

Wynstones

Welfare inspection report for a boarding school

DfE registration number	916/6031
Unique reference number for social care	SC034618
Unique reference number for education	115793
Inspection dates	30/11/2011 to 30/11/2011
Inspector	Barbara Davies

School address	Wynstones School, Church Lane, Whaddon, GLOUCESTER, GL4 0UF
Telephone number	01452 429220
Email	college@wynstones.com
Headteacher	Mrs Marianne Law-Lindberg

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk



Purpose and scope of the inspection

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools, in order to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.^{1,2}

Information about the school

Wynstones School is a registered charity founded in 1937. It is situated in a rural location but in close proximity to the City of Gloucester and town of Stroud. The school provides education from pre-school to age 18 and is registered with the Department for Education. The school attracts pupils predominantly from the local area although a small number of pupils attend the school from other parts of the UK and overseas. Overseas pupils usually attend for shorter periods (from six weeks up to one year). They are placed with boarding families for the duration of their stay and attend the Upper School on a day basis. The residential provision was last inspected in June 2008.

¹ www.legislation.gov.uk/ukpga/1989/41/contents.

² www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

Inspection judgements

Overall effectiveness	good
Outcomes for boarders	outstanding
Quality of boarding provision and care	good
Boarders' safety	good
Leadership and management of boarding	satisfactory

Overall effectiveness

The key findings of the boarding inspection are as follows.

- A lengthy period of disruption and change at senior management level is now stabilising. The newly formed senior management team has vision and demonstrates a commitment to improving practice.
- When this inspection took place there were four pupils staying with 'boarding families.' The boarding arrangements enhance the experience of overseas pupils who visit the country and who have clear aims in mind.
- Boarders are very well supported by the families with whom they stay and by the school. They quickly establish a social network as a result of being welcomed into a 'community' and take part in a variety of social and recreational activities at evenings and week-ends.
- Boarders speak extremely positively about attending the school and being part of a boarding family. They say they 'are very well cared for and are consulted a lot about the things they want to do and the things they want to eat.'
- Home boarding provision is assessed for suitability before boarders are placed with families and is comfortable, clean and safe. Similarly the school provides a safe environment. While the safety of boarders is given a high priority, supporting documentary evidence, such as the annual assessments completed on boarding families, is sometimes limited.
- Although there are some development areas regarding the national minimum standards, these do not directly impact on the boarder's overall experience.

Outcomes for boarders

Boarders thrive socially and educationally while at the school. The time they spend in the school and with host families enables them to have diverse educational, social and cultural experiences while being supported by caring and trusted adults.

Boarders say 'you feel included and part of the school from the minute you arrive.'

The ethos of the school helps boarders to develop a sense of their own identity and to become independent. The expectations are clearly outlined to boarders as they arrive and they know the things for which they have to accept responsibility. Boarders demonstrate a mature and considerate approach. They are receptive to advice from adults and say 'it pays us all to get along- it doesn't do anyone any good if we fall out. There are seldom areas of disagreement.' Boarding families say behaviour is mostly exemplary and no issues arise to which solutions cannot be found. Close communication between teachers, parents and host families enables issues to be speedily resolved.

Boarders maintain good health although arrangements are in place for them to receive medical treatment if ill.

Quality of boarding provision and care

Boarding families take time to understand the individuality of their boarders and tailor the care to meet their specific needs. Boarders arrive with the specific intentions of improving their English and experiencing a different culture. Boarding families liaise closely with parents and the school to support boarders in doing this. Excellent levels of support are also provided to familiarise boarders with boarding and school routines. Boarders say 'everyone is so amazingly welcoming and friendly.' They find the informal buddy system very helpful. Boarders quickly settle into the school and their boarding family. They have the opportunity to socialise with school friends and participate in a diverse range of activities in the evenings and at week-ends.

Boarders' safety

Boarders are protected while at school and when living in 'boarding families'. Documentary evidence is lacking in respect of the checks completed on boarding families. They do however all currently work for the school in other capacities and have been thoroughly checked in respect of these. Checks with the criminal records bureau are completed on all members of the boarding family who attain the age of 16 years. Boarding families receive a thorough induction, including a child protection

briefing, and are well-informed of the safeguards that must be taken to protect young people.

Behaviour of young people is extremely good within boarding families and within school. They comply with the expectations and say these are 'fair and reasonable'. Boarding families say they are very well supported by the school and advice and guidance is readily available if required.

Within the school environment the equipment is well maintained and the required checks completed in relation to health and safety. Recommendations made following a visit by the local fire officer are in the process of being addressed. There have been no instances of young people being missing or of any child protection concerns.

Leadership and management of boarding

There have been several significant changes in the management structure of the school since the previous inspection. The newly appointed senior management team have a clear understanding of regulatory requirements and the national minimum standards. They demonstrate a commitment to improving practice and have made good headway considering the short period of time they have been together as a team. It is an improving picture. A comprehensive audit has been completed of the school's practices and a development plan is in place to address identified shortfalls. While recommendations imposed at the last inspection have not been fully implemented, these are now in the process of being addressed.

In the interim, boarders are well-cared for within safe environments. They thoroughly enjoy the time they spend in England and say 'it is really beneficial both in improving our English and helping us experience another culture.' Appropriate measures are taken to ensure their safety but this is not always supported by documentary evidence.

National minimum standards

The school must meet the following national minimum standards for boarding schools.

- At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints. (NMS 20.7)

What should the school do to improve further?

- ensure documentary evidence is available on each host family to demonstrate the full range of checks completed, particularly the written assessment
- forward a copy of the action plan in relation to the local fire officer for comment in respect of recommendations made following a recent visit to the school.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30/11/2011

Dear students

Inspection of Wynstones

I visited your school recently to assess how well you are cared for while you are living away from home. I have decided that the overall standard of care is good. The school and boarding families are very good at welcoming you all to the school. They quickly help you to feel included in all that is going on and you make many friendships. There are a lot of social and recreational opportunities and you are also able to visit different parts of the country.

The relationships between the adults and yourselves are really good. Everyone takes a mature approach, discusses issues and reach compromises. The rules are fair and reasonable and you comply with these. Steps are taken to ensure you are safe within the school, when out in the community and while living with your boarding family. The school needs to improve by keeping better records of some of the safety checks it completes.

Yours sincerely,

Barbara Davies