



INDEPENDENT SCHOOLS INSPECTORATE

WHITGIFT SCHOOL

**BOARDING WELFARE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Whitgift School

Full Name of School	Whitgift School		
DfE Number	306/6014		
Registered Charity Number	312612		
Address	Whitgift School Haling Park South Croydon Surrey CR2 6YT		
Telephone Number	020 86889222		
Fax Number	020 87600682		
Email Address	office@whitgift.co.uk		
Head	Dr Christopher Barnett		
Chair of Governors	Mr Ian Harley		
Age Range	10 to 19		
Total Number of Pupils	1377		
Gender of Pupils	Boys		
Numbers by Age	5-11:	60	
	11-18:	1317	
Number of Day Pupils	Total:	1308	
Number of Boarders	Total:	69	
	Full:	40	Weekly: 29
Inspection dates	17 Sep 2013 to 19 Sep 2013		

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing primarily on compliance with the National Minimum Standards for Boarding Schools (NMS). The inspection occurs over a period of two and a half continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. From September 2011 the inspection of boarding welfare forms part of the inspection process. This inspection focuses on the school's compliance with the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection. Boarding inspections were previously carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills. The relevant Ofsted report refers to an inspection in January 2009 and can be found at www.ofsted.gov.uk.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgement.

INSPECTION EVIDENCE

The inspectors conducted formal interviews with boarders, held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited the boarding house and the facilities for sick or injured pupils. The responses of parents and boarding pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Maureen Bradley

Mr Michael Brewer

Reporting Inspector

Team Inspector for Boarding (Head of Boarding,
HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Whitgift School is a boarding and day school for boys aged 10 to 18. The school was founded in 1600 by John Whitgift, Elizabeth I's Archbishop of Canterbury. It moved to its present site in Haling Park, South Croydon in 1931. There is a two-tier system of governance. Whitgift is one of three schools owned by The Court of the Whitgift Foundation, a charitable trust, whose trustees have ultimate responsibility for the school. The Court of the Whitgift Foundation has responsibility for three schools and also for almshouses and sheltered accommodation for the elderly. Some of the work of governing Whitgift, particularly in relation to the day-to-day running of the school, has been devolved to the school's governing body, the Whitgift School Governors.
- 1.2 Whitgift School is a selective school, whose pupils are chosen mainly on academic grounds, but also on broader criteria. There are a significant number of boys who are in receipt of a bursary or scholarship from the Whitgift Foundation. Pupils come from a wide range of ethnic, cultural, religious and occupational backgrounds. The school aims for excellence in all aspects of school life, promoting a culture of achievement and offering a broad, challenging and innovative curriculum. It strives to promote values of mutual respect, tolerance and self-esteem in a supportive pastoral framework and to develop a corporate identity that allows the individual to flourish.
- 1.3 There are 1,377 boys in the school of whom 69 are boarders. There are 40 full boarders and 29 board weekly. Day pupils come to Whitgift from Surrey, Sussex, Kent, Essex and many London boroughs, as well as the immediate Croydon and South London area. The majority of boarders are British but many are from a range of countries across the world, especially Eastern Europe and Hong Kong. The school has identified 168 pupils as having special educational needs and/or disabilities (SEND) and a range of support is available to all pupils depending on their needs. There are 34 pupils who receive support for English as an additional language (EAL).
- 1.4 Since the previous boarding inspection by Ofsted in January 2009, the school has expanded its boarding provision. The school previously provided boarding for a small number of overseas pupils who resided in a boarding house on site with a housemaster. A new purpose-built boarding house opened in April 2013 with a capacity for 109 boarders. A small number of boarders were accommodated in the summer term 2013 but the majority of new boarders arrived in September 2013, three weeks before this inspection. The school has appointed a head of boarding and a housemaster supported by a team of assistant staff to care for the boarders.
- 1.5 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum equivalence are shown in the following tables.

Preparatory

School	NC name
Lower 1	Year 6

Senior School

School	NC name
Upper 1	Year 7
Lower 3	Year 8
Upper 3	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

2. SUMMARY

(i) Compliance with regulatory requirements

- 2.1 The school does not meet all the National Minimum Standards for Boarding Schools 2013, and therefore it must:
- ensure that all new appointments are checked with the vetting and barring scheme when criminal record checks are delayed [National Minimum Standard 14.1, under Staff Recruitment and Checks on Other Adults, and for the same reason National Minimum Standard 11 under Child Protection].

(ii) Recommendation for further improvement

- 2.2 In addition to the above regulatory action points, the school is advised to make the following improvement.
1. Ensure that after a suitable period of time all of the new boarding procedures are fully evaluated.

(iii) Progress since the previous inspection

- 2.3 The previous boarding welfare inspection was undertaken by Ofsted in January 2009. The recommendations have all been met to ensure that the school meets the standards for medical care and food preparation by staff and students and that it has a suitable policy on searching pupils. The school has appointed an independent listener and now implements a suitable statement of boarding principles and practice. Boarding staff have access to training.

3. COMPLIANCE WITH NATIONAL MINIMUM STANDARDS

3.(a) Boarding provision and care

- 3.1 The school meets all of the NMS under this section.
- 3.2 Appropriate induction and guidance is provided for new boarders. Before admittance to the school, new boys have a number of social events organised for them to introduce them to the school and to the staff, such as a tea party and a garden party. A formal induction session allows them to tour the boarding house and become familiar with the school facilities. Appropriate documentation, including a boarders' handbook, is made available to ensure that all relevant information has been provided. On arrival in school boarders are guided through the procedures by house staff, and the first weekend of term is an all-in boarding weekend when activities are organised to help boarders make friends and to build a sense of community. Boarders have a wide choice of staff whom they feel comfortable to approach if they have a concern or require guidance. In addition, boarders are aware that they can contact an independent listener, school counsellors, the school chaplain and the medical centre staff for further support. Contact details are displayed for those who can offer advice outside the school, including the Children's Rights Director, and for a number of helplines. [NMS 2]
- 3.3 The medical centre is run by a well-qualified and suitably experienced team. The school has effective policies for the care of boarders who are unwell and these are successfully implemented by the nursing staff and in the boarding house by the matron. Boarders who have a specific medical condition have a health care plan in place. The nurse organises first aid training for the house staff. The new medical centre is independent of the boarding house and is appropriately furnished and equipped to ensure boarders feel welcome and cared for. The centre has accommodation for a number of boys and has suitable toilet and shower facilities. In the boarding house there is a well-equipped sick bay with accommodation for two boarders and further designated toilet and shower facilities. A doctor visits the school once a week and arrangements are made for boarders to receive orthodontic and other specialist services locally. Prescribed medicines are given only to those for whom they have been prescribed and self-medication is only allowed for those who are assessed as being suitable. The matron in the boarding house is able to give a small range of household remedies and these details are recorded and passed to the medical centre. There is effective two-way communication between the medical centre and house staff on a formal and informal basis. The medical centre and house staff ensure that the confidentiality of boarders is respected. [NMS 3]
- 3.4 Boarders are free to contact their families through the internet and by use of their mobile 'phones. A house telephone in a private setting is also available. The responses to the boarders' pre-inspection questionnaire and interviews with boarders indicated that there have been some initial problems with internet connections. Boarders acknowledge that the problem is being investigated and the situation is improving. Within the boarding house there is a computer room available to boarders with land line access to the internet. [NMS 4]
- 3.5 Boarding accommodation in the new purpose-built house is spacious and comfortable and offers appropriate privacy. The house is well lit, heated and ventilated and standards of cleaning and maintenance are appropriate. The house is fully accessible for boys with restricted mobility. The house is suitably furnished for the age of the boys using it. Accommodation ranges from single rooms to

bedrooms sleeping two or three boarders and all rooms have en-suite facilities. Further suitable washing and toilet facilities are also provided. Bedding is of a suitable quality, clean and sufficiently warm. Boarders are permitted to personalise their rooms and common rooms. Each boy has a desk for study purposes in his bedroom and computers are also available in the house computer room. In addition, a quiet room is provided for study. The house has a number of kitchens available to make snacks and drinks. Recreation and leisure areas are comfortable and well equipped. The boarding house accommodation is for the sole use of the boarders during term time and is secure from unauthorised access. The use of CCTV on site does not invade boarders' privacy. [NMS 5]

- 3.6 Main meals of breakfast, lunch and supper are prepared by qualified staff in a hygienic and suitably equipped school kitchen. Meals are served in a purpose-built dining hall that is clean, light, warm and well maintained. Daily menus are published; they are designed with the assistance of the medical centre to accommodate specific dietary requirements. In the pre-inspection questionnaire and during interviews, a few boarders commented that the food was not always sufficient in quantity and that they would prefer more choice at supper. The majority of boarders, however, were complimentary about the food provided. The menus provided for each day show a wide variety of vegetarian, meat and fish dishes, as well as a range of vegetables, fresh salad and at least two different fruit options at each meal. The inspection team found the food to be varied, of good quality and sufficient in quantity in the meals they sampled during the inspection. Boarders are currently represented on the school's food council and they also have access to a suggestion box to make their views on food heard. Snacks and drinks, including drinking water, are provided for boarders in the evening in the house kitchens. A small minority of boys reported in the pre-inspection questionnaire that they were not happy with the snacks and drinking water available for them outside meal times. The inspection team found the boys expressed satisfaction with the provision when they were interviewed and the inspectors considered they were of a suitable quality and quantity. [NMS 8]
- 3.7 Laundry provision is made within the boarding house for clothing and bedding and care is taken to ensure that boarders receive their own laundry. Boys have the use of ironing facilities if required. Opportunities are provided to enable boarders to purchase toiletries and stationery from the school shop and each year group has time allocated when they can use local shops for extra supplies if needed. Lockable furniture in the bedrooms allows them to keep their possessions safe and private although not all boys take advantage of the facility. Money and valuables can be cared for by house staff in a secure facility. [NMS 9]
- 3.8 Boarders take part in a wide range of activities during the lunch break, after school and at weekends. Any suggestion of an interest by a boy is acted upon by the school and every effort is made to provide extra activities as requested. A few boys reported in the pre-inspection questionnaire that they were not happy with the balance of free time and activities but, during interviews and in the questionnaire, they were very happy with the range of activities and the opportunities provided for them. The inspection team noted that occasionally the boys found it difficult to find time for their homework, but they enjoyed being busy and active. Extensive recreational and leisure facilities and the school grounds are available to the boarders during the evenings and weekends. The school grounds include areas of special wildlife interest and provide opportunities for periods of solitude where boarders can be alone if they wish. Television news programmes and the internet enable boarders to keep up with events in the world outside. Newspapers and magazines are provided in the quiet room in the boarding house. During the week

boys are able to visit the local town at set times and the older boys have access to London at weekends. [NMS 10]

3.(b) Arrangements for welfare and safeguarding

- 3.9 The school does not meet two of the NMS under this section.
- 3.10 Boarders are kept safe and protected from harm by the school's procedures for health and safety. Suitable risk assessments ensure the boarders' welfare both in school and on the many out-of-school visits and activities. Health and safety matters are appropriately monitored by a health and safety committee, with members from across the whole school carefully assessing records and procedures to ensure that any deficiencies are remedied. The governors are involved in monitoring the health and safety policies and procedures. Estate management and maintenance is thorough and well documented. Boarders who were interviewed said they felt safe in their boarding house and around the school site. [NMS 6]
- 3.11 The school has appropriate arrangements for fire safety. Clear instructions and signage, together with regular drills, enable all boarders to be fully aware of procedures for evacuation during the day and when in their boarding house at night. Fire drills are logged and evaluated and where necessary improvements are made. The school has a number of trained fire marshals and a close liaison is maintained with the local fire authority for advice when required. [NMS 7]
- 3.12 Due attention is paid to aspects of child protection. All staff in the school have the necessary training and new staff, through their induction, are made fully aware of child protection procedures. The child protection policy is in line with that of the local safeguarding authority. The policy contains clear guidance on recruitment procedures but on a few occasions in the past these have not been fully implemented or monitored sufficiently. The governing body are kept informed of child protection matters. All records are kept secure. [NMS 11]
- 3.13 The school makes clear to the boarders the standard of conduct expected of them through the sustained implementation of its behaviour policy. The boys are aware of the rules of the school and consider the sanctions to be fair. All parents who answered the pre-inspection questionnaire said that the school achieves high standards of behaviour. A suitable anti-bullying policy, including information on cyber-bullying, is available to all members of the school community and is implemented in an appropriate manner. A very small minority of boarders reported on their pre-inspection questionnaire that the school does not always deal well with any bullying that occurs. However, the boys who were interviewed reported that they were not aware of any bullying but were confident that if it did occur it would be quickly handled by the staff. Moreover, the documents which record bullying incidents are maintained appropriately and indicate that incidents have been resolved quickly. A suitable policy is in place on the use of physical restraint and is understood by the boarding staff. Arrangements for searching the boarders and their possessions are clearly defined. [NMS 12]
- 3.14 The school currently operates safe recruitment procedures for the appointment of staff, governors and volunteers. In the past due attention was not always maintained in securing List 99 barring checks before appointments were taken up and criminal record checks obtained. The central register of appointments is now suitably maintained. Appropriate recruitment checks are carried out and agreements are arranged with all persons over the age of 16 who reside in school. Visitors are carefully supervised so that they do not have unsupervised access to the boarding accommodation. The school does not appoint guardians for the boarders. [NMS 14]

3.(c) Leadership and management of the boarding provision

- 3.15 The school meets all of the NMS under this section.
- 3.16 A suitable statement of the school's boarding principles is outlined in documents for pupils, parents, prospective parents and staff and is displayed in the boarding house. The statement is seen to work in practice. The pre-inspection questionnaire responses indicate that the great majority of the boarders like the school and enjoy boarding and, in their questionnaire, all the parents who responded reported that their child enjoys boarding and the experience of boarding helps their child's progress and development. [NMS 1]
- 3.17 A clear management structure for boarding staff has been established. The head of boarding is responsible for the line management of boarding. Within the house the housemaster is responsible for the boarding team, who all have experience and training in boarding. Job descriptions define individual responsibilities. Regular meetings enable matters concerning the boarders' welfare to be discussed. Effective links are established between boarding and day school staff. The records that are maintained in the house are kept secure and are reviewed regularly. A diary is used effectively by staff to record daily events and any issues or concerns about boarders. All parents who answered the pre-inspection questionnaire expressed confidence in the management of boarding. [NMS 13]
- 3.18 Supervision in the boarding house is by suitably qualified and experienced staff. Levels of supervision are appropriate during the day and through the evenings and sufficient staff are resident in the house and on duty overnight. Boarders are always under the supervision of staff and duty rotas are displayed, which enable boarders to contact a member of staff at all times. Staff with boarding responsibilities have a thorough induction and access to an appraisal programme. The roles of other adults resident in staff households are clear. Suitable equipped and private accommodation is provided for staff in the house. Access to staff accommodation is only with appropriate supervision. There is close liaison between boarding staff and those in the day school and communication of any concerns is efficient. The boarders report no inappropriate favouritism has been observed. Procedures are in operation for boarders to sign in and out of the house during the day and evening. Throughout the week staff know the whereabouts of boarders at all times. Registration takes place at breakfast, supper and bedtime. During the school day, registration takes place every morning and afternoon and in all classes. There is a missing child policy which is known to staff. [NMS 15]
- 3.19 In discussions, and in their responses to the pre-inspection questionnaire, boarders reported that they are treated equally and that there is no inappropriate discrimination. Boarding staff ensure that due attention is paid to the cultural needs and customs of the boarders from varying ethnic backgrounds. SEND and EAL provision is suitable, and, as they readily acknowledge, boarders benefit from a combined approach by boarding and day school staff. [NMS 16]
- 3.20 A range of opportunities is provided for boarders to express their views, to make suggestions or to share their concerns. There is a suggestion box in the boarding house and informal meetings have taken place with the boarding community to share ideas about the new boarding environment. Feedback is given daily to boarders by the housemaster on any issues raised. A new boarding council is in the process of being convened. The boarders have access to a formal complaints procedure if required. [NMS 17]

- 3.21 A clear complaints procedure is available for all parents of pupils in the school and to prospective parents. [NMS 18]
- 3.22 Prefects have not yet been appointed because the boarding house is new but the senior boys in the house act in a supportive role in helping younger boys to settle in. The older boys have received guidance on how to support boarders who may have a concern. [NMS 19]
- 3.23 The school does not arrange lodgings for any of its boarders. [NMS 20]