Boarding report

Holyport College

**Inspection dates**
03 June 2015 to 5 June 2015

<table>
<thead>
<tr>
<th>Overall experiences and progress of children and young people</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of care and support</td>
<td>Good</td>
</tr>
<tr>
<td>How well children and young people are protected</td>
<td>Good</td>
</tr>
<tr>
<td>Impact and effectiveness of leaders and managers</td>
<td>Good</td>
</tr>
</tbody>
</table>

**Summary of key findings**

**The boarding provision is good because**

- The effective senior leadership team work well together. They model the ethos and attitude of continual learning through active monitoring and evaluation to improve practice, this includes a positive attitude to complaints. Governors are active and effective in their respective roles, providing robust governance.
- Boarders are supported by a committed and well-trained staff team who know the boarders very well. Staff enjoy their work and celebrate and take pride in boarders’ achievements.
- Boarders make good progress both academically and personally. They make good use of the wide range of opportunities offered to expand their knowledge, skills and interests. As a result they build their self-esteem and grow in confidence.
- Boarders’ routine and specialist health needs are well met. They enjoy food of an excellent standard that meets their dietary requirements.
- The arrangements for safeguarding are robust and promote the safety and well-being of boarders. The senior leadership team address issues with sensitivity, discretion and an awareness of the needs of all involved.
- The newly built teaching and boarding accommodation is of a good standard. Boarders are involved in planning and choosing furniture for the expansion next year, as the second intake of years seven and nine are welcomed to boarding.
Compliance with the national minimum standards for boarding schools

The school meets the national minimum standards for boarding schools.

What does the school need to do to improve further?

- Develop a secure audit trail for medication brought by boarders from abroad.
- Routinely evaluate minor sanctions, accidents and injuries to determine if there are any patterns or trends emerging.
- Ensure that the complaints summary provides a secure audit trail of the investigation and outcome of all the elements of any complaint.
- Include in the recruitment policy the school’s position on the frequency of Disclosure and Barring updates for school staff and external contractors.

Information about this inspection

Ofsted carried out this inspection with two hours’ notice. Inspection activities included: observation of boarding practice over two evenings; formal group meetings with boarders, as well as informal discussion during shared meals; meetings and discussions with the Principal, the head of boarding and boarding and ancillary staff; contact with the local statutory safeguarding authority; a tour of the accommodation; and scrutiny of the wide ranging documentation about boarding. Responses on Parent View and pupil responses to Ofsted’s point-in-time surveys were also taken into consideration.

Inspection team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead inspector</td>
<td>Maire Atherton</td>
</tr>
<tr>
<td>Second inspector</td>
<td>Emeline Evans</td>
</tr>
</tbody>
</table>
Full report

Information about this school

Holyport College is an all-ability co-educational day and boarding school for students aged 11 – 19 years.

It opened in September 2014 as a brand new state funded school, one of the new ‘free schools’. Eton College is the sole educational sponsor of the school. Entry is in both Years 7 and 9. Holyport College will include a Sixth Form from 2017 (when the first cohort of Year 9 pupils reaches Year 12).

Boarding accommodation is located on the upper floors of the two teaching blocks. This academic year one house has been used to provide bedroom accommodation for boys and girls in two separate wings, while the communal areas of the house have been shared. From September 2015 it is planned that girls and boys will be in separate houses.

At the time of this inspection there were 51 boarders at the school.
Inspection judgements

Overall experiences and progress of children and young people

Good

Boarders have made good progress in their short time at the school and recognise this for themselves. Parents can identify areas in which their children have developed as a result of the input from staff at the school. A parent offered congratulations to the staff team for ‘enthusing the students’, adding that, ‘in just seven months my child has turned into a confident, happy and able young person’.

There is an ethos of continual learning that staff apply in their work. This enables them to identify areas of improvement; they recognise and understand boarder’s vulnerabilities. Staff seek external support for boarders, and training for themselves where this is helpful, and share information in boarders’ best interests.

The safety of boarders is given a high priority. This is underpinned by a range of sound policies and procedures that are effectively implemented in practice. Staff are vigilant and boarders are given an array of information in a variety of ways to educate them on how to keep themselves safe.

All boarders spoken with at the time of inspection feel well supported and valued by the staff team. Inspectors saw good standards of behaviour at all times during the course of the inspection. Boarders enjoy each other’s company, evidenced by the frequent laughter, and show respect for and kindness towards one another. They are knowledgeable about the code of conduct in the boarding house and are familiar with the sanctions process which they consider fair.

The boarding provision is well organised. The deployment, training, supervision and support of staff enables them to successfully meet the needs of boarders. This includes the arrangements for the promotion of health, academic achievement and personal development.

Although the formal systems for boarders sharing their views are well known to them they are not fully embedded in practice. This is because the accessibility of staff and low boarder numbers enables their voices to be heard informally on a daily basis with prompt responses from staff.

Boarders have overwhelmingly stated how much they enjoy boarding and the opportunities it has provided, not least of which is the development of new friendships. There is a varied programme of activities. Boarders revel in the opportunities provided, enjoying the framework of the co-curricular activities that extend the school day as well as those that take place in boarding time. A parent said, ‘it is so exciting to see my child thriving and grasping hold of all the opportunities that the college is offering’.
Quality of care and support

Staff know the boarders very well and have a sound understanding of their strengths and vulnerabilities. This is confirmed by the boarders themselves. They say there is always someone to talk to, that staff are approachable and make time to talk to them individually. There is also an independent listener, known to all boarders, who has visited the school and whose contact details are well advertised.

Staff work well as a close-knit team across education and the boarding provision. Information is shared effectively, supported by good, up-to-date record keeping. Boarders respond positively to care that is sensitive to their individual needs. Staff have a strong awareness of and focus on inclusion, and equal opportunities are promoted within the boarding and school life. This has been threaded through ‘life learning’ at the school, both in boarding and in class to good effect. Boarders demonstrate an acceptance and understanding of difference and express this well.

The purpose-built new boarding accommodation is of a good standard. Routine and responsive maintenance is undertaken when necessary. Boarders say the security measures are effective and contribute to their feeling of safety. Boarders personalise their own spaces in the dorms, creating rooms that reflect their interests. The plan for the next academic year is to have separate houses for girls and boys. Boarders are excited about these changes and are fully involved in planning the use of the communal space and choosing furnishings. They speak positively about their engagement in the process and are looking forward to seeing it in place next year, conveying a sense of ownership and responsibility.

Boarders enjoy a wide range of opportunities both on the school campus and in the local community, for example fund raising by running stalls at the local summer fair. Boarders value these opportunities and parents say their children, including some who live locally, choose to stay at weekends rather than return home and miss the activities and experiences.

Boarders’ health is very well promoted. A parent commended the level of sport and physical activity and said, ‘my child has never been so fit’. Boarders are provided with food of an excellent standard. It is balanced, plentiful, nutritious and varied with individual requirements on health or religious grounds sensitively catered for. Healthcare arrangements are robust. Boarders’ routine and emerging health needs are well met by an experienced and well-trained pastoral team that includes a registered nurse. Generally medication arrangements are robust. In one case the management of medication from abroad was not underpinned by a secure audit by health care professionals. Welfare plans contain the level of detail required to inform staff of the care needs of each individual boarder.

Boarders are actively involved in contributing to decision making in the boarding house. The house principal is open to suggestions and enables boarders to present these to the house during the house assembly and then vote on the issue. During the inspection a proposal to change the evening routines for a third time was narrowly defeated.

Boarders and parents confirm that they successfully manage contact between
themselves. Staff at the school are sensitive to time differences and facilitate contact, through lunch-time web based calls for example. Parents appreciate the video uploads by boarders that convey a sense of the fun and enjoyment of their boarding experience.

Staff are knowledgeable about, and consistently implement, the comprehensive range of policies and procedures that underpin their work with boarders.

| How well children and young people are protected | Good |

Boarders say they feel safe, and are safe. There was a period of uncertainty during the second term when some young people were unsettled, but they spoke positively about how staff had addressed their concerns and dealt with issues. Boarders know how to complain and information about the process is easily accessible. They say there is always someone to talk if they are worried or upset, they trust the staff and the night call system works effectively. A boarder commented, ‘we don’t have to go to them when we’re upset; they notice and come to us’.

The designated lead for safeguarding has the necessary training and experience for the role. All staff receive safeguarding training commensurate with their duties in the school. As a result they understand their role in promoting the welfare of boarders and know how to identify and respond to any concerns they may have or that boarders bring to them. The experienced designated safeguarding governor has an excellent understanding of the role and is actively and appropriately involved in the promotion of safeguarding in the school. The comprehensive safeguarding policy has been further updated (in April 2015) in the light of new statutory guidance.

Any child protection concerns are managed well. There are open lines of communication that support consultation and information sharing with the relevant people in the local authority and other parties. Written records are of a good standard and held securely. Staff are vigilant and share concerns with colleagues and other professionals as required.

Boarders, who come from a variety of backgrounds, demonstrate an awareness of difference. They report that the school has a varied ‘learning for life’ programme, some elements of which are delivered by external speakers. Some of the areas covered so far include understanding the impact of bullying, the misuse of substances and discrimination in its many guises. They give examples of how low–level bullying is addressed by staff, and say ‘they get to the bottom of things’. Allegations of discriminatory behaviour have been investigated thoroughly and the outcomes acted upon. Further joint workshops in this area are scheduled to further inform boarders and staff about diversity and the celebration of this.

E-safety is well outlined in the written guidance, understood by staff and boarders and implemented in practice. Boarders sign a code a conduct about their use of electronic devices and social media, with sanctions for breaches specified.

Risk assessment processes are well understood and applied when necessary, for example before undertaking off-site visits. The house principal is developing a framework to enable boarders to take age-appropriate risks, for example going to the local village.
Boarders are very knowledgeable about the boundaries and rules and acknowledge the reasons for them. They are generally well-behaved, know what acceptable behaviour is and understand the consequences that staff may give them should they fail to meet the standard. Boarders say that sanctions are applied fairly and consistently. There have been very few applied this term as boarders’ behaviour, particularly after lights out, has improved. There has been one instance of the use of physical intervention by staff to ensure the safety of others. Boarding staff record both major and minor sanctions. Major sanctions are reviewed and evaluated; this is not routinely the case for minor sanctions.

Staff recruitment is sound. The effective implementation of the policy ensures that suitable people are employed. The policy does not specify the school’s position on the frequency of Disclosure and Barring updates for school staff and external contractors.

Staff training is thorough, comprehensive and covers a range of areas that ensures staff are equipped with the skills to support boarders. Staff meet regularly as a team to identify any concerns or issues arising and support is provided to individual staff members.

Routine maintenance, testing and servicing of equipment provides boarders with a well-maintained, safe and secure physical environment. The arrangements for the oversight of minor accidents and injuries do not ensure that all staff with responsibility in these areas are aware of any potential trends and patterns. Health and safety processes are robust, underpinned by detailed risk assessments which are updated to reflect changes as they arise on a new site. There have been visits from professionals and advice is sought as necessary to ensure the school is compliant with the necessary regulations.

**Impact and effectiveness of leaders and managers**

Good

The very experienced senior leadership team is aspirational for boarders and has high expectations. A parent described the deputy head as inspirational and described in glowing terms how her child has been inspired to achieve. All parents spoken with were very positive about the progress their children have made, both academically and personally. The academic progress of all pupils is very well evidenced and work is in progress to extend this to measure progress in boarding. Parents cite growth in confidence and self-esteem and improved people skills as some of the developments they have seen in their children.

Boarders and parents comment positively on the community and family feel of the boarding provision. They acknowledge that there have been some difficulties as an entirely new group of young people begin their school journey together, but these have diminished. In this third term since the school’s opening comments by boarders and parents included ‘everyone looks after each other’; ‘it is an inclusive environment’ and ‘a community that has bonded very well’.

The small, cohesive boarding team ensure staffing is sufficient and their deployment meets the needs of boarders. The very experienced staff are complemented by a post-
graduate team, known as resident fellows. This provides boarders with a staff group of both genders and a wide age-range. The leadership team are working towards developing the diversity of the staff team. The leadership team have planned for the next academic year, when the number of boarders will double, with the appointment of new boarding staff starting in September 2015. During boarding time there are staff readily available for boarders. Staff living in the boarding house are on-call overnight and boarders know how to summon assistance should they need to. Positive relationships have developed over the year between staff and boarders and between boarders themselves. They report that staff intervene to manage and resolve disagreements, usually successfully. Where there have been repeated incidents the senior leadership team have reviewed the information to determine whether or not a pupil remains suitable to board, and taken the action determined by the outcome of the review.

The ethos of the school is to foster a ‘growth mind-set model’ in boarders and this is modelled by the staff team. Induction programmes for staff are robust and include relevant training. The staff are committed to improving practice and both through continuing professional development with relevant training and learning from monitoring. The training programme has core elements and staff seek training in response to the emerging needs of boarders. The systems for monitoring the quality of care promote learning, including reviews of complaints. The complaints record does not in all cases refer to other documentation where elements of the complaint have been managed separately.

The leadership team are focused on developing as a school and moving forward, supported by an active and involved governing body. This is underpinned by robust development plans with a focus on improving experiences and outcomes for boarders, and using information from the regular surveys that are undertaken. When any issues of concern arise the school takes robust action to investigate, involving external professionals as necessary and take steps to address the concerns. There are instances where the instigator of a concern has not been satisfied with the outcome of the investigations. The inspectors found that the leadership team has been thorough in its review of practice and continues to consider where improvements can be made. Their conclusions are valid. Team work is a strength of the school. Staff work together and are clear about their individual and collective responsibilities. Staff report they are well-led and have confidence in the leadership team.
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.*

<table>
<thead>
<tr>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>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.</td>
</tr>
<tr>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Requires improvement</td>
<td>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.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>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.</td>
</tr>
</tbody>
</table>
School details

<table>
<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>139971</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social care unique reference number</strong></td>
<td>SC483028</td>
</tr>
<tr>
<td><strong>DfE registration number</strong></td>
<td>868/4001</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th><strong>Type of school</strong></th>
<th>Free School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of boarders on roll</strong></td>
<td>51</td>
</tr>
<tr>
<td><strong>Gender of boarders</strong></td>
<td>Mixed</td>
</tr>
<tr>
<td><strong>Age range of boarders</strong></td>
<td>11-19</td>
</tr>
<tr>
<td><strong>Headteacher</strong></td>
<td>Mr Walter Boyle</td>
</tr>
<tr>
<td><strong>Date of previous boarding inspection</strong></td>
<td>First inspection</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>01628 640150</td>
</tr>
<tr>
<td><strong>Email address</strong></td>
<td><a href="mailto:info@holyportcollege.org.uk">info@holyportcollege.org.uk</a></td>
</tr>
</tbody>
</table>
Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [http://eepurl.com/iTrDn](http://eepurl.com/iTrDn).

Piccadilly Gate
Store Street
Manchester
M1 2WD
T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015