



# **INDEPENDENT SCHOOLS INSPECTORATE**

**REGULATORY COMPLIANCE INSPECTION**

**BEACHBOROUGH SCHOOL**

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## Beachborough School

Full Name of School	<b>Beachborough School</b>
DfE Number	<b>825/6002</b>
Registered Charity Number	<b>309910</b>
Address	<b>Beachborough School Westbury Brackley Northamptonshire NN13 5LB</b>
Telephone Number	<b>01280 700071</b>
Email Address	<b>registrar@beachborough.com</b>
Headmaster	<b>Mr. Jeremy Banks</b>
Chair of Governors	<b>Mr. Colin Dudgeon</b>
Age Range	<b>2 to 13</b>
Total Number of Pupils	<b>346</b>
Gender of Pupils	<b>Mixed (182 boys; 164 girls)</b>
Number of Day Pupils	Total: <b>346</b>
Number of Boarders	Total: <b>80</b> Flexi: <b>80</b>
Number of EYFS Children	<b>51</b>
Ownership and Governance	The school is a charitable trust administered by a governing body of 13 members.
School Structure	The school is divided into two sections. The pre-preparatory department includes the Early Years Foundation Stage and Years 1 to 4. The preparatory section of the school caters for Years 5 to 8. From Year 3 many pupils choose to board flexibly for up to four nights of the week, from Monday to Thursday.
Inspection Dates	<b>10 Nov 2015 to 11 Nov 2015</b>

## ABOUT THE INSPECTION

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) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

This inspection also contains specific judgements on 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 and it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an 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 mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **INSPECTION EVIDENCE**

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

## **INSPECTORS**

Mrs Diane Gardiner	Reporting Inspector
Mrs Nicola McAvoy	Compliance Team Inspector (Bursar, IAPS School)
Mrs Anne Haas	Team Inspector for Boarding (Head, IAPS School)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Beachborough School is a co-educational day and boarding school. Since 1942 it has occupied a 30-acre site at Westbury, on the borders of Buckinghamshire, Northamptonshire and Oxfordshire. It caters for children from the age of two and a half to five in the Early Years Foundation Stage (EYFS) and pupils from the age of five to thirteen in the pre-preparatory and preparatory sections. The school provides boarding facilities for pupils from Year 3 for between one to four nights a week.
- 1.2 Since the previous inspection a new headmaster has been appointed, and the leadership and management of the school has been restructured to provide a management team which deals with the day-to-day running of the school and a leadership team which focuses on strategic planning, performance management and liaison with the committees of the governing body. The philosophy underpinning teaching and learning has been reviewed and a cycle of performance review for staff has been introduced.
- 1.3 Pupils generally come from English-speaking backgrounds, usually from business and professional families living within a few miles of the school, very few of which come from a minority ethnic background. Approximately ten per cent of pupils are from the USA.

## **2. COMPLIANCE WITH REGULATORY STANDARDS**

### **Part 1 Quality of education provided**

#### **Curriculum**

- 2.1 The school meets the Regulations.
- 2.2 The written curriculum policy and supporting schemes of work for both sections of the school are structured to support the age range and particular needs, abilities, interests and aptitudes of the pupils. The use of and understanding for intellectual characteristics of learning such as resilience, perseverance and reflection support the curriculum. Personal development of the pupils is encouraged through a range of strategies, procedures and curriculum documents appropriate to the age of pupils across the school. The arrangements do not undermine key features of Britishness such as respect for democracy, the rule of law and individual liberty. [Paragraph 2(1)]
- 2.3 The curriculum is organised appropriately so that all pupils from Nursery to Year 8 have the opportunity to progress in the required areas as well as in French, Spanish and Latin. This, combined with a range of extra-curricular opportunities and supporting strategies for personal development, prepares pupils for life in modern Britain. [Paragraph 2(2)(a), (b) and (i)]
- 2.4 All year groups are provided with a programme of personal, social, health and economic education (PSHEE). Timetabled lessons for PSHEE, opportunities to address relevant topics in assemblies, group tutor sessions, and a range of balanced talks by visiting speakers strengthen the provision for personal development, allowing pupils to prepare for the next phase of their education, explore options for future careers and develop personal skills for life. [Paragraph 2(2)(d) and (e)]
- 2.5 In the EYFS, the children in the Nursery and Reception follow the EYFS framework covering the three prime areas of communication, language, physical and personal, social and emotional development as well as literacy, mathematics, understanding of the world, and expressive arts and design. The learning needs of all pupils are met in all areas, with provision made for the particular needs of every child. [Paragraph 2(2)(f)]
- 2.6 From the EYFS onwards, pupils of all abilities and needs have the opportunity to learn and make progress. [Paragraph 2(2)(h)]

## Teaching

- 2.7 The school meets the Regulations.
- 2.8 In the EYFS, records are taken of pupils' starting points as they join the school to enable teachers to meet the needs of every child and develop their particular interests and aptitudes. Progress towards meeting the criteria for the EYFS profile at the end of Reception is monitored and interventions put in place to support children where necessary. From Year 1 onwards a knowledge of the pupils' aptitudes and needs, provided by a structured system of assessment, ensures that teaching is well planned to enable them to develop their knowledge, understanding and specific skills. Grouping pupils for core subjects such as English and mathematics allows for tasks and activities to be tailored to meet particular needs and abilities. [Paragraph 3(a), (d) and (g)]
- 2.9 In all sections of the school, teachers display secure subject knowledge and encourage pupils to approach their tasks using a number of key characteristics for learning, which encourages pupils to persevere, show empathy for others, reflect upon their work and be willing to learn from their mistakes. Even the youngest pupils understand the importance of being willing to take risks with their learning and share their experiences with others, for example in an assembly where the discussion focused upon the importance of perseverance. Pupils are motivated and confident to express their ideas and listen to others. Marking is consistent and linked to the key characteristics for learning; for example pupils may receive praise for showing originality or for editing their work as they go along. Peer marking encourages pupils to understand the need for positive praise as well as constructive support for improvement in the future. [Paragraph 3(b), (c) and (e)]
- 2.10 An appropriately broad range of resources, including electronic aids, is used effectively to support learning. Teaching uses appropriate strategies for managing behaviour and encouraging pupils to take responsibility for their actions. [Paragraph 3(f) and (h)]
- 2.11 Assemblies, lessons in PSHEE and religious education, and opportunities for discussion as part of enrichment weeks, actively promote respect for the opinions and beliefs of others. Across all age groups, teachers provide pupils with chances to explore and share information that supports a clear understanding of the values and opinions which shape British society, thus promoting a community that treats everyone equally. [Paragraph 3 (i) and (j)]
- 2.12 The pupils' attainment is not measured by national tests, but by a framework which includes tests of cognitive ability and standardised tests of attainment in English, spelling and mathematics, as well as internally set tests in each subject area. [Paragraph 4]



## How well do pupils achieve?

<b>Pupils' Ability</b>	The average ability of the school is above the national average. Most pupils are of at least above average ability, with some year groups having a notable proportion with well above average ability.
<b>Pupils' Needs</b>	<p>(a) Fifty-eight pupils require support for special educational needs and/or disabilities (SEND), mostly for dyslexia, dyspraxia or speech and language needs. Those with hearing loss and physical disabilities are also supported.</p> <p>(b) Three pupils have a statement of special educational needs or an education, health and care plan.</p> <p>(c) No pupils speak English as an additional language.</p> <p>(d) The school identifies and provides support and suitable extension to those who have particular talents, aptitudes and/or abilities, with the aim of supporting every child to thrive in whichever field they are best suited.</p>
<b>Pupils' Achievements</b>	The pupils' attainment is not measured by national tests but by the schools' own framework of testing.

## Part 2 Spiritual, moral, social and cultural development of pupils

2.13 The school meets the Regulations and Standards.

2.14 The school actively promotes those features that reflect Britishness, including mutual respect and tolerance of those of different faiths and beliefs. In the EYFS, children demonstrate high levels of personal, social and emotional development for their age. They confidently choose activities and articulate their ideas as well as listening to and showing respect for others in assembly or during role-play in the classroom. In all areas of school life, the school actively promotes the pupils' development so that they demonstrate a respect for each other's opinions and views and support its stated aim to work within a culture of kindness. Pupils are aware of the difference between right and wrong, have a strong sense of what is fair and challenge inequality as shown through a discussion on the role of women in British society as opposed to in other countries. Through elections to a number of positions of responsibility as senior boarders and school council representatives, pupils understand the concept of democracy. They have an understanding of and respect for the rule of law of England, developed, for example, through opportunities to question local magistrates and act out court scenes during a recent enrichment week on the theme of "What makes Great Britain 'Great'". Relationships within the school are universally positive and pupils are confident that any relationship difficulties would be resolved rapidly. [Paragraph 5(a), (b)(ii), (vi) and (vii)]

2.15 From an early age pupils are quick to take on responsibilities within the school in a wide variety of ways. The recently introduced extra-curricular programme encompasses service to the school and pupils choose to take on roles that will contribute usefully to the community in many ways. High levels of confidence and self-esteem allow day pupils and boarders to contribute effectively to the smooth running of the school through tutor sessions and the school council. Senior boarders

contribute to the boarding house by helping new children to settle in and offering support for a range of practical roles. Pupils have a broad knowledge of and respect for public institutions in England. In the EYFS children learn about the range of services that support us in everyday life, such as the police and fire services. Older pupils are able to explain the roles taken by the monarch and parliament in the running of the country. The broad curriculum and enrichment activities, including a range of visiting speakers and trips to important sites, provide pupils with an experience that displays a balanced and non-partisan view of all aspects of life in Britain including the political arena. [Paragraph 5(b) (i), (iv) (c), (d), and NMS 17 and 19]

- 2.16 Pupils have a developed understanding of and respect for other faiths and cultures. They understand that people will hold different beliefs, and show respect for all forms of diversity. Pupils of all ages enjoy taking an active role in their own and the wider international community by fund-raising to support children with physical difficulties and those who have a greater need than their own. [Paragraph 5(b)(iii) and (v)]

## What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred and fifty-two pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
<b>School questions</b>			
1. I enjoy school	99	1	4
2. I find my lessons interesting and engaging	98	2	15
3. The school gives me the support I need to learn	99	1	7
4. I can get help if I need it	100	0	7
5. The school encourages me to do my best	100	0	6
6. I feel safe and happy at school	98	2	2
7. My views and ideas are listened to in class and in school	96	4	14
8. Behaviour is good in the school	100	0	20
9. Teachers are fair in the way they give rewards	92	8	13
10. Teachers are fair in the way they give sanctions	90	10	23
11. The school deals with bullying	99	1	11
12. There is a member of staff or senior pupil I can turn to if I have a problem	100	0	9
<b>Boarding questions</b>			
1. I enjoy boarding	100	0	89
2. Boarders get on well together in the house	100	0	89
3. I am well looked after if I fall ill or am injured	100	0	91
4. I am able to contact my family and friends if I need to	100	0	90
5. I like the food in boarding	97	3	89
6. I feel safe in my boarding house	100	0	89
7. I am able to have snacks and drinking water outside main mealtimes	95	5	92
8. I am able to keep my belongings safe	95	5	90
9. Boarding staff treat me fairly	100	0	90
10. I am happy with the balance of free time and activities in the evenings and at weekends	98	2	91

### **Part 3 Welfare, health and safety of pupils**

- 2.17 The school meets the Regulations and Standards.
- 2.18 Effective arrangements to safeguard and promote the welfare of both day and boarding pupils are in place. An up to date safeguarding policy is on the school website for the parents of current and prospective pupils to access. A comprehensive recruitment policy is in place and implemented appropriately. All new staff receive induction training, which includes a detailed check of all safeguarding policies and procedures. Arrangements for the EYFS cover the use of mobile telephones and cameras, and also ensure that, where required, staff make declarations of not being affected by disqualification by association. Since the previous inspection all checks of new staff, such as the taking up of references, required by Keeping Children Safe in Education have been implemented. [Paragraphs 7(a) and (b), 8(a) and (b), and NMS 11]
- 2.19 Pupils new to boarding take part in an induction process which includes mentoring by one of the senior boarders. They are confident that they have someone to turn to in case of need and are provided with the contact details of an independent listener and appropriate helplines. Pupils who responded to the questionnaire expressed complete satisfaction with almost all aspects of the boarding experience. They were happy that behaviour and relationships in the houses are good, and felt able to contact friends and family easily and in privacy if the need arose. Food prepared at the school for day and boarding pupils is nutritious, of good quality and provides a level of choice. Boarders have suitable snacks and access to drinking water. Provision is made so that possessions may be kept secure. Pupils have a suitable balance of free time and activities during boarding hours. [NMS 2, 4, 8, 9, 10 and 12]
- 2.20 Recently reviewed behaviour and anti-bullying policies, including cyberbullying, meet requirements and are well understood by the pupils in order to promote good behaviour. [Paragraphs 9 and 10, and NMS 12]
- 2.21 A written health and safety policy, supported by comprehensive risk assessments for all sections of the school including the EYFS and boarding accommodation, meets all relevant health and safety requirements. Detailed risk assessments for activities on site and for trips in this country and abroad are undertaken when necessary. All buildings and equipment for day and boarding pupils are maintained effectively. [Paragraphs 11 and 16, and NMS 6]
- 2.22 Appropriate procedures and training to reduce the risk of fire are in place and are suitably reviewed and recorded. Fire drills are organised twice a term and also during boarding hours, as required. Fire equipment, including the alarm system and extinguishers, is regularly maintained and fire safety information is displayed in all sections of the school including the boarding house. [Paragraph 12 and NMS 7]
- 2.23 The first-aid policy covers all required elements to ensure that first aid is delivered in a timely and competent manner. Eighteen staff are trained in first aid; most hold paediatric first-aid qualifications. Regularly checked first-aid boxes are located across the school site. Accidents are recorded centrally, including any action taken. Medicines are stored appropriately and records kept of when they are administered. Parents are kept informed. Because of the flexible nature of the boarding arrangements, most boarders normally visit their own doctors if they are unwell; access to local dental and medical practitioners is available where necessary. All

pupils and parents who responded to the questionnaire felt that pupils are well looked after when ill. [Paragraph 13 and NMS 3]

- 2.24 In all sections of the school, and throughout the day, supervision of pupils is well organised and monitored. Staffing levels in the EYFS and in the boarding house meet and often exceed the number required to meet the age, number and needs of the younger children and boarders. Boarding staff know the whereabouts of boarders at all times and administer the policy for children going missing where necessary. At night, at least one adult member of staff is available in the boarding house and pupils understand how to contact them. The school does not use lodgings. [Paragraph 14 and NMS 15 and 20]
- 2.25 The admission register is appropriately administered in hard copy, containing all relevant information. Attendance records are kept electronically, backed up monthly and appropriately stored for three years. [Paragraph 15]

### **Other legislation**

- 2.26 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]
- 2.27 The school has an appropriate accessibility plan to improve information, the curriculum and physical access for pupils with SEND. [Equality Act 2010]

### **Part 4 Suitability of staff, supply staff and proprietors**

- 2.28 The school meets the Regulations and Standards.
- 2.29 Since the previous inspection all the required recruitment checks on supply and permanent staff have been carried out according to requirements. Disclosure and Barring Service checks are undertaken for all those staff in regulated activity. The process of checking staff on appointment ensures that the pupils' welfare is effectively safeguarded and promoted in all respects. [Paragraphs 18,19 and 20, and NMS 14.1]
- 2.30 Arrangements for supervision of visitors to the boarding accommodation ensure that no unsupervised access to the boarders or their accommodation is possible. [NMS14.4]
- 2.31 The single central register of appointments is maintained effectively and accurately with all necessary checks recorded. [Paragraph 21]

### **Part 5 Premises and accommodation**

- 2.32 The school meets the Regulations and Standards.
- 2.33 Toilet and washing facilities in all areas of the school, including the EYFS and boarding accommodation, are suitable in number and well maintained. Appropriate arrangements are made for changing and showering in privacy for the older pupils, and care is taken to ensure that hot water is provided at a safe temperature. Drinking water is appropriately labelled. [Paragraphs 23(1) (a), (b), (c) and 28; NMS 5.3]
- 2.34 The medical room is suitably equipped and provides space to provide care for sick or injured day or boarding pupils. The school matron or her assistant are available

throughout the day and most other staff are trained in pediatric first aid. A spare dormitory is available in cases where a pupil needs to be isolated. [Paragraph 24 and NMS 3.2]

- 2.35 A structured programme of maintenance across the school site and availability of staff to repair and mend equipment where appropriate ensures that all areas of the school are well maintained and safe. Internal and external lighting and acoustic standards are met. [Paragraphs 25, 26 and 27; NMS 5.4]
- 2.36 A variety of play areas for each section of the school provide secure outdoor spaces for pupils at break times. Other areas are designated for physical education and games. The school site also provides pupils opportunities for woodland activities and to care for animals on the school farm. A local swimming pool and other off-site facilities are used to enhance the curriculum. [Paragraph 29]
- 2.37 Boarding accommodation is bright, well maintained and provides a warm and comfortable environment for those staying overnight. The focus of boarding is largely social as all prep is completed during the school day. Provision is made for those pupils who wish to read quietly or engage in private study. Toilet and washing facilities provide an appropriate level of privacy. Security is maintained in an appropriate manner and does not intrude upon the boarders' privacy. [Paragraph 30 and NMS 5]

## **Part 6 Provision of information**

- 2.38 The school meets the Regulations and Standards.
- 2.39 The full range of required information for parents of current and prospective pupils is available through the school website or on request from the school office. A statement of boarding principles and practice is included, as well as a range of documents which outline how the school puts its aims and principles into practice. From the EYFS onwards, parents receive regular detailed reports appropriate to the age of their children. The reports outline achievement in specific areas and progress made, and shares appropriate targets and suggestions for future improvement. Parents who responded to the pre-inspection questionnaire were positive about almost all aspects of the education and care provided for their children, particularly information about their children's progress. [Paragraph 32(1) and NMS 1]

## **Part 7 Manner in which complaints are handled**

- 2.40 The school meets the Regulations and Standards.
- 2.41 A suitable complaints policy covering all sections of the school, including the EYFS and boarding, meets all required criteria and is available for parents on the school website. It allows for complaints to be dealt with in line with regulatory requirements and for all documents relating to a complaint to be recorded in suitable detail and stored appropriately. Records state at which stage of the process a complaint has been resolved and details of any action taken whether or not it was upheld. During the academic year 2014 to 2015 no formal complaints were recorded. [Paragraph 33 and NMS 18]

## **Part 8      Quality of leadership and management**

- 2.42 The school meets the Regulations and Standards.
- 2.43 Since the previous inspection the management of the school at all levels has been reviewed and restructured to ensure that all regulatory requirements have been met. Governors with particular experience and expertise in welfare, health and safety and regulatory compliance have joined the board. Improvements have also been secured by the use of external expertise in a number of areas. The involvement of all levels of leadership and management in the process of writing and monitoring of implementation of school policies has resulted in an effective process for all sections of the school.
- 2.44 The new management structure of the school has provided greater capacity for the monitoring of teaching and learning, as well as strong lines of communication which support pupils' pastoral needs ensuring their emotional, physical and academic well-being. The EYFS management structure works effectively to meet the needs of its' children. A process of supervision ensures that staff are well supported to develop their own skills and all contribute to development planning for the younger children. The flexible nature of the boarding houses at the school provides pupils with opportunities to develop socially and for parents to juggle busy schedules. Management of boarding successfully maintains strong lines of communication between all staff to ensure that pupils are well cared for, safe and happy. Results of parent and pupil questionnaires show high levels of satisfaction with the management of the boarding provision. [Paragraph 34, NMS 13]

## What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred and seven parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
<b>School questions</b>			
1. My child is happy at the school.	100	0	1
2. My child is making good progress at the school.	98	2	2
3. My child feels safe at the school.	100	0	1
4. My child is well looked after at the school.	100	0	1
5. The school actively promotes good behaviour.	100	0	1
6. There is someone for my child to go to if problems arise in the school.	98	2	2
7. The school welcomes my views.	100	0	7
8. The school deals well with bullying.	96	4	20
9. Behaviour is well managed.	99	0	1
10. I receive good information about my child's progress, the school's policies and activities/events.	99	0	1
11. I receive timely responses to my questions, concerns and complaints.	100	0	2
12. My child has access to a broad curriculum.	99	0	3
13. My child's individual educational needs are being met at school.	98	2	3
14. I would recommend the school to another parent.	100	0	1
<b>Boarding questions</b>			
1. My child enjoys boarding.	100	0	84
2. The boarding accommodation is well maintained.	100	0	83
3. My child is well looked after if he/she is ill or injured.	100	0	83
4. I am able to contact my child easily.	95	5	86
5. I am able to contact boarding staff easily.	100	0	84
6. My child feels safe in the boarding house.	100	0	84
7. My child's belongings are kept safe.	100	0	84
8. Boarding staff treat my child fairly.	100	0	84
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	100	0	85



### 3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes
National Minimum Standards for Boarding Schools	Yes

#### Action points

3.1 The school meets all the regulatory requirements.

#### Progress since the previous inspection

3.2 Since the previous inspection all recruitment checks have been undertaken in line with regulatory requirements, the single central register has been maintained accurately and contains all relevant entries and data.