

# Felixstowe International College

Felixstowe International College, Maybush Lane, FELIXSTOWE, Suffolk, IP11 7NA

**Inspection dates** 07/05/2014 to 09/05/2014

<b>Overall effectiveness</b>	<b>Adequate</b>	<b>3</b>
Outcomes for boarders	Good	2
Quality of boarding provision and care	Adequate	3
Boarders' safety	Adequate	3
Leadership and management of boarding	Adequate	3

## Summary of key findings

### The boarding provision is adequate because

- Boarders make good progress in all aspects of their development as a result of the boarding experience. They become more independent, have high educational aspirations, enjoy a range of activities that nurture their individual skills and talents and they develop their confidence and sense of individuality.
- Boarders enjoy equality of opportunity in accessing a range of experiences that support their individual development. The boarding experience enables them to retain their sense of identity and culture and to learn about and understand other cultures.
- Managers have made improvements in safeguarding practices; all staff have safeguarding training and understand how to respond to potential concerns. Boarders say they feel safe and have confidence in raising issues with staff.
- The inspection identified shortfalls in the maintenance of the premises, the provision of appropriate accommodation that gives separation between the school day and social time and the provision of dedicated medical facilities. Some maintenance issues pose potential hazards. However, the shortfalls have not had a negative impact on boarders.

### Compliance with the national minimum standards for boarding schools

The school does not meet the national minimum standards for boarding. The details are listed in the full report.

## Information about this inspection

The welfare only inspection of this boarding school, aligned with a monitoring visit of the education provision by Ofsted, took place following a three-hour notice period. The inspection of the one boarding facility housed within the on-site education provision included; meetings with boarders, key boarding and managerial staff and an advisor and friend of the school, inspection of the premises, meal times with boarders and a review of policies and documentation. The parents of all boarders live overseas and English is not their first language; this is reflected in the lack of response to Parentview surveys and the Ofsted surveys.

## Inspection team

Louisa Bayley

Lead social care inspector

# Full report

## Information about this school

Felixstowe International College is an independent boarding school, located in a residential area on the outskirts of Felixstowe. The boarding accommodation is located within the main building on the college site. The college accommodates up to 32 students, aged nine to 19 years. Boarders are from overseas, currently South Korea. At the time of the inspection the college had 24 boarders and 2 day students. The last full inspection of the boarding provision was in January 2012.

## What does the school need to do to improve further?

- Purchase a lockable medicine cabinet to store all medications and ensure that homely remedies are for the sole use of students and there is a regular stock check to ensure all tablets are accounted for.
- Ensure there are at least two staff trained as designated safeguarding officers, strengthening the lines of reporting in the absence of one of those staff or where an allegation is made against one of those staff.
- Write and implement a development plan for the boarding provision, to identify areas for improvement with clear means of achievement and timescales.
- **The school must meet the following national minimum standards for boarding schools.**
  - Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary. (NMS 3.2)
  - Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. (NMS 5.2)
  - Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. (NMS 5.4)
  - The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)

## Inspection judgements

### Outcomes for boarders

**Good**

The outcomes for boarders are good.

Boarders present as confident; they interact socially in a respectful manner with their peers, staff and other adults. They work co-operatively, take on positions of responsibility that serve to mentor other boarders and provide peer support. They lead their own worship groups and they are reflective about their own achievements. Boarders practice their own culture and religion, and work to develop their understanding of the British culture and other world religions.

The behaviour of boarders is good. They are respectful and polite to each other and to staff and visitors. They respond to low-level reminders and there are no major incidents in the college.

Boarders take advantage of the wide range of activities and experiences on offer. They participate in community-based groups, such as boxing, swimming, shooting, dance, music groups and the Duke of Edinburgh award scheme. They enjoy trips to places of cultural interest and they develop their skills and talents in music, an area in which some boarders are gifted. They enjoy the opportunities they have and exercise personal choice in their social and leisure pursuits.

Boarders contribute to consultation, express their views, participate in the student council and take on roles such as house captains. They complete community-based work as part of the Duke of Edinburgh award scheme and present concerts for members of the local community. Consequently, they feel valued as members of the boarding community. Their participation in the wider community means they have experiences and interactions beyond their own culture and nationality.

Boarders enjoy good health; they access local health services as needed and they participate in a range of physical activities that promote their health and wellbeing. They enjoy good emotional wellbeing because of the care and nurture they receive in the boarding provision.

The boarding experience prepares boarders well for successful transitions to the next stages of their education. They achieve well, have high aspirations for themselves and they work hard to obtain the grades they need for their chosen higher education. Some students are gifted and they are working at very high levels, with predicted A grades.

Boarders learn how to keep themselves safe, manage money, interact with people from other nationalities, culture and religion and develop the confidence they need to progress to independence and higher education.

### Quality of boarding provision and care

**Adequate**

The quality of the boarding provision is adequate.

The college is small and the academic and pastoral staff teams operate very closely together. The links between the boarding staff, the Deputy Principal and the teaching staff are effective, with sound communication systems in place. Information passes efficiently between staff, raising awareness of any issues for boarders to ensure all relevant staff are aware. This ensures that individuals receive the support they need academically, socially and within their health and wellbeing. Boarding staff provide consistency of care; they know the boarders well. Boarders are happy and relaxed and they have positive and respectful relationships with the staff.

There is a wide range of trips and activities available to boarders. They can choose to participate in activities in the local community, develop their skills interests and talents. They experience social interaction with peers from different cultures to their own. The trips to places of interest support the boarders to learn about the British culture and history. There are systems in place to ensure the safety of individuals while on trips out, testing their knowledge of what to do in an emergency, prior to going on a trip. The range of trips contributes to boarders' wellbeing and social development.

There are policies in place to manage boarders who are unwell, including access to health services and the management of medication. Staff administering medication have appropriate training and understand the importance of ensuring they follow the policies and procedures. The medication is kept in a locked filing cabinet rather than a medication cabinet. The audit of homely remedies during the inspection showed a discrepancy between the records and the actual stock. Further exploration of this issue concluded that some staff have taken tablets for themselves and failed to record it. There were no concerns about the administration of medication to boarders. However, there is scope for improvement in the storage and access to medication to ensure only trained staff access it, for the sole use of students.

The facilities for sick boarders breach National Minimum Standard 3.2, as there is no separate toilet facility. However, the impact to date is that these facilities have not been required. There is the potential for an issue if a boarder is unwell and the impact would be a reduction in facilities for other boarders.

There is a varied food menu, with a rolling four-week rota. Boarders say the food is good and plentiful. The chef caters for individual dietary requirements. A Korean chef provides national dishes every Saturday, enabling boarders to stay in touch with their culture. The daily chef offers Korean dishes during the week, such as Korean noodles and broth along with the main meals. He prepares a special soup for the students when it is their birthday, as this is their chosen food to celebrate. The menus reflect a good mix of nutritious and balanced meals that promote the physical health of boarders.

Boarders confirm they have good levels of contact with their families, primarily through internet-based mediums, as this is the most cost effective method. They have peers outside of the college and they use social networking sites to maintain contact with friends and family. This ensures they are able to stay in touch with those people who are important to them.

The accommodation is adequate in respect of boarders' bedrooms. They are able to personalise their rooms and they have space for private study. However, some aspects of the boarding accommodation do not meet the National Minimum Standards. The communal areas are in need of redecoration due to peeling paint, some bare plaster and a lack of personalisation. The common room for boarders is used as a classroom during the day. It does not give separate space for social time as it is still set up as a classroom during the evenings. Managers are using the sixth form common room for exams currently; it is bare and unwelcoming. The kitchen attached to the sixth form common room is stacked with items that make it difficult to use as a kitchen. This is a breach of National Minimum Standard 5.2. The boarders are generally happy with the accommodation and do not cite it as a specific issue for them. The Deputy Principal acknowledges that, in consultation with boarders, they have said they would like more space. They do have their own rooms and they have space to worship and to play their musical instruments, interact socially and complete their homework and studies.

The carpet in the room for girls who are sick is stained and dirty. The room has not been cleaned for some time and the window frame is rotten with a hole in it. This makes it an unwelcoming area. This is a breach of National Minimum Standard 5.2. Although staff have not needed to use this room for boarders who are sick, there is the potential it may be needed. The current

presentation of the room would not serve to meet the needs of any individual who is unwell.

The quality of care is adequate overall because, although there are breaches of the National Minimum Standards, they have not had an impact on the health, safety and welfare of the boarders.

## **Boarders' safety**

## **Adequate**

The safety of the boarding provision is adequate.

Managers effectively implement the policies and procedures to ensure the safe recruitment of staff. They ensure that safe recruitment checks are in place prior to staff taking up posts and working unsupervised with students. There are systems in place to ensure unauthorised persons are checked and do not have unsupervised access to students. The member of management with responsibility for recruitment has completed safer recruitment training. These arrangements contribute to ensuring the safety of students.

There have been no safeguarding referrals or allegations against staff in relation to the students in the college. Staff in the college have up to date training on safeguarding and understand the procedures to follow in the event of a concern or allegation. There is a designated safeguarding officer but no other member of staff has training as a designated officer, meaning there is no contingency in the event of the absence of this person. Boarders say they feel safe and have confidence they can talk to the staff or the independent person if they have any concerns.

Inspectors were aware during this inspection that serious allegations of a child protection nature, not relating to students in the college, were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the college in response to allegations were considered alongside the evidence available at the time of the inspection to inform inspectors' judgements. The inspection found that the management team in the college were working co-operatively with investigating professionals.

Boarders understand what bullying is and they say they do not have issues with bullying. Records in the college demonstrated that the last incidents of bullying were in 2011. The records demonstrate that managers took the concerns seriously and managed them robustly. Boarding staff confirm they discuss cultural norms in respect of bullying with managers and the importance of ensuring boarders understand that bullying is not acceptable in the college.

There are no concerns about boarders going missing. There is a clear policy in place and staff demonstrate knowledge and understanding of the procedures to follow in the event a student goes missing.

The culture, ethos and expectations of the college result in good behaviour and respectful relationships between boarders and staff; restraint is not used. There are clearly communicated sanctions in place to promote positive behaviour and to support boarders to take responsibility for their own actions. Sanctions are fair and proportionate and there is good oversight of sanctions by the Deputy Principal, who discusses behaviour with the individuals concerned to ensure they understand the impact of their actions.

The required health and safety tests and checks, fire drills, college policies, procedures and risk assessments are all in place. This supports the provision of a safe environment. However, the inspection identified that carpets on the stairs and in the common room pose a potential trip hazard. Additionally, there are two cracked windows in the accommodation and a broken mirror in one of the bathrooms. This is a breach of National Minimum Standard 6.2. Although the

shortfalls have not had an impact on the welfare of boarders to date, there is a potential of an accident if these issues are not resolved.

## **Leadership and management of boarding**

## **Adequate**

The leadership and management of the boarding provision are adequate.

The college management seek the views of the boarders on a regular basis. They address concerns and actively listen to boarders about their experiences and suggestions for improvement. Regular questionnaires, along with one to one tutorials with the Deputy Principal, ensure that boarders have appropriate and formalised opportunities to express themselves. Additionally, they can raise issues informally with any member of staff. Boarders all participate in the student council. They use this forum to discuss changes and improvements and to make representation where they do not agree with planned changes. The willingness of the management to take account of boarders' views is a strength in the college.

Managers take complaints seriously; there has been one complaint from a group of boarders and managers have taken action in response. This supports boarders to develop their confidence in expressing their concerns.

Management self-evaluation of practice reflects on the experiences of the boarders and the support they receive. However, there is no development plan in place to identify and target specific improvement or to address shortfalls in the boarding provision and practice.

The management of the boarding provision is sound, with strong links between the academic and boarding staff. The numbers of staff deployed to supervise the boarders are sufficient to ensure that boarders are safe and their needs are met. Boarding staff have a review of their boarding practice with their line manager on a termly basis and the Deputy Principal feeds back the boarders' views about individual staff. The boarding staff are experienced and trained and demonstrate knowledge and understanding of the needs of the boarders.

All required policies are in place and regularly reviewed. The policies set out the expectations of the staff working in the college and the scope of their responsibilities, as well as the rights and expectations of the students.

Managers define the positions of responsibility for boarders to ensure that there is an understanding that the roles are mentoring roles rather than authoritarian. This supports boarders to understand the tasks they are taking on and to make positive contribution to the boarding community.

Staff meet boarders' cultural and religious needs through everyday practice. Boarders make active choices about practicing their religion, leading their own worship groups and retaining their cultural identity. The boarding provision gives daily opportunities to develop individual understanding of diversity, through a range of enjoyable and educative experiences.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.



## School details

<b>Unique reference number</b>	124899
<b>Social care unique reference number</b>	SC024579
<b>DfE registration number</b>	935/6076

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.

<b>Type of school</b>	Independent Boarding School
<b>Number of boarders on roll</b>	24
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	9 to 19
<b>Headteacher</b>	Mr Seung Jin Kim
<b>Date of previous boarding inspection</b>	25/01/2012
<b>Telephone number</b>	01394 282388
<b>Email address</b>	fic-uk@hotmail.com

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