

# Sir Roger Manwood's School

SIR ROGER MANWOODS SCHOOL, MANWOOD ROAD, SANDWICH, KENT, CT13 9JX

<b>Inspection dates</b>	03/06/2015 to 05/06/2015	
<b>The overall experiences and progress of children and young people</b>	<b>Good</b>	<b>2</b>
The quality of care and support	Good	2
How well children and young people are protected	Requires improvement	3
The impact and effectiveness of leaders and managers	Good	2

## Summary of key findings

### The boarding provision is good because

- Young people make good academic and personal progress through their residential experience while at this school. They feel safe and are overwhelmingly positive about their time boarding.
- There are wide and varied extra-curricular opportunities for young people to take part in. These support young people to try new experiences and develop socially.
- Young people successfully learn about different cultures and how to value and respect each other. A strength of the boarding provision is how well young people are prepared for adulthood and further education opportunities.
- Parents speak positively about the impact the school has had on their children both academically and personally.

## Compliance with the national minimum standards for boarding schools

The school does not meet the national minimum standards for boarding schools

- NMS 14.1 Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.

What does the school need to do to improve further?

- Ensure any prescription only medication received into the boarding house without a pharmacy label is authorised by the local general practitioner in order to provide staff with instructions on administration.
- Ensure regular consultation with young people about the catering arrangements continues.
- Ensure the quality of sanctions records is clear and consistent across both the boarding houses.
- Ensure all boarding staff receive training in the safe handling and administration of medication.
- Ensure all boarding staff receive regular review of their boarding practice.

## Information about this inspection

The school was given two hours' notice of the inspection. Both boarding houses were visited. Young peoples' feedback was obtained through Ofsted surveys, formal meetings with young people and through observations of evening activities, house assemblies and shared meals. Inspectors met with the senior leadership team including the head of boarding and head teacher. House parents, matrons and boarding tutors were also interviewed. There were meetings with governors, catering manager, special educational needs coordinator and the business manager. Parents' feedback was obtained through telephone calls. Documents relating to the welfare and safety of young people were sampled.

## Inspection team

Miss Williams

Lead social care inspector

Ms Hunnam

Social care inspector

# **Full Report**

## **Information about this school**

The Sir Roger Manwood's School is located in Sandwich. It provides education and flexible boarding for fifty boarders between the ages of eleven to eighteen years. The boarding provision is organised in two separate houses within the school grounds, one for girls and one for boys. Each house has a resident houseparent, matron and tutor in addition to non-resident house tutors.

## Inspection Judgements

### The overall experiences and progress of children and young people

Good

Young people are overwhelmingly positive about their boarding experience. One young person said 'living in the boarding house has been quite a wonderful experience'. Many young people comment on the family-like feel which exists within the residential accommodation. Young people commented 'staff act as our parents and help us feel as much as home as they can', and 'it does feel like a big family.' The bonds which grow between boarders are strong and supportive. One girl said 'living here I have 23 sisters'. Relationships between young people and staff are warm and constructive. One young person commented 'staff are easy to approach and do help you'.

There are harmonious atmospheres within the houses. This creates positive and respectful places to live and learn. Diversity is well-celebrated throughout the boarding provision. Young people think about their peers' heritage through visual prompts, such as the world map and clocks which show the time zones of all current boarders. World food nights celebrate different nationalities through cooking and trying new foods together. One young person said 'I have met different people from around the world. I now know about different cultures, their music, food and interests. I think I have discovered myself more'.

Parents speak positively about the impact that the school and boarding has on their children's lives. One parent said 'I feel this is an exceptional school. My child is growing into a well-rounded individual. My child is experiencing things they would not have otherwise had an opportunity to do'. Another parent reflects 'It has been a very positive experience for my child to start boarding. Their grades have come up, and they are now doing more study than before. I can see the wonderful progress in my child'. Parents are kept suitably up to date with their children's achievements and successes.

The progress of boarders is closely tracked. Exam results demonstrate the good progress young people make academically. The wide range of events on offer after school and at weekends supports young people to develop personally and socially. On-site events include barbeques, karaoke nights and movie evenings. Young people enjoy opportunities to visit local places such as Canterbury, or go shopping or to the cinema. More formalised clubs include combined cadet force, drama group, street dance, taekwondo, and music lessons. Individualised interests are also facilitated such as volunteer work. The range of activities promotes healthy lifestyles, team building and positive social interactions. The houses and extensive grounds also offer young people ample space to study in private or relax with friends.

Structured additional responsibilities offer young people optional tasks which support the running of the houses. Young people show obvious enjoyment in taking part in the 'buddy' system within the boarding houses. One young person said 'I help with the younger boys. I am like their older brother, and help them settle into school and the house'. These openings help young people develop a sense of commitment and responsibility.

Young people gain practical life skills such as completing laundry and budgeting. Young people told inspectors 'I revise and learn independently now. This is an important skill as I want to go off to University' and 'I am more independent'. The life skills young people learn means they are well-prepared for further education placements and adulthood.

### **The quality of care and support**

**Good**

Well-planned introductions to the boarding experience mean that new young people settle quickly into school life. Staff carefully plan the initial few weeks so that expectations are clear. Young people have opportunity to get to know each other through structured activities. Young people said 'I like the first weekend back. You get to meet the new boarders and catch up with boarders you know from before. It works well and its fun', and 'the welcome weekend means we all bond from the first day.'

Residential accommodation is maintained to a good standard. Since the previous inspection there has been on-going investment into the boarding houses such as the addition of a gym, new carpets, improved showers and kitchen refurbishment. The school internet is now extended to the two houses. These changes enhance the environment where young people stay for both relaxation and study purposes. Young people speak favourably about their bedrooms and the on-site facilities available to them. One young person said 'the boarding house itself exudes a very homely feeling'. Talents and achievements are celebrated through displays of young people's artwork in communal areas and with photos of young people taking part in boarding activities on show.

Mealtimes are orderly. Young people socialise together in the dining area in a relaxed and friendly atmosphere. 81% of young people who completed the Ofsted survey stated they did not think the food was good. Systems are in place for young people to share their views on the quality of food such as through the boarding committee and a whiteboard for young people to write comments on in the dining area. Feedback from young people to inspectors about the food during the inspection was almost all negative. The head of boarding and catering manager have met recently with a group of young people to discuss the catering arrangements. As a result, immediate actions have been taken to address matters raised by young people. Further alterations to menus are planned for the autumn term. The impact of these proposed changes cannot yet be fully evaluated.

Most boarding staff also have a teaching role within the school. Staff identify and meet individual young people's personal and learning needs as they know all the young people extremely well. Regular staff briefings support good communication and cooperation between the school and boarding houses.

Staff offer appropriate support to young people to ensure their healthcare needs are met. For example, staff facilitate attendance at planned dental appointments. Any accidents are recorded and young people receive suitable first aid attention from staff or from outside medical services. In general, the medication administration systems are safe. However, in one case inspectors identified some prescription only medication which had been received into the boarding house without a pharmacy label to guide staff in how much to administer or when. The head of boarding took immediate action to

address this shortfall.

### **How well children and young people are protected**

### **Requires improvement**

Young people feel safe. They identify adults within the staff team whom they would talk to if they were worried. The head of boarding and staff demonstrate a sound understanding of safeguarding procedures. The senior leadership team have built links with the local authority, although no formal safeguarding referrals have been made since the preceding inspection. There have been no instances of young people going missing from the school.

Inconsistencies exist in how the school's recruitment policy for boarding staff are applied in practice. For example, one adult who lived on site and then became a member of boarding staff did not have references taken up on them. Another boarding staff member's recruitment file lacks interview notes, in line with the school's own recruitment policy. Other recruitment files sampled show that when references are obtained, they are not verified for authenticity in line with the school's policy. An immediate action plan was created to address some of the shortfalls identified. The school recruitment policy has not been followed in practice for boarding staff appointments, including senior posts

Behaviour within the boarding houses is excellent. There is no use of restraint. Sanctions are used on occasions to reinforce school rules. Records of sanctions imposed are inconsistent across the houses. Some sanction log entries lack clarity and detailed information. Young peoples' views on sanctions are not routinely captured within records. This compromises the head of boarding's ability to fully evaluate if sanctions given are fair and reasonable.

The physical environment is safe. Young people know what to do in an emergency situation such as a fire. The safety of all within the boarding houses is assured through regular maintenance work and systematic checks of facilities and equipment.

### **The impact and effectiveness of leaders and managers**

### **Good**

The aims of objectives of the boarding provision are clearly set out and followed in practice. Boarders, although small in number in comparison to the whole school roll, have their individual needs identified and fully met. House parents and the senior leadership hold high expectations and aspirations for young people's personal and academic development. Their progress is tracked and monitored closely by staff. Extra resources and support are deployed to assist young people when additional needs are identified. This supports good academic and personal development for all young people who board.

Monitoring systems have been revised since the previous inspection. There is now a more formalised review of key boarding documents by the head of boarding. Regular visits from governors mean that the senior leadership team receive termly external feedback on boarding matters. Formal consultation from the Boarding School Association

has assisted the head of boarding in focusing residential improvements. Regular meetings take place between the head of boarding and key boarding staff such as the house parents and matrons. This provides regular forums for information sharing and management monitoring to take place.

Teaching staff who also undertake a boarding staff role receive a review of their residential practice as part of an annual appraisal. Boarding staff who do not have a teaching role do not receive such formal performance management. This includes one of the house parents. This means not all staff receive individualised feedback on their boarding practice in order for them to develop and improve professionally.

Since the previous inspection, staff have completed courses in supporting overseas boarders, first aid and safeguarding. This meets the improvement point raised that boarding staff should attend relevant training. However, no boarding staff have completed formal medication administration training. This means staff are supporting young people with medication without up to date knowledge in the safe handling of medicines.

A previous shortfall which related to health and safety matters has been met. Observations of fire safety across the whole school site show that safety routines and procedures are consistently followed in practice. A written risk assessment now considers the potential risks to young people when members of the public use the school facilities outside of school hours.

The whole school improvement plan was created in September 2014 and now includes boarding. Specific residential targets are suitably focused on further improving the boarding provision and the outcome and achievements of boarders.



## What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspections of boarding and residential provision in schools: the inspection framework*.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

## School details

<b>Unique reference number</b>	136501
<b>Social care unique reference number</b>	SC044972
<b>DfE registration number</b>	886/5428

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>	Boarding School
<b>Number of boarders on roll</b>	50
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	11 to18
<b>Headteacher</b>	Lee Hunter
<b>Date of previous boarding inspection</b>	25 – 26 April 2012
<b>Telephone number</b>	01304 613 286
<b>Email address</b>	head@srms.kent.sch.uk

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