

ROEDEAN SCHOOL

Roedean Way, Brighton, BN2 5RQ

16TH JANUARY 2017

CHARACTERISTICS OF THE SCHOOL

Roedean School is a day and boarding school for girls between the ages of 11 and 18 years. The school was founded in 1885 to prepare girls for a university education and their future careers. It occupies a site on the Sussex Downs, near to Brighton. The school was constituted by Royal Charter in 1938 and is a charitable trust overseen by a board of trustees, known as the Council. The school is divided into five houses, one of which caters for sixth-form pupils.

At the time of the visit, there were 491 pupils, of whom 264 are boarders. Fifty-two pupils require and receive support for special educational needs and/or disabilities (SEND), of whom one has an education, health and care (EHC) plan. English is an additional language (EAL) for 118 pupils, and 112 receive support for this aspect of their learning. The previous ISI integrated inspection was in March 2016.

PURPOSE OF THE VISIT

This was an unannounced brought forward compliance inspection at the request of the Department for Education which was focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2015 (NMS), particularly those concerned with safeguarding; the management of behaviour; bullying; supervision and leadership and management.

INSPECTION FINDINGS

Welfare, health and safety of pupils – safeguarding [Part 3, paragraphs 7 (a) and (b); 8 (a) and (b) and NMS 11] Provision of information to parents [ISSR Part 6, paragraph 32(1)(c)]

The school meets the Regulations and Standards.

The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. This has been updated in line with recent statutory guidance in *Keeping Children Safe in Education (KCSIE), September 2016*. The safeguarding policy is available on the school's website.

The safeguarding policy is implemented effectively. Staff, in addition to their carefully recorded routine safeguarding training, have also been trained in the changes to KCSIE and receive interim updates to their safeguarding training. They have also been trained in the dangers of radicalisation. New staff undergo a thorough induction process. In interviews, staff confirmed that they know how to respond to and report concerns, and that they understand the code of conduct toward pupils. Pupils say they are kept safe and always have somebody to turn to if they have concerns.

The designated senior leaders have all undergone suitable training which is in accordance with local procedures. Concerns are carefully recorded and stored securely. There has been prompt contact with relevant agencies when need has arisen. Records and discussions with both staff and pupils show that the school is alert to wider safeguarding issues, such as self-harm and eating disorders, and has a well-structured personal development programme to address these dangers. The school has effective internet filtering in place to protect pupils, who are given extensive guidance on how to keep safe online. There are reasonable and proportionate restrictions on the use of mobile phones and other devices, and internet use is carefully monitored.

Welfare, health and safety – promoting good behaviour [Part 3, paragraph 9 and NMS 12]

The school meets the Regulation and Standard.

The school has recently reviewed its behavioural policy, and there is a clear and appropriate system of rewards and sanctions. This is understood by both staff and pupils, and clearly presented in the pupil planner. Senior staff monitor its use to ensure that it is applied consistently. In interviews, pupils stated that standards of behaviour are generally high, and that occasional incidents are dealt with in a fair and transparent manner in accordance with the policy. Serious sanctions are only invoked following a ‘hearing’, where all parties are able to give evidence, and parents are fully informed throughout this process. A tour of the school and observations of behaviour indicate highly positive relationships between pupils and also between pupils and staff. This was confirmed in interviews with pupils.

Welfare, health and safety – prevention of bullying [Part 3, paragraph 10 and NMS 12]

The school meets the Regulation and Standard.

The school has a suitable anti-bullying policy, which recognises the vulnerability of certain groups. There is a detailed anti-bullying strategy, and a series of personal, social, health education (PSHE) policies, covering all aspects of bullying, including online behaviour. Pupils’ PSHE lessons are supplemented by visiting speakers, themed weeks and assemblies. Pupils report that the school makes ‘kindness’ a very high priority in their personal development. The school provides extensive counselling support, and the boarders can contact an independent listener, if required.

A scrutiny of school records and discussions with both staff and pupils indicated that incidents of bullying do occasionally occur, but the school’s response is prompt, and appropriate sanctions are imposed. The school maintains detailed pastoral records on all pupils. In interview, one pupil in Year 9 perceptively noted that without school support and guidance, bullying may occur, ‘However, the school makes sure we don’t’.

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

The school meets the Regulation and Standard.

The school has suitable supervision arrangements to ensure the safety of both day pupils and boarders. Interviews with staff and pupil, a scrutiny of boarding rotas and a tour of the school indicate that pupils are well supervised, and staff are aware of their whereabouts. Boarding pupils’ attendance is checked regularly.

Leadership and management [ISSR Part 8, paragraph 34 and NMS 13]

The school meets the Regulation and Standard.

The proprietors ensure that the leadership and management demonstrate good skills and knowledge so that the independent school standards are met consistently and they actively promote the well-being of the pupils.

Trustees are very well informed about safeguarding and behaviour. They conduct a thorough annual review of safeguarding procedures and are supported by a nominated safeguarding trustee with a strong understanding of local safeguarding procedures. The school's response to all safeguarding, bullying, welfare and serious behavioural incidents is scrutinised by the relevant committee, and any action points are identified.

The school has a large and experienced pastoral support team. Detailed records are kept, and the school shares pastoral information highly effectively between the relevant staff. In interviews, two groups of staff indicated that leaders are responsive to concerns, and monitor this provision with care.

REGULATORY ACTION POINTS

The school meets all of the relevant requirements of the Education (Independent School Standards) Regulations 2014, and the National Minimum Standards for Boarding Schools 2015, and no further action is required.