

# Felixstowe International College

Felixstowe International College, Garrison Lane, Felixstowe, Suffolk IP11 7NA

<b>Inspection dates</b>	29/11/2016 to 01/12/2016	
<b>The overall experiences and progress of children and young people</b>	<b>Requires improvement</b>	<b>3</b>
The quality of care and support	Requires improvement	3
How well children and young people are protected	Requires improvement	3
The impact and effectiveness of leaders and managers	Requires improvement	3

## Summary of key findings

### The boarding provision requires improvement because

- There are seven unmet national minimum standards (NMS) that have the potential to impact on children's and young people's welfare, health and safety.
- Risk assessments do not fully consider potential risks and risk reduction strategies.
- Managers do not consistently provide comprehensive and robust records of safeguarding concerns and allegations.
- Managers do not consistently ensure that recruitment checks carried out on new staff are in line with the school's policy.
- The evening registration system leaves a period when staff do not know children's and young people's exact whereabouts.
- Parts of the accommodation are cold and require better upkeep and maintenance.
- Managers do not address the advisory actions following commissioned health and safety checks swiftly.
- Managers do not review staff practice in line with defined roles and job descriptions.
- The impact of the boarding experience supports the development of confident and well-rounded children and young people.
- Children and young people benefit from a strong sense of community and a renewed focus on their studies.
- Relationships between staff and children and young people are good. Staff have

high aspirations and expectations of children and young people that help them to reach their full potential.

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

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

- 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 who have 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)
- The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified. (NMS 6.3)
- The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State. (NMS 11.1)
- 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. (NMS 14.1)
- Any staff member or volunteer 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)
- Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. (NMS 15.5)

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

- Provide a telephone line or means of easily contacting home for children and young people who do not have a mobile telephone.

## Information about this inspection

Two inspectors, following a notice period of four hours, undertook the welfare inspection of the boarding provision. The inspection activities included meetings with the boarding staff, the chef, the senior management team, the interim principal and children and young people; scrutiny of policies; observation of practice and evening routines. One parent gave feedback directly via email.

## Inspection team

Deirdra Keating

Lead social care inspector

Natalie Burton

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 in a designated house a short journey from the school. The college accommodates up to 45 students, aged nine to 19 years. At the time of the inspection, the college had 41 boarders and four day students. The last full inspection of the boarding provision was in March 2014.

## Inspection judgements

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

#### Requires improvement

Although work to improve the boarding provision and address the previously identified shortfalls is evident, there are seven unmet national minimum standards.

Children's and young people's safety is managed adequately. Safeguarding systems protect children and young people, despite poor record-keeping. The systems to register children's and young people's transition from the school to the boarding house are not robust. Additionally, recruitment checks do not consistently reflect the school's policy.

Children and young people understand and comply with the boarding house routines. They share a studious attitude and they are focused on their academic work.

The leadership and management of the school have improved with the appointment of an interim principal who supports the vice principal in overseeing the boarding provision. The impact of improved leadership and management is clear in the changes and progress made to date.

Children and young people are motivated to learn and strive to achieve at the school. They make very good progress with academic studies. 75% gain A–C grades in maths AS level and 100% gain A–C grades in advanced maths AS level. Science grades are also very good. Subjects in which written English in essay form is required present more of a challenge to those learning English as an additional language. The school counteracts this with extra support in written English. The staff encourage spoken English throughout the school and boarding provision to support children's and young people's progress in all subject areas.

The boarding experience is beneficial. Testimonies from parents highlight the impact of the school. One parent said, 'She is more motivated to learn and to discover her future potential. I'm thankful to the school as my daughter is learning a sense of community by living with the others.' Another said, 'Since coming to the school, my daughter is actively thinking about her studies and her plans.'

The staff have good relationships with children and young people. Staff promote aspirations and encourage children and young people to apply for university and further education. Children and young people are evidently happy at the school. They show great respect for staff and for one another. Many share a Christian belief and worship together in self-led worship groups. This builds a sense of community and shared values.

There are many opportunities to participate in community events and to develop a community connection. Children and young people develop their talents. The staff celebrate children's and young people's achievements at the summer term concert, which includes drama, music and dance, with a prize-giving ceremony. Talent, skill and hard work are highly valued and celebrated at the school.

### The quality of care and support

#### Requires improvement

The quality of the boarding accommodation is variable. Improvements to bathrooms and

shower rooms are evident, but a number of areas require refurbishment. Some rooms are cold, and the windows do not open or close easily. There are windowpanes that are covered in safety film, indicating broken and missing panes. In one of the common rooms, there is no heating, and storage of spare chairs and furniture considerably reduces the floor space. There are cooker sockets covered with masking tape and archived files stored in an unlocked cupboard. This does not provide an adequate communal space. Additionally, hot water is not always hot enough, and the radiators in some rooms are cold. The heating concerns raised during inspection were dealt with immediately.

Children and young people in Year 10 have to hand in their mobile telephones and laptops during the school week. This means that the children and young people in Year 10 cannot contact home unless they request their own mobile phone from the staff. This does not help a child or young person who wants to make a call, and it could hinder their contact with the school's independent listener or other external support.

The catering arrangements work well. A creative chef provides freshly cooked meals that are enjoyed with enthusiasm. The ingredients are sourced by the chef who chooses the fruit and vegetables from local supermarkets. Breakfast is cooked in the boarding house, and there are hot and continental choices each day. Breakfast is relaxed and orderly and includes a number of healthy choice options. At the weekends, a member of staff cooks Korean dishes in the boarding house. The children and young people welcome this authentic home cooking.

The staff hold regular meetings with the children and young people and take forward their views and ideas when practical. Staff support and facilitate dance and music productions that the children and young people put on. These productions are welcomed in the boarding house and performed outside of the school at local charity events. This enables children and young people to make a positive contribution.

The children and young people benefit from active lifestyles. Activities include walking to school, sport, dance and community fitness clubs. The gym is temporarily out of use and, to counteract this, the staff have provided a number of walking and orienteering opportunities. These keep children and young people active.

Staff have systems to safely store and administer medication. Illness and health concerns are monitored and recorded. This guides staff in their care of children and young people.

Staff know all of the children and young people well. This helps them to closely monitor their emotional well-being and mood. Extra support is signposted for those under exam pressures or feeling homesick.

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

#### **Requires improvement**

The staff perform risk assessments that cover trips, activities and walking to school. However, these fail to highlight potential risks to children and young people. The risk assessment to protect children and young people walking and cycling to school does not include inclement weather or specify a designated route through the town. Although there has not been an incident, this is not a comprehensive assessment of potential

risks.

The school has revised and updated its safeguarding policy. This reflects the current guidance and sets out the procedures to protect children and young people. There have been no child protection concerns regarding children's and young people's welfare that have required a referral to the safeguarding team. There has been an allegation raised by staff regarding concerns about a member of staff's conduct. The designated safeguarding lead referred these concerns to the local authority designated officer. This resulted in an investigation and agreed outcome. However, there is no clear record of the investigation, such as interviews with those involved. This fails to provide a clear trail of the decision-making to support the outcome and does not reflect the school's safeguarding policy.

The boarding house presents a number of environmental concerns. The school has taken some action following feedback from the fire service and an external legionella report. However, outstanding recommendations from the fire authority, a portable appliance testing company and the legionella report have not been carried out. Although this does not pose an immediate risk to children and young people, it does not ensure good health and safety arrangements.

Managers complete recruitment checks for new staff, but the checks are not always completed before the staff begin their employment. This contradicts the recruitment policy that says that checks will be obtained prior to employment commencing. Some staff have worked in the school for a short period without the outcome of a Disclosure and Barring Service check being known to the school. This does not demonstrate safe recruitment practice.

Despite the shortfalls, the children and young people all said that they feel safe. This is evident in general conduct and behaviour. The school has successfully created a culture of nurture and care. The emphasis is to welcome those new to the school and to support one another. This takes place without prompting. A shared Christian ethos of values includes tolerance and kindness towards one another.

Behaviour is extremely good. The children and young people adhere to the school rules and treat each other and the staff with the utmost respect. There are no behaviours that cause concern, no incidents of children and young people going missing and no anti-social behaviour.

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

#### **Requires improvement**

The boarding provision is integral to the school, as the majority of the children and young people board. The vice principal of the school oversees the management of the boarding with the support of the interim principal of the school. This provides accountability and line management for staff.

The aims of the school are evident, and children and young people have high aspirations. They demonstrate tolerance and acceptance. Staff have high expectations and they have created an environment where there is a focus on schoolwork, personal integrity and kindness among children, young people and staff.

House parents are assigned to the boarding accommodation during evenings and weekends. The new school site has resulted in a walk between the school and the boarding house. The registration system to account for the children's and young people's arrival at the boarding house is not effective. Staff do not register their arrival. The head boy and head girl take a register 45 minutes after the children and young people have arrived. This means that during that period there is no record of who is in the boarding house.

The number of children and young people who board has increased. Staff are increasingly busy. Although new staff have been appointed, their duties are not clearly defined. The senior managers have no system to review staff practice and, because of this, the staff roles are unclear. The staff manage a number of competing demands and, because of this, children and young people have, on occasion, been late to school.

Staff have annual appraisals. They are provided with mandatory training in first aid and safeguarding. This ensures that they know how to respond to an incident or accident. Prefects also receive some training for their roles, so that expectations are clear and there is no abuse of the role.

The senior management team is committed to making improvements. However, substantial investment is required to improve the environment and, without increasing the number of boarders, such resources are limited. The senior managers are aware of the shortfalls and have made a number of improvements since the last inspection. These include making sure that the new school site meets the health and safety requirements previously raised. Progress is evident, but a significant amount of work needs to be done in order to comply with the national minimum standards.

The interim principal and vice principal have provided a detailed self-evaluation, giving context about the effectiveness of management and the progress made against the previously raised shortfalls. The evaluation demonstrates the leader's commitment to working through this period of challenge.

## 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 exceed the standard of good and result 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 their care and experiences are poor and they are not making progress.

## 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>	Boarding school
<b>Number of boarders on roll</b>	41
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	Nine to 19
<b>Headteacher</b>	Reverend Seung Jin Kim
<b>Date of previous boarding inspection</b>	March 2014
<b>Telephone number</b>	01394 282388
<b>Email address</b>	fic-uk@hotmail.com

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