



INDEPENDENT SCHOOLS INSPECTORATE

FORRES SANDLE MANOR SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Forres Sandle Manor School

Full Name of School	Forres Sandle Manor School		
DfE Number	850/6042		
Registered Charity Number	284260		
Address	Forres Sandle Manor School Sandle Manor Fordingbridge Hampshire SP6 1NS		
Telephone Number	01425 653181		
Fax Number	01425 655676		
Email Address	office@fmsmschool.com		
Headmaster	Mr Mark Hartley		
Chairman of Governors	Mr John Wallis		
Age Range	3 to 13		
Total Number of Pupils	258		
Gender of Pupils	Mixed (144 boys; 114 girls)		
Numbers by Age	3-5 (EYFS):	42	11-13: 81
	5-11:	135	
Number of Day Pupils	Total:	146	
Number of Boarders	Total:	112	
	Full:	73	Weekly: 39
Inspection dates	11 Jun 2013 to 13 Jun 2013		

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 October 2009 and can be found at 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 members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited the boarding house 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 David Bunkell

Mrs Jane Morgan

Reporting Inspector

Team Inspector for Boarding
(Head of Department, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Forres Sandle Manor School is a co-educational day and boarding preparatory school for pupils from the ages of 3 to 13. It is located on a 35-acre site on the outskirts of Fordingbridge in Hampshire, adjacent to the New Forest, in a period manor house, with newer buildings and other facilities in the grounds. The school is the result of the merger in 1993 between Forres School, in Swanage, and Sandle Manor School. It is a charitable trust, administered by a board of governors who are also the trustees.
- 1.2 The school's ethos is that 'Happy Children Succeed.' The boarding ethos is intended to help create confidence and independence in all pupils, whether boarders or day pupils from local families. The school aims to treat all pupils as individuals, meeting their particular needs, so that all will feel safe, secure and happy, and can begin to develop the confidence to enjoy the breadth of opportunities on offer. It seeks to reward achievement and endeavour, and to encourage all pupils to take responsibility for themselves, for others and for their school. It sets out to maintain traditional values and high standards, supported by a strong Christian ethos. The school aims to value virtues such as compassion, competition, independence, self-esteem and resilience as much as examination grades, to enable all pupils to prepare thoroughly for their next school and adult life.
- 1.3 Currently, 258 pupils attend the school, of whom 73 are full boarders and a further 39 board throughout each week. The boarders, aged from 7 to 13, are housed in the main school building. Since the previous Ofsted boarding inspection in 2009, a new headmaster and other senior staff have been appointed, and changes made to staffing arrangements for those with pastoral responsibilities for the boarders.
- 1.4 The school has identified 60 pupils as having special educational needs and/or disabilities; specialist learning support is provided as necessary. One pupil has a statement of special educational needs. Support is given when needed to the seven pupils for whom English is an additional language. The majority of pupils live near the school or in the surrounding countryside, with a few boarders coming from overseas, including some from Spain and Norway. The pupils come mostly from families with business, professional, or armed or diplomatic service backgrounds. The vast majority are of white British heritage, and a few have other ethnic origins.
- 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 2011.

(ii) Recommendation for further improvement

2.2 The school is advised to make the following improvement.

1. Improve lighting in some dormitories to enable all boarders to read easily at bedtime.

(iii) Progress since the previous inspection

2.3 The previous boarding welfare inspection was undertaken by Ofsted in October 2009. No recommendations for improvement were made.

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 Prospective boarders may stay for occasional nights, and when they start to board regularly they are supported by staff, by peer 'shadows' and by mentors from Year 8. In addition, a boarders' handbook explains all procedures. Many staff are available for boarders to speak to if they have concerns or require guidance. Independent listeners are well known to the boarders. The boarders may speak to them when they visit the school, or contact them in writing using a designated post box. Their telephone contact details are displayed throughout the school, together with relevant helpline numbers, including that for the Children's Rights Director. [NMS 2]
- 3.3 Boarders who become unwell are cared for in accordance with relevant policies. Routine first aid is provided, and boarders with chronic conditions or disabilities are assisted. Clear procedures are laid out for medical emergencies, and the use of household remedies is carefully recorded. A sick bay is adjacent to the school surgery, with two beds and a bathroom. In addition, the matrons' room nearby may be used by unwell boarders, who usually go home if feasible. All the matrons are trained in first aid, and one is a registered nurse. The boarders may see male or female doctors, either at their surgeries or in school. Parents arrange routine medical appointments during holidays, but if necessary, boarders are taken to see other relevant health professionals. Computerised records ensure that prescription medicines are administered only to the correct boarder. Self-medication is limited to mild asthmatics who carry their own inhalers, when assessed as competent to do so. The boarders may see a doctor without giving staff a reason, and medical confidentiality is observed. [NMS 3]
- 3.4 Many boarders have their own mobile telephones, with clearly understood rules about where and when they may be used. Boarders in Year 8 may look after their own telephones, but for all other boarders these are looked after by staff and issued as necessary. Landlines are also available, and the boarders may use email and internet-based telephony on some school computers. [NMS 4]
- 3.5 Separate dormitories are provided for boys and girls. Their accommodation is in different parts of the house, and all is entirely separate from that used by adults. Supervised prep sessions are included in the evening programme, 'private study' is an extra-curricular activity and the boarders may do additional work in their free time, for example in the library. Common rooms provide indoor games. Washrooms and toilets are close to dormitories, although in two instances they are nearby but on a different floor. The facilities for boys and girls are separate, and baths and showers are situated within private individual cubicles. Most dormitories are spacious, with rooms allocated according to age. All the dormitories are adequately lit overall, although for some beds in a few dormitories, levels of lighting are insufficient to be able to read in comfort. Ventilation is provided by opening windows that have rails or limiters to prevent falling, and in addition the rooms on the uppermost floor have air conditioning. Heating is sufficient. Boarders with temporarily restricted mobility are assisted to use the stairs. Basic bedding is provided, but most boarders choose to bring their own pillowcases and duvet covers. Beds are relatively new, and mattresses replaced when necessary. All boarders are provided with pin-boards to personalise the area near their beds. Day pupils visit the boarding house only for the purposes of first aid. Outside groups using sports facilities do not have any

access to the boarders or their accommodation. The security of the boarders is assured. [NMS 5]

- 3.6 Three main meals are provided daily. They are plentiful and nutritious, and always include a vegetarian option. All dietary needs are catered for. In their responses to the pre-inspection questionnaire, some boarders expressed dissatisfaction with aspects of the food provided. No evidence was found to support this in discussion with boarders, or from observation of meals during the inspection. The kitchen is adjacent to the two dining rooms and is suitably resourced, and food is hygienically prepared. Drinking water is available throughout the school, and snacks provided at regular intervals during the day and evening. Senior boarders may prepare their own snacks in a common room. [NMS 8]
- 3.7 Bedding and clothing are laundered on the premises, and a simple distribution system ensures that they are returned to the correct boarder. Items of stationery and toiletries are available from staff. Electrical equipment and other valuables and pocket money are looked after by staff. In responses to the pre-inspection questionnaire, a few boarders expressed that their personal property is not safe. Inspectors found that each boarder may have a lockable tuck box, but most of these were seen to be left unlocked. In discussion, boarders said that they do not feel a need to lock them. [NMS 9]
- 3.8 In the evening and throughout weekends a range of activities is provided, much appreciated by the boarders and by their parents. In addition, the boarders have ample free time. Much use is made of the indoor facilities, including a sports hall, and the extensive school grounds and outdoor facilities are put to good effect. Boarders may be alone in a variety of safe places if they wish. The boarders do not have any unusually onerous demands. Newspapers are provided, including some in relevant foreign languages. Small groups of boarders in Year 8 may visit the shops in a nearby town at the weekend. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school meets all of the NMS under this section.
- 3.10 Policies regarding health and safety legislation are correctly followed, and all necessary records are kept. All parts of the school site are maintained to ensure as far as is practicable that boarders are kept healthy and safe. [NMS 6]
- 3.11 All possible measures are taken to reduce the risk of fire, and regular drills are carried out, including at times when the boarders are asleep. [NMS 7]
- 3.12 Child protection policies are understood by all. All necessary staff training is undertaken, and senior boarders are also trained in basic principles of child protection. [NMS 11]
- 3.13 Policies are in place to encourage good behaviour, and are understood by the boarders and staff. In responses to the pre-inspection questionnaire, a few boarders expressed that staff are not always fair with regard to the use of rewards and sanctions. No evidence was found to support this. [NMS 12]
- 3.14 All adults who work with the boarders undergo thorough recruitment checks before appointment, and these checks are correctly recorded. All individuals over the age of 16 who live on the premises are employed by the school. Visitors are carefully supervised to prevent any inappropriate access to the boarders or their

accommodation. For boarders whose parents live overseas, all arrangements for the appointment of guardians are made by the parents, not by the school. [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 The principles and practice of boarding are stated, and made known to all. These accurately reflect current practice. [NMS 1]
- 3.17 Many teaching staff undertake regular boarding duties, and links between academic and residential staff are effective. All senior boarding staff are suitably qualified and experienced. All necessary records are kept and monitored. [NMS 13]
- 3.18 All adults have job descriptions, and the practice of individuals is regularly reviewed. Induction training is carried out, and further opportunities for training identified. At all times, several experienced staff are on duty to care for the boarders. Staff with less experience are never left in charge, and the boarders always know who is responsible for them. Regular roll calls throughout boarding time ensure that the whereabouts of each boarder are always known. Procedures are in place to follow in the event of a boarder going missing, including arrangements for working with the police, and are understood by staff. Several staff sleep in the boarding house each night, and bell-pushes are provided to enable the boarders to contact the duty matron at night if necessary. Boarding staff usually eat with the boarders, but have facilities to take their meals elsewhere if they prefer. All staff living accommodation is entirely separate from that of the boarders. Boarders visit staff accommodation rarely, and only for carefully supervised extra-curricular activities. [NMS 15]
- 3.19 Staff are sensitive to the needs of individual boarders, and boarders do not experience discrimination on any grounds. [NMS 16]
- 3.20 Through meetings of the boarder council, all junior and senior boarders can contribute their ideas for improving boarding provision, and they can also leave written notes in a suggestions box. The school also undertakes regular surveys to seek the views of boarders. [NMS 17]
- 3.21 The school has the required policy for parents to be able to make formal complaints, and in addition has a simple child-friendly procedure. In their responses to the pre-inspection questionnaire, parents were highly supportive of all that the school does for their children. [NMS 18]
- 3.22 School prefects and other senior pupils with similar responsibilities do not have any particular role within the boarding house, but they do help to care for the younger boarders. Supervision and job descriptions are in place to prevent any abuse of their roles. [NMS 19]
- 3.23 Boarders whose parents live overseas spend occasional weekends with local families. It is clearly stated that all arrangements are made between the relevant families, and not by the school. [NMS 20]