

Sabis International School

Ashwicke Hall, Marshfield, Wiltshire, SN14 8AG

Inspection dates	14/01/2015 to 16/01/2015	
Overall effectiveness	Adequate	3
Outcomes for boarders	Good	2
Quality of boarding provision and care	Adequate	3
Boarders' safety	Adequate	3
Leadership and management of boarding	Good	2

Summary of key findings

The boarding provision is adequate because

- The outcomes for boarders are good across their social, personal and emotional development. They make good progress in developing their confidence and social skills. Progress is underpinned by positive and warm relationships with staff and each other.
- The quality of the boarding provision and care is adequate. Providing a boarding experience that in the main meets the holistic needs of all boarders. Areas that require development will ensure that all boarders have improved facilities and access to resources that enhance their global development.
- Boarders are safe and feel safe; they are confident that staff manage their concerns and always have someone to talk to. They say that they do not experience bullying and report positive peer relationships as a key strength in the school. The management of health and safety is robust and regularly reviewed.
- The leadership and management of the boarding provision is good. The head and senior management team are committed to implementing change and improvements to enhance the boarding provision. In addition the head is working hard to ensure all policies and procedures are in place, reviewed, evaluated and will use these to inform the future development of the school and boarding provision.

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

Sabis International School UK (SIS-UK) is an international boarding school situated in 148 acres of picturesque English countryside bordering Wiltshire and South Gloucester counties. The school is co-educational providing two gender-specific boarding houses, which together totals 250 beds in a friendly, spacious and caring environment for day, weekly and yearly boarders.

Notice was given to the Head of the school prior to the inspection taking place. During the course of the inspection Inspectors met with boarders, staff and senior management. Observations of a range of activities took place and records which included policies and procedures were scrutinised.

Inspection team

Linda Bond	Lead social care inspector
Paula Lahey	Social care inspector

Full report

Information about this school

What does the school need to do to improve further?

- Ensure there is clear and accurate evaluation mechanism in place that will enable the boarding provision to demonstrate continuing improvements.
- **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 toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders. (NMS 5.3)
 - 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)
 - Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm. (NMS 5.5)
 - The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes: measures to combat bullying and to promote positive behaviour; school rules; disciplinary sanctions; when restraint is to be used; and arrangements for searching pupils and their possessions. (NMS 12.1)
 - Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. (NMS 15.1)
 - Boarders do not experience inappropriate discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs. (NMS 16)

Inspection judgements

Outcomes for boarders

Good

The outcomes for boarders are good and they are benefitting from an inclusive, safe and caring environment. Well planned routines with structure and attention to detail, enable boarders to settle and feel relaxed within the boarding provision. Boarders report they are encouraged and supported to form positive relationships with care staff and other boarders. This results in boarders in the main having a positive affiliation with their residence.

Boarders are supported to develop good social skills, respect for one another and an understanding of the needs, beliefs and views of other boarders. This has enabled boarders to become informed, considerate and able to articulate well the diverse needs of fellow boarders.

The boarding experience contributes to a growth in self esteem, confidence and emotional resilience. Boarders say they can measure how much progress they have made by 'not getting upset', 'not having to call home so much' and enjoying activities. In addition house parents report changes in boarders, for example developing independence skills, participation in activities, engaging in group discussions.

In the main boarders are able to positively contribute to their boarding experience and report they feel listened to. For some boarders a desire to be more actively involved in the influencing and development of the boarding provision is reported. Whilst a range of opportunities to make suggestions are available, boarders welcome, and are excited to accept more opportunities to be responsible in the development of their boarding provision.

Boarders engage in an extensive range of extra-curricular activities. They enjoy going out for meals, to the cinema, shopping and on a variety of excursions. In addition the health care arrangements ensure all that all boarders health needs are addressed and healthy styles of living are promoted. For example the 'jogging club' has grown in size and boarders report how they enjoy the physical exercise opportunities it affords.

Quality of boarding provision and care

Adequate

The quality of the boarding provision is adequate. During the course of the inspection a number of the national minimum standards were identified as having not been met. Whilst these failings do not compromise the boarders safety or well being they are reported as in need of attention as boarders privacy and cultural needs are not fully catered for. These are in relation to cosmetic improvements and furnishings within the bedrooms and common rooms, and the updating and suitability of bathroom facilities.

Boarders share bedrooms and each bedroom has an ensuite facility and a range of furniture. Boarders are encouraged to personalise their rooms to reflect their personality. Whilst there was evidence of this in the bedrooms of full term boarders, most of the new boarders were yet to have accomplished this and therefore some rooms looked bare and not homely. Further to this the temperature of bedrooms differed considerably, and attention to repairing drafts and addressing the condensation is required.

Common areas provide a range of modern technological equipment and play facilities. Unfortunately they lack any form of personalisation or representation of boarders diversity. Boarders and staff said they where not homely or welcoming, as a result not all boarders are making best use of these areas.

Discussion and observation during the course of the inspection confirms that boarders benefit

from pastoral support that understands individual needs, and further contributes to boarders academic and personal growth. Induction procedures for boarders are in place, which ensures boarders have varied opportunities to learn about the boarding processes and procedures. The strengths and skills of prefects are drawn upon to support the induction process. As a result new boarders receive valued peer support.

A range of opportunities are made available for boarders to express their wishes and feelings, for example a suggestion box and end of term surveys. Boarders report they are encouraged to share their views, and during the course of the inspection evidence of this was provided. However, some boarders welcome a more formal and informal means of consultation. In doing so boarders would be bringing the richness of their own cultures to the development and running of the boarding provision, and ensuring issues of equality and diversity are further recognised and embraced.

Boarders benefit from a range of meals that on the whole met their dietary needs. Attention to quality and nutritional value is given and boarders in the main report the food was 'amazing', whilst some boarders would wish for more choice in respect of meat not always being halal. Boarders are able to help themselves and snacks and drinks are made available throughout the day. Conversely, there is limited access for some boarders to prepare and cook their own meals or snacks. Boarders welcome the opportunity to have facilities that would enable them to further develop independence and age appropriate skills.

Boarders' safety

Adequate

Boarders safety is adequate. Boarders report they are safe and feel safe, saying they know who they can talk to if they have a worry or a concern. In addition boarders have an understanding of who and how they can contact external agencies for advise.

The boarding provision has a range of safeguarding policies and procedures covering essential information that are routinely reviewed by trained designated staff. Staff know how to manage and handle safeguarding concerns. However, during the course of the inspection a number of policies and procedures that are referred to within boarding provision literature where not available. The absence of these policies and procedures has not resulted in the boarders safety being compromised. However, whilst boarding provision literature refers to providing specific training programmes, staff report a lack of clear procedure and training in place, in particular physical intervention, sex and drug education could lead to difficulties in consistent and up to date practice. In this instance a national minimum standard has not been met. To date there have been no reportable safeguarding concerns and boarders do not report bullying as an issue.

There is a strong emphasis placed on boarders to manage their behaviours. As a result there are few incidents when sanctions are applied. When they have, boarders report they understand and feel they are fair.

During the course of the inspection it was noted that there is no policy or clear procedure for the use of restraint, and neither are any staff suitably trained. Whilst recognising these occurrences are rare, suitably accredited training that meets the guidance from the Department of Education is required to ensure any physical intervention is applied consistently.

There are good links with relevant child protection professionals and staff receive a range of safeguarding and first aid training. No boarders have been reported as missing and there is a procedure in place to guide staff.

A risk management system is in place, appropriately covering all aspects of health and safety, as result boarders live in a safe and secure environment.

The leadership and management of the provision is good. Boarders are benefitting from a relatively newly appointed head that has a vision and passion for the development of the boarding provision. During the course of the inspection two national minimum standards were identified as not being met. These are in relation to staff supervision and training, and the equal opportunities of boarders. However, it is to be recognised that staff are being led by a head that is confident, knowledgeable and experienced, and recognises the weakness's and strengths of the provision. The Head was able to articulate with confidence the plan to further develop the boarding provision, and in doing so ensure all national minimum standards are met.

Boarders feedback regarding the boarding provision is in the main very positive. The head looks to address all complaints and suggestions as swiftly as possible. The residence handbook and website provides parents and others with comprehensive information about the school, its ethos and organisation. Boarders benefit from a stable, committed and highly experienced senior leadership team.

Safe recruitment procedures are followed and all staff receive an induction when newly appointed. Within this induction all staff receive training in child protection and first aid, and there are regular team meetings in place. However, staff report they would welcome and value receiving regular 1:1 supervision and opportunities to access training courses that would add to their continuous professional development. This would ensure the boarding provision is staffed by a team whose practice is underpinned and informed by current research and legislation, and all care takes into account and considers the difference and sensitivities of the diverse needs of the boarders. For example equality and diversity, sexual health and education.

A range of records and policies are in place and stored safely, enabling the Head to oversee and evaluate the running and development of the boarding provision. At the point of inspection the development plan was in its infancy, however, the head and senior members of staff were able to provide confidence that actions are in place to address the areas of development already noted.

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

Unique reference number	137950
Social care unique reference number	SC472610
DfE registration number	803/6008

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.

Type of school	
Number of boarders on roll	
Gender of boarders	
Age range of boarders	
Headteacher	Mr John Nicholson
Date of previous boarding inspection	
Telephone number	1225891841

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