

## **QUEEN MARGARET'S SCHOOL**

Escrick Park, York, North Yorkshire, YO19 6EU

**15<sup>TH</sup> FEBRUARY 2017**

### **CHARACTERISTICS OF THE SCHOOL**

Queen Margaret's School was established in Scarborough in 1901 by the Woodard Foundation as a boarding school for girls. The school moved to its present site six miles south of York in 1949. The ownership of the school was transferred in 1986 to the Queen Margaret's School York Ltd., a company limited by guarantee and a charitable foundation, the trustees of which form the governing body of the school. Girls, from ages 11 to 18 are accommodated in seven boarding houses.

At the time of the visit, there were 301 pupils in the school of which 91 are day girls. All pupils have an allocated bed with every day pupil having the opportunity to remain overnight on at least one evening each week. The school has identified 86 number of pupils who receive support for special educational needs and/or disabilities (SEND). There are no pupils with statements of special educational needs or an education, health and care (EHC) plan. There are 63 pupils in the school for whom English is an additional language (EAL) and 50 of these receive specialist support. The previous ISI regulatory compliance inspection was in April 2016.

### **PURPOSE OF THE VISIT**

This was an unannounced emergency visit at the request of the Department for Education which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and National Minimum Standards for boarding, particularly those concerned with the welfare, health and safety of pupils: safeguarding; behaviour; bullying; first aid; supervision of pupils; risk assessments; and the school's complaint procedure.

### **INSPECTION FINDINGS**

#### **Welfare, health and safety – safeguarding [ISSR Part 3, paragraphs 7(a) and (b), 8 (a) and 8 (b) and NMS 11]**

The school meets the regulations and standard.

The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school, and has full regard to the latest government guidance. Safeguarding procedures are implemented consistently to ensure the welfare of pupils, including boarders. Those with designated safeguarding responsibilities have appropriate levels of safeguarding training for their roles, which includes working with external agencies.

The school liaises closely with North Yorkshire's safeguarding children board (NYSCB), ensuring that suitable early interventions are put in place for pupils in need, and attends case conferences relating to any pupils identified as being at risk. These measures ensure that pupils receive the right help to minimise risks. Suitable procedures are in place to deal with any disclosures from pupils. Child protection records are detailed, held securely and

demonstrate that any concerns or necessary referrals are promptly addressed and where appropriate reported to local agencies. The school liaises appropriately with parents in relation to safeguarding concerns and ensures that parental wishes do not override the best interests of the child.

All members of staff, including those with boarding roles, have received appropriate safeguarding training, including for Prevent and e-safety, which is regularly updated and in line with locally agreed procedures. Staff induction includes all required safeguarding elements. A suitable code of conduct is provided to all new staff ensuring that they understand their safeguarding responsibilities. Training records are held by the leadership in the form of a register of safeguarding training, which includes confirmation that all members of staff have read *Keeping Children Safe in Education (KCSIE) Part 1 and Annex A (September 2016)* as required. Staff interviewed demonstrated familiarity with both KCSIE and the school's safeguarding policy. They know that anyone can make a referral directly to NYSCB and have a clear understanding of the procedures to follow in the event of a child protection concern or an allegation against a colleague.

Appropriate arrangements are in place to monitor on-line activity by the pupils. The pupils interviewed affirmed that they feel safe at school, receive appropriate guidance as to how to keep safe including on the internet, and feel able to speak to a member of staff should they have any concerns about their safety.

#### **Welfare, health and safety of pupils – the promotion of good behaviour [ISSR Part 3, paragraph 9; NMS 12]**

The school meets the regulation and standard.

The school's written behaviour policy encourages good conduct and sets out the sanctions for misconduct. Members of staff are given suitable guidance as to how they should deal with misconduct and manage behaviour of day and boarding pupils. In discussion, pupils showed a clear understanding of the school's rules and regulations and the range of sanctions which would be imposed for a breach of these. The log of sanctions for misconduct, including those given during boarding time, is carefully monitored by the senior leadership. Scrutiny of the log shows that the school policy for any sanctions given is properly applied. Appropriate records are kept of all serious sanctions.

#### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 12]**

The school meets the regulation and standard.

The school has a suitable written counter-bullying policy. In discussions, pupils demonstrated a clear understanding of what constitutes cases of bullying, including cyber-bullying, and are confident that any incident that is reported will be dealt with quickly and sensitively. Pupils say that cases of bullying are rare. They maintain that relationships between pupils and between pupils and staff are very good and that there is always someone for them to talk to when necessary.

Members of staff interviewed understood that bullying is potentially a safeguarding matter and were aware of the threshold for reporting bullying as a child protection concern. PSHE topics, including bullying, are covered effectively in assemblies and through the curriculum. The few incidents of bullying are recorded in a dedicated log, which is monitored regularly by senior leadership.

#### **Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13; NMS 3]**

The school meets the regulation and standard.

There is a suitable first-aid policy. The school nurse and suitably qualified first aiders in each boarding house have up-to-date certification to deal with cases of illness, injury and accidents. The emergency medical services are summoned in any situation which requires more expert attention. External specialists are involved to support

pupils' individual medical needs when required. The records of illness, accidents and injuries are suitably maintained.

**Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14; NMS 15]**

The school meets the regulation and standard.

The school ensures that pupils are effectively supervised through the appropriate deployment of staff, both during the school day and boarding time.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 6]**

The school meets the regulation and standard.

The school has suitable risk assessment policies both for on-site risks and for educational trips and visits. Detailed risk assessments are drawn up to identify risks and to assist in minimising the negative impact of the risks so identified. Members of staff are aware of the importance of implementing the guidance provided in risk assessments.

**Provision of information to parents [ISSR Part 6, paragraph 32 (1) (c)]**

The school meets the regulation.

The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 18]**

The school does not meet the regulation and standard.

There is a suitable complaints procedure which meets the regulatory requirements. It sets out clearly the three-stage procedure for complainants to follow. A suitable central log of formal complaints is maintained. The log shows that there has been one formal complaint since the previous inspection. Records show that the handling of complaints is not fully in accordance with the timeframe requirements set down for those at the formal or panel hearing stage of resolution.

**Quality of leadership in and management of schools [ISSR Part 8, paragraph 34; NMS 15]**

The school meets the regulation and standard.

The leadership and management of the school demonstrate a good understanding of their safeguarding and related responsibilities. The governance of the school provides suitable support and challenge to the leadership on safeguarding matters and other welfare, health and safety matters. The governors review policies regularly and, in the case of the safeguarding policy, at least annually, and monitor their effective implementation.

## **REGULATORY ACTION POINTS**

The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools 2015.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 18]**

- Ensure that all complaints are handled within the timeframes specified in the school's complaints procedure.