

Skegness Grammar School

The David Ross Education Trust

Skegness Grammar School, Vernon Road, Skegness, Lincolnshire PE25 2QS

Inspected under the social care common inspection framework

Information about this boarding school

Skegness Grammar School is a co-educational, selective academy, which is a day and boarding school based in the town of Skegness. The school caters for boys and girls aged 11 to 18 years. There are currently 459 pupils on roll, of which the school can accommodate 52 in the boarding provision. There are, at the point of this inspection, 16 pupils boarding. The boarding community caters for boarders from different cultures and ethnicities. The boarding house is located on the edge of the market town of Wainfleet. The boarding provision was last inspected in June 2017.

Inspection dates: 14 to 16 May 2019

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **good**

The boarding school provides effective services that meet the requirements for good.

Overall judgement at last inspection: requires improvement to be good

Date of last inspection: 13 June 2017

Inspection judgements

Overall experiences and progress of children and young people: good

Young people benefit from a much-improved boarding experience. At the last inspection, several failures of the national minimum standards were identified. These failures have now been rectified and the boarding provision is much improved in relation to effective leadership and staffing levels. School leaders took effective action to secure a permanent head of boarding following several temporary appointments. They employed a suitably qualified and experienced director of boarding. This appointment has led to rapid improvement in the boarding provision. Young people are far more positive. One young person said, 'The director of boarding cares about boarders and goes that extra mile.'

Young people enjoy a comfortable, well-organised and well-maintained boarding house. The physical environment has been improved through redecoration, improved soft furnishings, and games and activities such as a chess club, golf, archery, cycling and sports. This enriches young people's experience of boarding life and provides an outlet when they are not studying.

Young people are dedicated to their studies. Young people who reside in the boarding accommodation make strong academic progress, often exceeding students in the wider school population. This is because young people are focused on their studies and they are determined to do well. They receive constant, positive motivation and support from staff. Young people benefit from access to learning materials and resources in the boarding provision. Educational progress is fundamental and is coupled with good, nurturing care.

Staff demonstrate genuine warmth and affection towards young people and young people have developed good relationships with staff. Staff spend time with young people and encourage them to take part in activities. Young people are confident that they can turn to staff for help and assistance, safe in the knowledge that staff take them seriously and make every effort to help them. Staff and school leaders actively seek the views of young people and take these views seriously, even when they are unable, at times, to act on these views because it is not in the best interests of young people.

Young people have very good social skills and they respect each other. Young people talk things through and try to solve problems in a courteous and positive manner, valuing the views of others. Young people feel that they can voice their opinions openly, because they are confident. This is positive and leads to good peer relationships and helps to prevent bullying and intimidation.

Leaders of the boarding provision have overhauled the medication policy and their approach to caring for young people at times when they are ill. Staff are now clear about their duties and responsibilities in caring for young people. The storage and

administration of medication is effective. Staff have received training and development in the safe management and administration of medicines. They are now more knowledgeable and confident in dealing with medication. Additionally, staff have forged professional relationships with local primary healthcare professionals. This has helped to improve access to services when young people require this.

How well children and young people are helped and protected: good

Young people say that they feel safe and that they know who to turn to for help and assistance. Young people are confident in the ability of staff to respond to any worries or concerns they may have. One parent said that at one point her daughter was struggling, but she is now happier and more content. Young people can voice their opinions, worries and fears and they will receive the help and support they need to get them back on track.

Staff are vigilant and understand the risks and vulnerabilities of young people. When staff have any worries or concerns for young people, they understand what action to take. This may include contacting parents or carers and, if required, making the appropriate referrals to partner agencies. Staff in the boarding provision communicate effectively with the wider school staff and ensure that young people have the support and help they need in school, for example counselling and pastoral care. There are effective recording practices now and crucial information about young people is communicated quickly. Prompt action can be taken to safeguard and support young people.

The director of boarding completes detailed and individualised risk assessments in response to specific concerns for young people. These assessments are understood and followed by staff. Staff keep apprised about any risks to young people and the safety and welfare of young people remains their overriding priority. There are no concerns about young people going missing from the boarding provision. There are also no concerns about risk-taking behaviour, such as drug and alcohol use. Young people understand what is expected of them and what constitutes good behaviour. Young people are polite, courteous and respectful of the staff in the boarding house, school and visitors.

The recruitment of staff is carried out in compliance with safer recruitment guidance. Before staff can work alone with young people, they undergo a range of checks to ensure their suitability. School leaders also ensure safer recruitment practices. This means the risk of harm to young people from those caring for them is minimised.

Staff receive training regarding the safeguarding policy and procedures of the school. This training is carried out by one of the school's designated safeguarding leads and develops staff's understanding of this crucial policy and their duties and responsibilities in keeping young people safe. This means that staff know what actions to take and to whom they can report any concerns.

The director of boarding takes the health and safety of young people and staff

seriously. He completes regular checks of the building, including gas and electrical items. Fire precautions are understood, and regular monitoring of the alarm system, to ensure that it is in good working condition, takes place. During this inspection, some items that could have been hazardous were not secured and so staff vigilance over these matters needs further strengthening and ongoing monitoring by the director of boarding.

The effectiveness of leaders and managers: good

The school principal leads the boarding provision well. Her leadership is valued and respected by boarding house staff and young people alike. She has a clear, aspirational vision for the boarding house, in that it provides the best possible educational and life experience for young people and gives them the best preparation for later life. The principal directly supervises the director of boarding and this strengthens the oversight and lines of accountability in the management of the boarding provision.

Governance arrangements are strong and effective. There are specific governors with responsibility for boarding and safeguarding respectively. Governors have regular training to help them fulfil their roles effectively. Governors are experienced and knowledgeable and provide a further layer of effective support and challenge to the leaders of the school and boarding. Governors assure themselves that the school and boarding provision take effective action in response to safeguarding matters. These arrangements are robust and help keep young people safe.

Staffing levels have improved. Staff morale is high because staff feel valued. They are enjoying their jobs and appreciate the direction and oversight provided by leaders. Staff undertake training that is relevant to their positions and have their development appraised. Staff demonstrate some thoughtful and nurturing care for young people. For example, when young people return from school, staff greet them at the door, welcome them back warmly and enquire about their day. Young people value and appreciate this nurturing approach and this has helped them develop good relationships.

The director of boarding has quickly developed a good, in-depth understanding of young people. He equips himself with key information about young people, spends time with them and has developed relationships with families and carers. This enables him to understand young people's needs, both pastorally and educationally.

Young people enjoy a good boarding experience because leaders are now continually evaluating the effectiveness of the provision. School leaders understood that following the last inspection, an improvement programme was required. Leaders carried out a review of the boarding provision and overhauled the policies and staff practice in the boarding house. They now have managers in the right positions to optimise their effectiveness and staffing is much improved. The new director of boarding utilises a range of systems to evaluate the provision to ensure that it helps young people to make progress. The boarding provision now has high aspirations for

all young people.

What does the boarding school need to do to improve?

Recommendations

- Leaders of the school should ensure that any items and substances which have the potential to be hazardous are kept in a secure area away from young people.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Boarding school details

Social care unique reference number: SC060655

Headteacher/teacher in charge: Emma Day

Type of school: Boarding school

Telephone number: 01754 610000

Email address: EDay@skegnessgrammar.co.uk

Inspectors:

Phillip Morris, social care inspector (lead)

Davinia Lawton, social care inspector



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 children looked after, 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 <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 <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>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: <http://www.gov.uk/ofsted>

No.

© Crown copyright 2019