



INDEPENDENT SCHOOLS INSPECTORATE

DAUNTSEY'S SCHOOL

BOARDING WELFARE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Dauntsey's School

Full Name of School	Dauntsey's School
DfE Number	865/6007
Registered Charity No	309480
Address	Dauntsey's School West Lavington Devizes Wiltshire SN10 4HE England
Telephone Number	01380 814500
Fax Number	01380 814501
Email Address	headmaster@dauntseys.org
Head Master	Mr Mark Lascelles
Chairman of Governors	Mr Richard Handover
Age Range	11 to 18
Total Number of Pupils	829
Gender of Pupils	Mixed (422 boys; 407 girls)
Number of Day Pupils	Total: 533
Number of Boarders	Total: 296 Full: 296 Weekly: 0
Inspection Dates	29 Sep 2015 to 01 Oct 2015

PREFACE

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.

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 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 chairman of governors and two other 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 Paul Spillane	Reporting Inspector
Mrs Nathalie Hart	Team Inspector for Boarding (Head of Sixth Form Boarding, GSA school)
Mr Mike Renahan	Team Inspector for Boarding (Senior Master, Society of Heads school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Dauntsey's is a co-educational day and boarding school for pupils aged 11 to 18. It is situated in the Wiltshire village of West Lavington. Founded in 1542 by a member of the Mercers' Company, the school is a charitable trust with a governing body, some of whose members are nominated by the Mercers' Company.
- 1.2 At the time of the inspection there were 829 pupils on the school roll, 422 boys and 407 girls. Of these, 296 were boarders, 149 boys and 147 girls. Pupils come mainly from professional and business backgrounds, with a significant number coming from services or foreign office families. A minority of boarders represent a wide range of nationalities. Of these, 92 have English as an additional language, with 52 of them receiving support for their English. Of the 162 pupils whom the school has identified as having special educational needs and/or disabilities (SEND), 88 receive specialist learning support. No pupil has an educational, health and care plan (EHC).
- 1.3 There are five boarding houses: Evans and Jeanne for girls in Years 10 to 13; Fitzmaurice and Mercers' for boys in Years 10 to 13; and the Manor, a house for boys and girls in Years 7 to 9.
- 1.4 The school aims to provide a balanced, progressive and innovative academic curriculum, complemented by a wide range of extra-curricular activities and opportunities, designed to develop pupils as adventurous, articulate and responsible individuals ready to take their place in the modern world. The school has a strong commitment to boarding and aims to maintain and develop outstanding pastoral care. It seeks to provide an environment which promotes self-confidence, a feeling of self-worth, and emotionally resilient pupils.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its NC equivalence are shown in the following table.

School	NC name
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower VIth	Lower Sixth
Upper VIth	Upper Sixth

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school does not meet all of the National Minimum Standards for Boarding Schools 2015, and therefore it must take the following action:

- ensure that all the regulatory required checks are carried out before a member of staff takes up his or her appointment [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 point, the school is advised to make the following improvement.

1. Keep a register of staff attending non-compulsory boarding-related courses and enable absentees to benefit from the content.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in March 2011. The two recommendations, regarding appointees who have lived outside the UK and numbers of washing facilities and lavatories in the Manor, have been 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 The induction programme for new boarders includes the provision of detailed house handbooks and a booklet of pastoral information. 'Buddies' are assigned to new boarders, who are also given the opportunity to have a taste of boarding in the term before they join the school. Among the adults whom boarders readily identify as people to whom they can turn with personal concerns are the independent listeners and the school counsellors, who are well known and easily accessible. One of them spends at least an evening a week in the Manor. Published helplines include contact details for the Children's Commissioner and a student listening service which is run largely by senior pupils. [NMS 2]
- 3.3 Appropriate policies are implemented for the care of sick or injured boarders. The provision covers first aid, pupils with chronic conditions and disabilities, dealing with medical emergencies, including those at night-time, and administration of prescribed and non-prescribed medication. There is close liaison between medical and residential staff. Patient confidentiality is respected and medicines are safely stored. Parents give written consent to certain treatments and to boarders' access to local medical, dental, optometric and other specialist services. Senior pupils are allowed to self-medicate under strict conditions. The generously equipped medical centre is staffed 24 hours a day and school nurses visit the Manor twice daily. A doctor from a local practice attends twice a week and at other times by appointment. The medical centre also houses the school counsellors' room and the school pays due attention not only to pupils' medical welfare but also to their mental health and general emotional well-being. In their responses to the questionnaire, all boarders stated that they were well looked after if they felt ill or were injured. [NMS 3]
- 3.4 A few respondents to the questionnaire said that they did not find it easy to contact family and friends, but those interviewed affirmed that they could readily do so, either electronically or by mobile phone or by using a house landline. Boarding staff make allowances for pupils whose homes are in remote time zones. The school educates all pupils in e-safety and operates suitable controls and filters regarding the use of the internet. [NMS 4]
- 3.5 In the boarding accommodation, public and private rooms are well furnished and decorated. A rolling programme of refurbishment ensures that no boarding premises fall below an acceptable standard. The lighting, heating and ventilation in the boarding houses are good and the quality of cleanliness throughout is high. Lavatories, bathrooms and showers afford privacy. In the Manor the accommodation for boys and girls is properly separated. Bedding is clean, suitable and warm. Boarders are able to personalise their own areas with posters, photographs and items from home. Appropriate facilities are provided for organised and private study. Access to the houses is secure, with protocols for visitors to follow. CCTV cameras do not invade boarders' privacy. Security guards patrol the main campus and the Manor grounds at night. The risk assessments for each house are comprehensive and systematically monitored. Secure arrangements ensure that the one use of school facilities by members of the public does not coincide with pupil use. [NMS 5]

- 3.6 In their responses to the questionnaire, a small minority of boarders expressed dissatisfaction with the food. This view was not supported by the evidence of the inspection, during which meals in the main school and in the Manor were found to be nutritious and plentiful, with a good choice of hot and cold dishes. Food is prepared and served in hygienic conditions. Pupils with particular dietary requirements are appropriately catered for. Boarders say that they can prepare snacks and other refreshments at reasonable times. Drinking water is readily available throughout the day. [NMS 8]
- 3.7 The laundry arrangements are efficient. Boarders may deposit valuables, money and passports with house staff. All boarders have a safe or a lockable cupboard or lockable drawer in their rooms. In their responses to the questionnaire, the very large majority said that their belongings were safe. Boarders may purchase personal items or stationery from the school shop or the medical centre. [NMS 9]
- 3.8 Boarders have access to extensive, safe indoor and outdoor sporting and recreational facilities, and they are able to enjoy a wide range of extra-curricular activities. They agree that they may opt into a sufficient variety of weekend activities, including to places of cultural, recreational and retail interest. Appropriate risk assessments are applied to activities in school and further afield, all of which are suitably geared to the different age groups. Boarders may acquire information about current affairs and the wider world through house newspapers, television and the internet. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all but one of the NMS under this section.
- 3.10 Implementation of appropriate policies and maintenance of the school premises as a whole ensure that, so far as is reasonably practicable, all pupils are protected from harm and their health, welfare and safety are ensured. Comprehensive risk assessments cover each of the boarding houses and many aspects of school life. These are regularly monitored and remedial action taken as necessary. All pupil and parent respondents to the questionnaire agreed that the school keep pupils safe. [NMS 6]
- 3.11 All required precautions are taken to minimise the risk from fire. The regular fire practices are carefully logged and include ones carried out at a time when boarders may be expected to be asleep. Fire warning and prevention equipment and fire-fighting appliances are properly maintained and tested at regular intervals. Thorough records of staff training in fire prevention and procedures are kept. [NMS 7]
- 3.12 Procedures to safeguard and promote the welfare of boarders are suitably rigorous. Every new member of staff receives induction training which contains all the required elements. All staff undergo regular updating training at the intervals prescribed by the local safeguarding children board, for whom an annual safeguarding audit is carried out. Senior staff with overall responsibility for safeguarding are suitably experienced and trained. They liaise closely with the governors, whose annual review of the school's safeguarding policies and procedures is thorough and wide-ranging. Details of cases of concern are scrupulously documented and where necessary the school readily contacts the local safeguarding children board. The care taken by staff is reflected in the unanimous agreement by parents responding to the questionnaire that the school treats their children as individuals. [NMS 11]

- 3.13 Policies and procedures to promote good behaviour, including arrangements for searching and restraint, are clear and well understood. While a very small minority of respondents to the questionnaire felt that teachers were not fair in the way they gave rewards and sanctions, those interviewed stated that on the whole rewards and sanctions were in fact fair and proportionate. Boarders said that bullying was not an issue in the school and they were confident that staff would deal with any incident promptly and effectively. Records show that the rare instances of bullying have been satisfactorily resolved. All those who responded to the questionnaire stated that they enjoyed boarding and that boarders got on well together in their houses. This was confirmed by the parents, who gave overwhelmingly positive responses to all of the questions about boarding. [NMS 12]
- 3.14 Most of the single central register of appointments is correctly maintained, but a number of staff have taken up their appointment before all of the required checks have been completed, in contravention of the regulatory requirements. Those persons over the age of 16 who are not employed by the school but are living in the same premises of boarders have been checked by the Disclosure and Barring Service (DBS) and have signed the required agreement with the school. Visitors to the boarding houses are appropriately supervised and their access is normally restricted to the public rooms. The school does not make the arrangements for the appointment of 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 An appropriate statement of boarding principles and practice is available to parents, published on house noticeboards, made known to boarders and seen to work effectively. [NMS 1]
- 3.17 The governing body fulfils its responsibility to monitor the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, not least through its members' frequent visits to the boarding houses and the fact that the full board meets in the Manor from time to time. The governors take appropriate actions where necessary and give due prominence to boarding in the strategic development plan. Recognising its importance to the character and ethos of the school, the governors have a clear vision for the future of boarding. Boarding is led and managed clearly and effectively. Senior management consistently fulfils its responsibilities, working closely with boarding house staff, holding regular timetabled meetings and liaising through frequent informal communication. Boarding staff are fully trained and suitably experienced. The house 'log' or communication book, read by staff at the handover of duties, is an important contributor to good communication between members of each house staff team. The contents of appendices to the NMS are correctly monitored, managed and updated. Governance, leadership and management actively promote the well-being of boarders and all of the parents who responded to the questionnaire agreed that boarding was well organised and managed effectively. [NMS 13]
- 3.18 Boarding staff benefit from clear job descriptions, appropriate induction, regular appraisal and career development opportunities. The latter include the provision of courses relating to boarding and broader issues of boarders' welfare and child protection, which have been attended by individual members of staff. Recent in-house training sessions have addressed such issues as adolescent mental health, self-harm and internet safety. Registers of attendance at these sessions are not

made and absentees do not receive this training. Supervision of boarders is appropriate; at all times boarders know who is responsible for them and how to contact members of staff, by day and at night. At least one member of staff sleeps in each boarding house overnight and the role of spouses in boarding accommodation is made clear. Any boarder access to staff accommodation, all of which is separate from that of the boarders, is properly conducted and supervised. Registration is carried out correctly and each house has a process whereby house staff are informed if a boarder is leaving or has returned to the campus. Staff are aware of the procedures to follow in the case of a missing pupil; such an incident has not arisen in recent years. [NMS 15]

- 3.19 The school successfully implements its equality and anti-discrimination policy and no inappropriate discrimination was found. The care shown by staff to all boarders is sensitive to their differences and needs. [NMS 16]
- 3.20 A few pupil respondents to the questionnaire said that the school did not ask for their opinions or respond to them. The evidence of the inspection did not support this view. There is a culture of openness, in which boarders are encouraged to put forward their views on aspects of school life, through the house council in the Manor, the food committee, and, more informally, through the prefects at house and school level. Pupils interviewed said that their ideas and proposals were welcomed by senior staff. Pupils are not penalised for raising a concern or making a complaint in good faith. [NMS 17]
- 3.21 The complaints procedure complies with the regulations and is available to parents. All of the parents who responded to the questionnaire agreed that the school had handled any concerns well and that they received timely responses to questions. The few informal and formal complaints that have been received in recent years have been responded to promptly and professionally, with a record of action taken. No formal complaints about boarding have been received. [NMS 18]
- 3.22 House prefects receive induction training and have job descriptions, and their performance is closely monitored. Their main roles are to promote a caring atmosphere, to encourage pupils to take an active role in the welfare of members of the house and to take responsibility in the running of the house. Younger boarders say that the prefects are friendly and helpful. [NMS 19]
- 3.23 The school does not arrange long-stay lodgings for pupils. [NMS 20]