

Sir Roger Manwood's School

Sir Roger Manwood's School, Manwood Road, Sandwich, Kent CT13 9JX
Inspected under the social care common inspection framework

Information about this boarding school

The school is a selective secondary school with boarding provision for 55 boys and girls. The boarding provision is organised in two separate houses within the school grounds

Inspection dates: 17 to 19 January 2018

Overall experiences and progress of children and young people, taking into account **outstanding**

How well children and young people are helped and protected **outstanding**

The effectiveness of leaders and managers **outstanding**

The boarding school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Overall judgement at last inspection: good

Date of last inspection: 3 June 2015

Key findings from this inspection

This boarding school is outstanding because:

- Highly competent and ambitious leaders and managers have created an inspirational culture of high aspiration and high expectation.
- The boarding pupils live in a supportive community which enriches their experience and positively influences their academic and personal development.

- The support given by the staff applies to all aspects of the boarding pupils' lives. The staff effectively recognise and respond to the individual needs of the boarding pupils. They have a genuine interest in the welfare of the boarding pupils, recognise the importance of emotional well-being and provide exceptionally sensitive, tailored support.
- Safeguarding the boarding pupils is at the heart of the staff's support. All the staff have a shared sense of responsibility for keeping the boarding pupils safe. Prompt recognition of risk and appropriate action result in robust action to protect the boarding pupils. Proactive safeguarding practice helps the boarding pupils to develop their awareness of how to keep themselves safe.
- The boarding pupils are extremely positive about their experience; they appreciate the support the staff provide and they enjoy the caring, family-like environment.

The boarding school's areas for development:

- The boarding pupils have access to an independent person, outside the staff and school leaders, whom they can contact directly if they have concerns. They would benefit from being more familiar with this independent person so that they are comfortable about contacting them when necessary.

What does the boarding school need to do to improve?

Recommendations

- Consider how boarding pupils can become more familiar with the independent person so that they are comfortable with contacting them directly if they have any concerns.

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The boarding pupils live in a supportive community where all individuals are equally valued and everyone treats each other with mutual respect. The environment enriches the experiences of boarding pupils and positively influences their academic and personal development. They benefit from high levels of support from the dedicated staff, who recognise and respond to their individual needs.

Friendly but professional relationships between the staff and the boarding pupils are the foundation of effective, holistic support. The boarding pupils are comfortable in approaching the staff to seek help, advice and guidance, knowing that they will receive a response to help them to move forward. A boarding pupil remarked that

'it's a nice family environment'.

The support given to the boarding pupils applies to all aspects of their lives. The matron effectively oversees their health needs. She ensures that they receive appropriate support to maintain their health. The staff encourage the boarding pupils to maintain healthy lifestyles. Boarding pupils work hard to achieve their academic potential and the staff also encourage them to take part in a wide range of stimulating and enriching activities. There is an extensive extra-curricular programme and a variety of weekend activities. A boarding pupil commented that there are 'always fun activities on the weekend so we get to know each other and socialise'. The staff recognise the individuality of each of the boarding pupils. One boarding pupil commented that 'there is a lot of encouragement to join clubs and take part in weekend activities, but the staff also give me time to do things by myself'. Providing opportunities for the boarding pupils to develop new friendships, widen their social experiences and learn new skills helps them to develop their confidence, self-esteem and their appreciation of a healthy work-life balance.

The boarding pupils know that their views and opinions are important, welcomed and that the staff listen to their views and suggestions to improve their day-to-day experience of boarding. Individual, informal interaction with the staff, alongside house assemblies, boarding meetings attended by senior leaders and boarding catering meetings, all provide opportunities for boarding pupils to put forward ideas and to contribute to the development of the boarding provision. Feedback from the boarding pupils in relation to the improvements in the provision of meals demonstrates that the views of boarding pupils are taken seriously.

Boarding pupils are extremely positive about their boarding experience. In a recent Ofsted survey, a boarding pupil stated, 'The good thing about being a boarder is that there are lots of people to help you and to be friends with. Everybody is kind and friendly and if you need help, anybody is willing to help.'

How well children and young people are helped and protected: outstanding

Safeguarding the boarding pupils is at the heart of all practice. The boarding pupils have confidence that the staff will respond robustly to any concerns. High numbers of the boarding pupils who responded to a recent Ofsted survey reported that they feel safe. The boarding pupils who were spoken to by inspectors were unanimous in their view that they feel safe living in the boarding community.

All the staff have a shared sense of responsibility for keeping pupils safe. Through comprehensive and up-to-date training in relation to a wide range of safeguarding matters, the staff are aware of the potential risks facing the boarding pupils. They are alert and confident in their safeguarding role. Ongoing education to raise pupils' awareness and understanding of how to keep themselves safe is a priority, with a particular focus on e-safety.

The designated safeguarding lead (DSL) and deputies are proactive and respond effectively and appropriately to all concerns raised. Appropriate referrals are made to external safeguarding agencies when necessary. The staff are diligent in informing the DSL of any concerns and there is a robust procedure for considering any issues affecting the welfare of boarding pupils. The boarding pupils are from diverse international and cultural backgrounds. The DSL correctly appreciates the particular safeguarding risks that the boarding pupils from other countries may face and ensures that the staff are aware of these risks and vigilant to signs which may cause concern. Prompt recognition of risk and appropriate action by the DSL results in robust action to protect the boarding pupils.

The staff have a genuine interest in the boarding pupils' welfare. They recognise the individual needs and specific vulnerabilities of the boarding pupils and provide the necessary level of wide-ranging support. The boarding pupils develop positive relationships with the staff, who know them very well and are readily available to talk to them. Knowing that the staff will listen and respond, the boarding pupils accept the support the staff offer and make significant personal progress. The staff are particularly sensitive to the boarding pupils' emotional needs. They provide thoughtful, sensitive support and work closely with external specialist agencies to ensure that the boarding pupils receive the help required to meet their sometimes complex needs. One boarding pupil stated that the staff 'are nothing but supportive and have helped turn my life around'. The staff work proactively with families and highly effectively with education staff to meet the individual needs of the boarding pupils.

The staff have high expectations of conduct. Behaviour is excellent. Respect, courtesy and consideration for others are embedded in the culture of the school. The staff are watchful for any signs of bullying and take a robust and preventative approach. The boarding pupils report that bullying is not a worry or concern. They are confident that the staff will deal with any issues immediately. There have been no incidents of the boarding pupils being missing from the boarding provision.

The effectiveness of leaders and managers: outstanding

Ambitious leadership and management from the senior leaders and the governors is reflected in an inspirational culture of high aspiration and high expectation. Leaders and managers are highly competent. They share a common purpose to provide a safe and healthy environment where boarders are immersed in the individualised, enriched education that is provided, enabling them to reach their full potential while developing into well-rounded, mature young people.

The boarding pupils benefit from the staff, who are skilled, professional and committed to providing a caring and stimulating environment. The boarding pupils receive support, advice and guidance so that they can feel secure, develop friendships, be happy in themselves and enjoy life. Through performance reviews and ongoing effective communication, the staff receive constructive support from the managers to improve their practice and their support for the boarding pupils. A

comprehensive training programme for the staff is sharply focused on the needs of the boarding pupils, with a particular emphasis on safeguarding them and promoting their well-being.

The managers and the staff demonstrate a detailed knowledge and understanding of the individual needs of the boarding pupils. The staff have a shared sense of responsibility and exchange information constantly. The boarding pupils benefit from this coordinated approach.

The leaders and managers seek continuously to improve the boarding provision. Recent developments include a restructuring of the staff team. A new boarding manager has been appointed to drive forward the advancement of the boarding provision and her strategic leadership has already been effective. One matron now oversees the health needs of the boarding pupils in both houses, providing a more consistent approach to the health needs of the boarding pupils. The houses have undergone significant refurbishment so that the boarding pupils live in comfortable and homely accommodation. Monitoring of the boarding provision is improved through the introduction of consistent recording systems. In response to the negative feedback from the boarding students regarding the quality of meals at the previous inspection, leaders and managers have liaised closely with the boarding pupils and the catering staff to make improvements. The feedback from the boarding pupils is now positive. A boarding pupil stated that the catering staff are very willing to listen to their views and 'the range and quality of the food is amazing'.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Boarding school details

Social care unique reference number: SC044972

Headteacher/teacher in charge: Lee Hunter

Type of school: Boarding school

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Inspectors

Jan Hunnam, social care inspector

Janet Fraser, senior HMI, social care



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