



INDEPENDENT SCHOOLS INSPECTORATE

WALHAMPTON

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Walhampton

Full Name of School	Walhampton		
DfE Number	850/6028		
Registered Charity Number	307330		
Address	Walhampton School Lymington Hampshire SO41 5ZG England		
Telephone Number	01590 613300		
Fax Number	01590 678498		
Email Address	office@walhampton.com		
Head	Mr Titus Mills		
Chair of Governors	Mr Jeremy Bennett		
Age Range	2 to 13		
Total Number of Pupils	360		
Gender of Pupils	Mixed (191 boys; 169 girls)		
Numbers by Age	0-2 (EYFS):	15	5-11: 223
	3-5 (EYFS):	51	11-18: 71
Number of Day Pupils	Total:	254	
Number of Boarders	Total:	106	
	Full:	28	Weekly: 3
	Occasional:	75	
Inspection Dates	19 Jan 2016 to 21 Jan 2016		

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 chair of 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 Bridget Windley

Reporting Inspector

Mr Martin Ford

Team Inspector for Boarding (Senior Teacher, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Walhampton School is a day and boarding school for boys and girls from the ages of two to thirteen set in its own grounds on the edge of the New Forest in Hampshire. Founded in 1947, the school merged with Hordle House School in 1997 on the Walhampton site. Facilities include stables, a swimming pool, three lakes, a large sports hall and an all-weather surface. Boarders are accommodated over two floors in the main house. The school is administered by a board of governors. Since the previous inspection a new chair of governors has been appointed.
- 1.2 The school offers full, weekly and flexible boarding to pupils from Year 3 onwards. At the time of the inspection there were 360 pupils on roll, including 191 boys and 169 girls. Twenty-eight pupils were boarding full-time, three weekly and 75 were making use of the flexible boarding arrangements. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND), 44 of whom receive additional support; no pupil has an individual health care plan. Thirteen pupils have English as an additional language (EAL), all of whom receive extra support. Most pupils come from business and professional families and live within a twelve mile radius of the school. Over four-fifths of the pupils are white British and the remainder is made up from a range of other nationalities and cultures.
- 1.3 Within its Christian ethos Walhampton aims to develop the academic, creative and sporting talents of each child, ensuring a broad and balanced education of the whole person. Through a love of nature and the outdoors, it strives to be a happy school where children will learn to become confident, capable, compassionate and independent minded young people. The school considers that its essence can be summed up in seven words: values, learning, breadth, joy, outdoors, community and character.
- 1.4 National Curriculum (NC) nomenclature is generally used by the school and is used throughout this report to refer to year groups in the school. The school refers to its oldest Nursery class as Kindergarten.

2. SUMMARY

(i) Compliance with regulatory requirements

2.1 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Ensure that all boarders are given opportunities to contribute views to the operation of boarding provision.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by ISI in November 2012. The recommendation to provide accommodation for boarders who are unwell, separated for boys and girls has been met in full.

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 There is a thorough induction process to ensure that new boarders settle into the school's way of life. This includes the provision of a boarding induction pack, a taster boarding night and an allocated 'shadow' system. Pupils speak very highly of the boarding staff and say that they have a wide choice of adults to whom they can turn with an issue. They all report that they feel safe and are well looked after. The boarders are very aware of the school's independent listener and her role within the school and appropriate helplines, including the Office of the Children's Commissioner, are posted next to the boarders' telephones. [NMS 2]
- 3.3 The medical centre, which is located near the boarding accommodation, provides well-qualified nursing care throughout the day. Within the boarding house there are dedicated sick bays which are suitably separated for boys and girls. This meets the recommendation from the previous inspection. Suitable policies and arrangements are established for the care of boarders who are unwell, including provision for first aid, medical emergencies and chronic medical conditions. Boarders also have access to local medical services if needed. Medicines are securely stored and records of administration are efficiently maintained. No boarders currently self-medicate. Appropriate care is taken to respect the confidentiality and rights of boarders. [NMS 3]
- 3.4 Boarders have regular contact with their parents and families, using computers, landline telephones in the boarding house or their own mobile telephones. Parents also receive an electronic weekly copy of *The Mercury* newsletter notifying them of current school events. The school employs suitable systems to promote and monitor the responsible and safe use of the internet. [NMS 4]
- 3.5 Accommodation for the boarders is very comfortable and suitably furnished with warm and clean bedding. Appropriate risk assessments ensure that the boarders are kept safe within the boarding house. Boarders are encouraged to personalise their bed area with posters and photographs. All dormitories are well lit and warm. Showers and toilets are clean; they afford privacy and continue to be improved on the school's substantial rolling refurbishment programme. Common rooms are both welcoming and comfortable, and they provide opportunities for boarders to watch television, read and relax. Appropriate areas are provided for boarders to have organised and private study. The accommodation is protected from unauthorised access and all boarders say that they feel safe. No surveillance equipment is in operation at the school. [NMS 5]
- 3.6 Arrangements and accommodation for the preparation and serving of food are hygienic and the kitchen is well equipped. The food is varied, well balanced and plentiful. Mealtimes are a sociable occasion, with boarders joined in the school's dining room by house staff and other staff on duty. A very small minority of pupils in the pre-inspection questionnaire expressed concerns over the availability of snacks in the evening but inspection evidence showed that boarders have a plentiful supply of fruit, snacks and drinks, including drinking water, at all times. Meals include provision for particular dietary needs, and boarders are encouraged to eat sensibly. [NMS 8]

- 3.7 Laundry is cleaned frequently and returned promptly. Any personal possessions, including valuable items, can be safely looked after by the school and the boarders have the facility to obtain personal items and stationery from the school. [NMS 9]
- 3.8 Boarders comment very positively upon the wide variety of evening and weekend activities, which include sports, craft and theatre and city visits. Such activities are purposeful, balanced and well-staffed, supported by appropriate risk assessments. Outside recreational spaces are clearly defined and there are also safe areas where the boarders can have quiet time. The provision of newspapers and television news allows boarders to have access to information about events in the outside world, as does the school's weekly current affairs quiz. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Through the support and oversight of the health and safety personnel, the school ensures that health and safety measures are managed well and thoroughly documented. A health and safety committee meets termly to review procedures and address any issues. Suitable risk assessments cover all aspects of school life and these are appropriately recorded. An overwhelming majority of parents and all boarders who responded to the questionnaire feel the school keeps boarders safe. The school premises and accommodation are well maintained and suitable procedures are in place for electrical testing and plant maintenance. [NMS 6]
- 3.11 The school ensures the safety of the boarders with regard to fire and records are correctly maintained. Electrical and fire equipment is tested at appropriate intervals. Regular drills are carried out for full and weekly boarders, including during boarding time, and measures to familiarise occasional boarders with evacuation arrangements are evident. Drills are recorded, but the written reports of the evacuations currently lack sufficient detail. [NMS 7]
- 3.12 Measures to ensure safeguarding follow the latest guidance and are regularly monitored and reviewed. Child protection procedures are known to staff at all levels and are implemented consistently. Frequent training for all staff is provided and appropriate records are kept. Those with particular responsibilities maintain close links with the local safeguarding board. The school governors review and ratify the child protection policy on an annual basis. [NMS 11]
- 3.13 Parents are highly supportive of the way in which the school promotes good behaviour. In the questionnaire a very small minority of boarders reported that sanctions are not always given fairly. In interviews it was clear that the boarders were not referring to procedures followed in the boarding house, where a highly successful system of behaviour management operates. Rewards revolve around the awarding of flags and misdemeanours lead to community tasks. Within the school day, arrangements for the use of sanctions are carefully monitored and recorded. Almost all of the parents and pupils consider that the school handles incidents of bullying behaviour well. From a thorough check of all records, and in discussions with staff and boarders, it was clear that incidents are rare and dealt with promptly and efficiently. As required the school has policies in place for when restraint can be used and the arrangements for searching pupils, and appropriate records are kept. [NMS 12]
- 3.14 All staff have undergone the required recruitment checks and the central register of appointments is suitably maintained. No adults over sixteen who are not employed

by the school live in the boarding house. The staff who do reside within the house have a signed a written agreement about the terms of their accommodation. Visitors have no unsupervised access to the boarders or the boarding house. The school does not appoint guardians. [MNS 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 boarding principles is available to parents and staff in the boarding handbook, a copy of which is available in the boarding house. These principles are accurately reflected in current practice. In the pre-inspection questionnaire, parents were overwhelmingly positive about every aspect of the school's support and care for their children. [MNS 1]
- 3.17 All governors and leaders fulfil their responsibilities effectively and they actively promote the boarders' well-being. Governors monitor boarding through regular visits and reports, and any agreed actions to improve outcomes for boarders are included in the whole-school development plan. Leaders and managers have good skills and they are knowledgeable about the boarding provision. Liaison between boarding and academic staff regarding the pastoral care of boarders is effective. The required boarding records are maintained by house staff, who ensure that all aspects of boarding are checked against the National Minimum Standards. Boarding staff receive regular training for their roles and they are suitably experienced. [NMS 13]
- 3.18 All adults living within the boarding accommodation are employed by the school and have clearly defined job descriptions and regular appraisal. New members of boarding staff receive appropriate induction. Supervision of boarders is suitable and all boarders reported that they know which qualified member of staff is in charge of them. Boarders know how to contact boarding staff at night should the need arise. Staff accommodation is suitable and is inaccessible to boarders. Staff know the whereabouts of pupils at all times and effective procedures are in place in the event that a boarder goes missing. [NMS 15]
- 3.19 Boarders are treated equally, with due respect for religious or cultural backgrounds and dietary needs. Those with particular pastoral needs receive appropriate care and support to enable them to participate in school life. In discussions, all boarders reported that staff treated them without discrimination. [NMS 16]
- 3.20 Weekly house meetings enable most boarders to contribute their ideas for improving boarding provision. However, the boarders who do not board on a Monday evening are unable to attend this meeting and a few reported in interviews that they have limited opportunity to put forward their views. Boarders are not penalised for raising a concern or making a complaint in good faith. [NMS 17]
- 3.21 The school's complaints procedure is in line with regulatory requirements and is made available to parents on the website. The school's handling of concerns and recording of complaints show appropriate care. [NMS 18]
- 3.22 Boarding prefects have a clearly defined role and are suitably trained, supervised and supported through regular meetings with a member of the boarding team. In interview the younger boarders spoke very highly of the kindness and support they receive from the prefects. [NMS 19]
- 3.23 The school does not arrange lodgings for boarders. [NMS 20]