified nursing and house staff. The medical centre is separate from the boarding accommodation. In their questionnaire responses, a few pupils expressed that they are not well looked after when ill. From scrutiny of records and discussions, inspectors found that arrangements and facilities effectively provide for first-aid cover, emergencies and care for those with disabilities or chronic conditions. Appointments with doctors, opticians and dentists can be arranged if necessary. There are clear procedures for the administration of medicines, and a comprehensive record is kept of all household remedies that are dispensed to boarders by trained house staff. The boarders' competence to self-medicate is assessed and monitored. Full information is shared between the medical centre and house staff. Boarders' rights and confidentiality are respected. [NMS 3]
- 3.4 All pupils have mobile telephones that enable them to contact parents easily. The house landline enables boarders to receive incoming calls in private. Letter writing, email and other online technology are also available. [NMS 4]
- 3.5 Boarders' accommodation is adequately furnished and separate from that of house staff. Lighting, ventilation and heating are appropriate in all the houses. Plans for refurbishment of the single house that is less well equipped are well in hand. In some houses, reasonable adjustment can be made to accommodate boarders with restricted mobility. Boarders can study in their rooms or in designated areas. Some sixth formers have individual rooms with en-suite facilities. Boarders are able to personalise their areas. Computer facilities, with appropriate safeguarding arrangements in place, and recreational areas are located in each house. Washroom areas and toilets are of sufficient number, are hygienically maintained and offer privacy. The boarding house accommodation is for the sole use of boarders during term time and is secured from unauthorised access. Security arrangements do not intrude on boarders' privacy. [NMS 5]
- 3.6 In questionnaire responses, a majority of boarders indicated that the food is not consistently good. However, in discussion with boarders and through observation, inspectors found that plentiful, nutritious main meals are produced in a hygienic and suitably equipped school kitchen. A published three-weekly menu cycle and daily menus offer a wide choice. Special dietary needs are catered for and food is carefully labelled. Themed meals and cultural dinners are organised throughout the year. All houses have kitchens where boarders can make snacks and drinks. Drinking water and water dispensers are available. A café also serves hot and cold drinks and snacks. [NMS 8]
- 3.7 Daily provision is made for laundry arrangements. Clean bedding is provided on a regular basis, and personal clothing and uniform are laundered efficiently. Boarders can purchase personal items from local shops nearby. All boarders have a lockable



space in their rooms. Money and valuables are locked away by house staff and an associated log of these is maintained. [NMS 9]

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

- 3.8 The school meets all of the NMS under this section.
- 3.9 The written policy for the welfare, health and safety of the boarders is consistently implemented. The facilities and premises are largely maintained to a high standard. [NMS 6]
- 3.10 All necessary measures are taken to reduce the risk of fire. Regular fire drills take place, including at times when the boarders are asleep. [NMS 7]
- 3.11 Measures to safeguard boarders' welfare follow all statutory guidance. Policies are appropriately implemented and regular training is provided for all staff. [NMS 11]
- 3.12 Positive behaviour is encouraged, and sanctions are in place to deal with any misdemeanours. In their responses to the questionnaire, a few boarders indicated that sanctions and rewards are unfairly applied. However, in discussion, boarders said that boarding house sanctions and rewards are applied fairly, and records confirmed this. A few parents and pupils felt that the school does not respond effectively to incidents of bullying. Inspection evidence, including discussions with boarders, does not substantiate this view. Inspectors found that measures to prevent bullying and to deal with any incidents are comprehensive and constructive. Detailed electronic records are carefully kept of any bullying issues so that patterns of behaviour can be monitored. House rules appropriate to the age of the boarders are provided, and the required procedures to be followed in the event of restraint becoming necessary, or the searching of pupils or their possessions, are clear. [NMS 12]
- 3.13 All prospective staff are checked thoroughly for their suitability to work with children before appointment, following all guidance with regard to safer recruitment, including the recording of details of all appointments in a single central register. All people who are not employed by the school but live on school premises and are over the age of 16 have been subject to a criminal records check. These individuals have signed an agreement regarding the use of accommodation, any contact with the boarders and supervision of visitors. All visitors to the boarding house are closely supervised to ensure that they have no unauthorised access to the boarders or their accommodation. The school does not make any arrangements for guardians. [NMS 14]

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

- 3.14 The school meets all of the NMS under this section.
- 3.15 The comprehensive set of boarding aims and principles is formalised in writing and well known to boarders, parents and staff. These were seen to underpin all working practice in operation. [NMS 1]
- 3.16 The leadership and management of boarding are overseen by the deputy head (pastoral) who supports a well-trained team of house staff. Record keeping is largely consistent across the houses, with any exceptions being currently addressed. Communication amongst all staff ensures continuity of care for all boarders. The house tutor system provides an effective link for boarders' academic and pastoral needs. House staff undergo thorough induction, training and appraisal. Detailed training records are kept. [NMS 13]

- 3.17 All staff associated with boarding houses have clear job descriptions. All receive thorough induction and continual training, and have opportunities for further professional development. The appraisal system for house staff is linked to that for the whole school. The role of spouses is clearly defined. The supervision of boarders in boarding time is continuous and appropriate to their age. All activities, whether on or off the school site, are subject to detailed risk assessments. Pupils always know which member of the house team is on duty, and sign in and out of their house. Staff handovers ensure continuity of care and time for all relevant information to be communicated. The required policy for the action to take in the event that a boarder goes missing is known to staff. Boarders know how to contact staff at night if necessary. Staff accommodation within boarding houses is separate, and clear parameters are in place for the rare occasions on which boarders' access to this is permitted. [NMS 15]
- 3.18 There is no evidence that boarders experience any discrimination. The school provides a range of opportunities to promote integration of boarders from all backgrounds, including a regular international fair, themed meals and social events. [NMS 16]
- 3.19 A minority of pupils responding to the questionnaire felt that their opinions are not considered. Inspectors found that pupils have a school council, a boarders' forum, a food committee, and formal and informal house meetings through which to express their opinions, and the many boarders with whom this was discussed felt that their views are heard and acknowledged that the school has responded to these. [NMS 17]
- 3.20 The school has an appropriate procedure for formal complaints. A few parents who responded to the questionnaire felt that their concerns had not been handled well. Records show that no formal complaints have been made in recent years and that the informal complaints that have been made have been dealt with promptly. [NMS 18]
- 3.21 Prefects are trained in peer support, leadership skills and child protection. Guidance is set out clearly, and house staff ensure that prefects carry out their roles and responsibilities with care and consideration. [NMS 19]
- 3.22 The school does not arrange long-stay lodgings for boarders. [NMS 20]