

Wynstones

Wynstones School, Church Lane, Whaddon, GLOUCESTER, GL4 0UF

Inspection dates	18/01/2016 to 20/01/2016	
The overall experiences and progress of children and young people	Good	2
The quality of care and support	Outstanding	1
How well children and young people are protected	Requires improvement	3
The impact and effectiveness of leaders and managers	Outstanding	1

Summary of key findings

The boarding provision is good because

- Boarders benefit from being able to experience day to day life in a different culture as well as experience a different education system.
- Boarders are cared for by host families who are well prepared for their role. They are provided with comprehensive guidance on how to care for the boarders who live with them.
- Boarding with host families is well managed by the boarding administrator. Consultation with boarders their families and host families are used to improve the service.
- Boarders enjoy boarding with host families. All would recommend the school to friends and families. The accommodation provided by host families is of a very high standard.
- Boarders are able to take part in a wide range of fun and purposeful activities. They are supported to maintain their own hobbies and interests.
- Safeguarding at the school is well managed and effective. Staff have developed good working relations with fellow safeguarding professionals. Staff and host families demonstrate a clear understanding of procedures and are well trained in this area. This work is supported by comprehensive recruitment processes which are closely adhered to in practice.
- Health and Safety procedures have recently been reviewed and the school is currently acting on the recommendations made. In particular developing a the record of fire

safety checks and drills.

Compliance with the national minimum standards for boarding schools

The school does not meet the national minimum standards for boarding schools. The school must meet the following national minimum standard for boarding school;
National minimum standard 7 Fire precautions and drills

- 7.1 The school complies with the Regulatory Reform (Fire Safety) 2005
- 7.2 In addition, fire drills are regularly (at least once per term) carried out and records of these maintained. In addition records must be maintained for all safety checks on fire prevention and fighting equipment.

What does the school need to do to improve further?

- The school should develop a standalone training programme for the host families as currently not all host families are members of the school staff.
- Support/ancillary staff should receive regular supervisions and appraisals.
- The schools should continue the work they are doing as recommended by their recent external Health and Safety consultant.

Information about this inspection

The school was notified of the inspection on the morning of 18 January 2016. During the inspection visits were carried out to all of the host families who had students placed with them. The inspector met with the students and key school personnel. A range of documentation was scrutinised including the school policies, procedures and supporting records.

There was no information gathered from Parent View as no surveys have been returned.

Inspection team

Wendy Anderson

Lead social care inspector

Full Report

Information about this school

Wynstones School is a comprehensive Steiner Waldorf school and a registered charity founded in 1937. The school provides education from pre-school to age 18 and is registered with the Department of education. The school attracts predominately from the local area although a small number attend the school from other parts of the UK and overseas. Overseas student attend the upper school for short periods, usually a term. During their stay they are placed with host families and the upper school on a daily basis. The school was last inspected November 2011 by social care inspectors and December 2014 by education inspectors.

Inspection Judgements

The overall experiences and progress of children and young people

Good

Although boarders are only at the school for a short period of time they benefit greatly from the experience of living with a British family. They get to experience British culture and family life in safe welcoming and extremely comfortable surroundings. The induction process enables boarders to settle quickly into their life in this country

The host families and the school staff are very young person focussed. Boarders are enabled to build trusting relationships with these adults. Some host families and boarders have maintained contact over a number of years.

By living in host families the boarders develop self-confidence and independence skills. Including the skills to keep themselves safe in the community and on line.

The school offers a multi-cultural and multi lingual environment. Boarders benefit from their interaction with day pupils. This enables them to mix with other students whose culture and background is different from their own. This enables students to develop their understanding of different cultures, learn tolerance and acceptance of others. These skills will be useful in their lives after school.

Boarders live in a safe environment. However the school leaders need to ensure that they implement all the recommendation of the report they have received from their recent external Health and Safety specialist. Particularly maintaining consistent appropriate records of fire safety checks.

There is effective communication between the school and the host families to ensure boarder's needs are met and they are enjoying their stay.

The health needs of boarder's are well met and well managed.

The quality of care and support

Outstanding

The school does not have any boarding accommodation on site. All boarding places are with local host families. The school only has a maximum of seven students in host families at any one time and the usual length of their stay is one term. These are mainly students from other Steiner schools overseas. Students who board with host families receive an outstanding quality of care and support. There is an excellent system for the induction of boarders. The boarding administrator matches boarders to a prospective family and provides this family with a pen picture of the boarder. The host family make contact with the prospective boarders and their family prior to the boarder's admission. Boarders said they found this approach really helpful and it enabled them to settle quickly upon arrival. Where a family provide accommodation for more than one boarder they too are included in this pre arrival contact. Boarders said they are asked for their views on their prospective host so as to ensure a good match. An example was given where a boarder's hobbies could not be sourced close to the initial family they were matched

with. After discussion an alternative family was found so as the broader could continue their hobby. This approach coupled with the comprehensive prospectus provides students and their families with excellent information which truly represents life at the school. All current boarders were interviewed and all are very happy with their host families. One boarder said 'I love it'.

Boarders are able to take part in a wide range of activities. Some are arranged by the school with others arranged by their host families. These activities are not only fun but also provide boarders with an insight in to British culture and experiences.

The school has a comprehensive pastoral systems to ensure student's individual needs are met. Students have access to tutors and guardians, in addition there is a well qualified and experienced Special Educational Needs Coordinator (SENCO). Where a student has identified needs or should staff have any concerns a 'My plan' is developed. This includes input from the student and those working with them. Where required there would be input from external specialists, with whom the school has developed excellent working relationships. None of the current boarders has a 'My plan', examples of previous plans were made available. These clearly identified the student's needs, how these were to be met, who was responsible for each area of work and set time scales for review. On inspecting a number of these plans it was possible to evidence their effectiveness through the progress made by the student.

Boarders receive a good standard of health care. They are seen by families own Doctors. Within the school there are clear medical arrangements. There is a well equipped comfortable sick room where students can rest prior to returning home. Very little medication is dispensed at the school. The medication which is on site is securely stored and appropriate records maintained. Staff are trained in first aid matters and the use of a defibrillator. Evidence was seen of staff receiving additional training where needed in relation to students medical needs.

Boarders are able to maintain contact with their family and friends via email, phone and Skype.

Boarders are extremely happy with the catering arrangements in their host families. They said they are treated as a member of the family which has helped with any home sickness. They particularly like being involved in the preparation of meals. Within school students bring packed lunches. However there are occasions where student prepare a limited number of lunches which they sell to raise funds for projects. This is very well managed by appropriately qualified staff.

All national minimum standards are met with a number exceeded.

How well children and young people are protected

Requires improvement

Students wellbeing is safeguarded at the school with the exception of fire safety. Since the last inspection there has been a number of changes to the person who has responsibility for ensuring records of fire safety checks are completed. On inspection of these records it was not possible to fully evidence that the relevant fire safety checks had been completed. This had been identified by leaders and managers at the school which has led to a further change in personnel. In light of this an external Health and Safety consultant has been commissioned and the school is working through their recommendations.

Risk assessments for activities, trips and events are comprehensive and include strategies for the reduction of risk. The risk assessment of the school campus is currently being updated in view of the Health and Safety specialists report.

Safeguarding and child protection are very well managed. Staff have made good working

relationship with the Local Authority Designated Officer. Clear concise records are maintained of any actual and/or potential safeguarding issue. The school policies and procedures are in line with the Local Authority's. Both staff at the school and host families demonstrated a clear understanding of child protection including how and when a referral should be made. Staff with designated lead roles and appropriately training. Currently the new administrator and boarding administrator are schedule to attend advances safeguarding training with the Local Authority in the near future.

Student's behaviour is very well managed. This focuses on positive reinforcement. Within the host families boarders said the rules are very fair and negotiated between them, the host family and the boarder's parents prior to their arrival. Students are involved in work about anti-bullying, cyber bullying and how to keep themselves safe on line as part of their personal, social and health education programme (PSHE). Students are given the Local Authority's booklets; these provide information on where to go for help with sex and relationship, mental health and emotional wellbeing. Information within these books support the schools guidance

All staff and host families are appropriately recruited using safer recruitment guidance. This protects students from adults who may wish to harm them. All required documentation is maintained.

All national minimum standards are met except standard 7.

The impact and effectiveness of leaders and managers **Good**

Boarding arrangement at the school are well managed. Although the number of boarders is a very small part of the school population they are given a high profile. This not only for the benefit to the boarders, but in recognition of how they enrich the school for the day pupils.

High quality information is produced about the services and experiences the school offers. These are fully reflective of practices observed at the inspection and feedback from boarders. This is particularly accurate of the guidance provided for host families. This document is kept under review and is updated in light of feedback from boarders, their families, host families and developments in boarding practices. These include a written agreement with each family providing boarding on the schools behalf.

The boarding administrator visits the host families and boarders on a regular basis, this occurs at least once a year. When a boarder has been identified for a placement the boarding administrator will visit to ensure the accommodation is of the same standard as recorded at the full annual check. They also meet with the boarders at least three times during their stay to ensure they are happy and satisfied with their accommodation and life with the host family. Both boarders and host families praised the boarding administrator for their communication skills and their prompt response to any questions.

The standard of accommodation provided by host families is outstanding. Each boarder has their own room with ample space for their needs.

The Local Authority is notified of the placement of each boarder. The Family Placement Officer carries out visits in line with the private fostering regulations under which the host family arrangements made by the school fall. The Family Placement Officer spoke positively of the school. This included their level of communication and how they have embraced any guidance or suggestion for improvement that has been suggested.

Staff within the school receive regular supervision and annual appraisals. The exception to this is

the axillary/support staff. Information from supervision and appraisal sessions is used to develop the school's annual training plan. Historically host families have all be staff employed at the school. Recently this has changed as a member of staff has recently left but will continue to provide boarding accommodation. The school should ensure that where this is the case host families receive the training they required to fulfil their role.

The school has a comprehensive complaints system which is well known to all students. Records of complaints made are very detailed and demonstrate the school drive to reflect and improve their practices.

What inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspections of boarding and residential provision in schools: the inspection framework*.

Judgement	Description
Outstanding	A school where the experiences and progress of children and young people consistently exceeds the standard of good and results in sustained progress and achievement. The outcomes achieved by children and young people are outstanding and the impact the boarding/residential provision has had in supporting this progress and achieving these outcomes is clearly evidenced.
Good	A school providing effective services which exceed minimum requirements. Children and young people are protected and cared for and have their welfare safeguarded and promoted.
Requires improvement	A school where there are no serious or widespread failures that result in children and young people's welfare not being safeguarded or promoted. However, the overall outcomes, experiences and progress of children and young people are not yet good.
Inadequate	A school where there are serious and/or widespread failures that mean children and young people are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress.

School details

Unique reference number

<School URN>

Social care unique reference number

SC034618

DfE registration number

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school

Boarding School

Number of boarders on roll

286

Gender of boarders

Mixed

Age range of boarders

16 to 17

Headteacher

Date of previous boarding inspection

Telephone number

01452 429220

Email address

college@wynstones.com

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