

TASIS

Coldharbour Lane, Thorpe, Egham, Surrey TW20 8TE

Inspection date

1 December 2016

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Residential provision outcome

The school does not meet all of the national minimum standards that were checked during this inspection

Main inspection findings

Part 3. Welfare, health and safety of pupils

Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 6, 7, 7(a), 7(b)).

These standards were not met at the time of the previous inspection visit because there were no processes or policies in place regarding risk assessments of health, safety and fire. No one had specific responsibility for ensuring that the school site was safe for pupils.

- These standards are still not met. Leaders have made significant changes and improvements in their policies and processes to ensure the health, safety and well-being of pupils. Significant training has been undertaken and advice has been sought to tackle the issues identified at the previous inspection. However, although the school meets a number of the independent school standards and national minimum standards that were not met in May, there continue to be a number of areas where further work is required, which are listed below.

Ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school and such arrangements have regard to the national minimum standards for boarding schools (paragraph 8, 8(a), 8(b)).

- These standards are not met. The information in the paragraph above also pertains to these standards. Similarly, some of the national minimum standards are now met but further work is required in many areas, as detailed below.

Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).

- This standard is now met. A relevant and useful health and safety policy is in place. It identifies specific responsibilities and who is accountable. Staff adhere to this policy and, consequently, necessary improvements in health and safety have been effected. Leaders with specific responsibility for health and safety ensure that all staff carry out the expected actions. Leaders carry out regular site and documentation checks to ensure that the school meets statutory requirements.

Ensure that the proprietor complies with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).

- This standard is now met. Leaders have sought useful advice from external fire safety advisers. Following this guidance, they have undertaken essential remedial work. Any outstanding work, which cannot be undertaken because the building is in use, is planned for the forthcoming holiday, when pupils are not in school. All fire extinguishers and other fire safety equipment have been checked and plans are in place for this to happen annually.

Ensure that attendance registers are maintained in accordance with the Education (Pupil Registration) Regulations 2006 (paragraph 15).

- This standard is now met. Leaders have implemented a systematic approach for recording attendance, both for each day and for each lesson. They analyse attendance by subject and year group, taking action to tackle trends of non-attendance. As a result, attendance is above the national average and has improved on last year.

Ensure the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and taking appropriate action to reduce risks that are identified (paragraph 16, 16(a), 16(b)).

- Standard 16(a) is met. Standards 16 and 16(b) are still not met. The newly implemented risk assessment policy identifies how and when risk assessments will be undertaken. Staff have undergone training in order to be able to assess and manage risk. However, risk assessments are not carried out systematically and actions to mitigate risks are not consistently put in place. Nor are dates identified by when actions will be implemented. Staff are much more aware of risk assessing and managing risk but risk assessment processes are not sufficiently rigorous to keep pupils safe.

Part 4. Suitability of staff, supply staff, and proprietors

Ensure that all required checks are made to confirm the suitability of staff, supply staff and governors and that such checks are made within the required timeframe in relation to the appointment of staff and that the proprietor keeps a register which shows such of the information as is required (paragraphs 17, 18, 19, 20, 21).

These standards were not met because leaders did not know about, or comply with, statutory guidance for checking that staff are safe to work with children.

- Standards 17, 18 and 19, which relate to the suitability of staff, are still not met. Standards 20 and 21, which relate to the suitability of governors and maintaining a register of staff checks, are now met. Much work has been done to ensure that staff suitability checks are undertaken. However, there is still some work to do to ensure that all of these standards are met.
- Leaders are now aware of the required checks to ensure suitability of staff. The processes for recording these checks are appropriate and the information is maintained in a central staff register.
- Several leaders have undertaken safer recruitment training and many have a reasonable understanding about what they can do before, during and after interviews to minimise risks. However, there continue to be some inconsistencies with interview and post-interview processes. For example, although paperwork identifies that gaps in employment should be followed up, spot checks of staff application forms show that gaps between education and employment are not discussed. These discrepancies apply particularly to boarding staff.
- Leaders now know that staff must undergo Disclosure and Barring Service (DBS) checks so that, as far as possible, they can be confident that staff are safe to work with pupils. They systematically carry out these checks when staff are appointed. When these checks are delayed, through no fault of the school, leaders sensibly undertake risk assessments and identify procedures which should be in place to ensure that pupils are not in vulnerable situations with staff for whom checks have not been completed. However, the risk assessments are not rigorous and it is not clear how the level of risk is calculated. All of the risk assessments seen identified the staff members to be low risk, but it was not clear why. In addition, the procedures to manage risk were not robust and the recorded information was weak. These issues particularly apply to boarding staff.

Part 8. Quality of leadership in and management of schools

Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b).

These standards were not met because leaders did not know about, and had not ensured, compliance with the required independent school standards and associated national minimum standards.

- These standards are not met. Although leaders are more aware of their responsibilities and the requirements for meeting the independent school standards, they do not demonstrate the necessary depth of understanding to ensure that the standards are met.

Ensure that persons with leadership and management responsibilities at the school actively promote the well-being of pupils (paragraph 34(1), 34(1)(c)).

- These standards are not met because pupils' well-being is not promoted sufficiently well.

Residential provision

Compliance with the national minimum standards for boarding schools that were assessed during this inspection

Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged eight years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls (NMS 5.1).

- This standard is now met. Improvements have been made to the overall standard of accommodation provided for young people. Bunk beds are no longer in use. Previous hazards have been resolved and risk assessments ensure that facilities are appropriate and safe.

Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes (NMS 5.2).

- This standard is now met. More communal space has been made available in dormitories where this was previously limited. Leaders recognise that, in some boarding houses, the lounges are too small for large numbers of boarders to congregate. Each boarder has their own desk for private study.

Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders (NMS 5.3).

- This standard is now met. Shared bathrooms, with dual entrances, now have locks on both doors, so young people have appropriate privacy.

Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm (NMS 5.5).

- This standard is met. The removal of bunk beds and addition of working desks for each boarder means that the accommodation is now suitably furnished. The two houses which were too small to meet boarders' needs are no longer in use. This means that all boarders are now housed in accommodation which is of sufficient size for the boarders who reside there.

Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils (NMS 5.7).

- This standard is now met. Leaders' changes to the security and organisation of boarding provision mean that unauthorised persons cannot access boarding accommodation.

The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy (NMS 6.1).

This standard was not met because there was no health and safety policy and no one had direct responsibility for health and safety, so hazards were overlooked.

- This standard is now met. The actions listed under Part 3 of the independent school standards (above) also apply to the boarding provision so that this national minimum standard is also met.

The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (NMS 6.2).

- This standard is now met. Leaders have taken appropriate action to ensure that the boarding accommodation is safe and provides a comfortable and appropriate environment for boarders, ensuring that their welfare is taken into account.

The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (NMS 6.3).

- This standard is now met. The new risk assessment policy is relevant and useful. It identifies when and how health and safety risks will be assessed and managed.

The school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1).

- This standard is not met. Although much work has been done to meet requirements, the planned training for boarding staff to be fire marshals has not taken place. This means that staff are not fully aware of what they need to do in the event of a fire to ensure that pupils are safe.

In addition, fire drills are regularly (at least once per term) carried out in boarding time (NMS 7.2).

- This standard is now met. Fire drills are carried out regularly. The timings and any additional information are recorded, in line with requirements.

In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect (NMS 8.3).

- This standard is not met. Young people report that the quality of food continues to improve. Some young people said that snacks are now delivered to the dormitories during the evening, although this is not consistently the case. Pupils are unable to prepare their own food as provisions are not readily available and insufficient equipment is provided to enable young people to hygienically prepare their own food at reasonable times.

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school (NMS 9.3).

- This standard is not met. All young people do now have access to a lockable cabinet in their bedroom. However, this is not provided as a matter of course. Young people have to request a lock for the cabinet, and pay a small deposit before this is provided. Therefore, there is no guarantee that each young person will be able to securely lock away valuable items in their bedroom. There has been a significant drop in the number of thefts reported by boarders since the last inspection. Inspectors viewed an updated protocol for responding to reports of theft. This document does not make reference to reporting thefts to the police.

The school ensures that:

- arrangements are made to safeguard and promote the welfare of pupils at the school; and
- such arrangements have regard to any guidance issued by the Secretary of State (NMS 11.1).

- These standards are not met. Since May, leaders and directors have taken action to improve processes and procedures which support safeguarding arrangements. However, as many standards are still not met, these standards are not met.

The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary (NMS 13.1).

- This standard is not met. Effective monitoring of the effectiveness of leaders and managers, by the school's directors, is not yet taking place. Inspectors were provided with a recent report compiled by an external consultant, on the roles and responsibilities of directors, as evidence of progress made since the last inspection. However, directors informed inspectors that they had not seen this report. Therefore, no consideration had been given to the findings of the consultant and to recommendations made for improving the monitoring of leadership within the boarding provision.

There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and boarding staff (NMS 13.2).

- This standard is not met. Boarding staff are not provided with adequate support and guidance to ensure their ongoing professional development. A system for providing staff with one-to-one supervision has only recently been introduced, and very few boarding staff have had supervision since August 2016. A record of training undertaken by staff, specifically in relation to boarding duties, is not kept. This makes it difficult to monitor the overall training needs of the team. The boarding handbook states that all boarding staff will receive fire warden training. No boarding staff have undertaken fire warden training. This indicates that the safety of young people in the event of a fire has not been prioritised.

The school's leadership and management demonstrate good skills and knowledge appropriate to their role (NMS 13.3).

- This standard is not met. Leaders and managers with responsibility for the boarding provision do not have significant relevant experience. This includes the recently appointed head and deputy head of boarding. Although they have clearly worked hard to rectify some of the shortfalls identified at the inspection in May 2016, sufficient progress has not been made. The action plan developed in response to the breaches of national minimum standards identified in May 2016 is vague in places. The plan identifies that practice or policies relevant to the breaches will merely, in many cases, be reviewed. It does not specify the actions that will be taken to improve practice.

The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).

- This standard is not met. Leaders and managers have overseen improvements to some aspects of the boarding provision, but there has been insufficient progress in tackling many of the weaknesses identified in May 2016. Management monitoring systems do not evaluate the effectiveness of actions taken to meet the national minimum standards.

The school's leadership and management and governance actively promote the well-being of pupils (NMS 13.5).

- This standard is not met. Internal safeguarding audits failed to identify the breaches in standards. Consequently, leaders and managers do not promote the well-being of pupils sufficiently well.

The school follows and maintains the policies and documents described in Appendix 1, which refer to care of boarders and pupil access to an independent visitor. (NMS 13.7).

- This standard is not met. Policies and procedures are in place to direct and guide boarding staff on delivering good standards of care. These are summarised within the boarding handbook. However, inspectors were informed that boarding staff have not read the handbook. This means the potential for young people to receive inconsistent care is high. Although an independent visitor has been identified, she has not visited this term and there are no plans for her to do so. This means that pupils do not have access to speak to someone independent of the school.

The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate (NMS 13.8).

- This standard is not met. Some progress has been made in relation to improving the standard of practice, but this is not yet sufficient to ensure that all young people are protected from harm. An electronic recording system has been introduced, allowing staff across the school to report any concerns they have for a young person's welfare. All entries are monitored by the designated safeguarding lead (DSL). However, numbers of reports on the system are low in relation to the number of pupils. Some staff spoken to during this inspection indicated a low level of understanding of the issues that need to be reported to the DSL.

The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate (NMS 13.9).

- This standard is not met. The electronic monitoring system alerts staff when a young person has come to the attention of the DSL. However, the system does not ensure that staff have information regarding the nature of the young person's vulnerabilities. Consequently, staff have no guidance on what to monitor, or the signs that could alert them to a young person being at risk of harm.
- Poor communication within the senior leadership team means that safeguarding concerns are not shared among those with safeguarding responsibilities. The DSL was not aware of several safeguarding matters that had come to light as a result of discussions the head of school had had with the designated person in the local authority, relating to allegations made against staff. Similarly, communication between the directors and the senior leadership team fails to identify where safeguarding practice needs to improve. Reports from the DSL to the governing body lack detail, and no evidence could be found of governors scrutinising the information they are provided with.

Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State (NMS 14.1).

- This standard is not met. Safe recruitment processes are not fully embedded in practice. Inspectors identified three cases where there was no evidence that gaps in a candidate's employment history had been explored during the recruitment procedure. New staff have commenced working with young people in the boarding houses before satisfactory (DBS) checks have been completed. In one case where the new staff member's DBS check had not been completed, a risk assessment had been completed regarding the individual working with young people in school, but not for when they were working in the boarding house. Assurances were given that all boarding staff had been made aware that this member of staff could not work alone with young people until the DBS check was completed, but no written evidence could be found to verify that this was the case.

For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with barred list information must be obtained from the Disclosure and Barring Service (NMS 14.2).

- This standard is met. Police checks are now in place for all persons who live on site but are not employed by the school.

There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence (NMS 14.3).

- This standard is not met. Agreements made with adults living on the school premises, but not employed by the school, only make reference to an expectation that the adult will comply with school policies and procedures. They do not provide specific guidance on contact with pupils, nor clearly state responsibilities for supervising any visitors they may have.

The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved (NMS 15.3).

- This standard is not met. During this inspection members of the senior leadership team, and directors of the school, acknowledged the need to establish a dedicated team of boarding staff. An external consultant, currently working with the senior leadership team, has also recommended this course of action. No plan is yet in place to establish this team.

Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced (NMS 15.4).

- This standard is not met. There remain significant periods of time when young people are not supervised by boarding staff. The deputy head of boarding was not able to say who has responsibility for boarders between the hours of 3.15pm and 7pm. However, some young people report that since the last inspection in May 2016 boarding staff are more visible, and more likely to engage with them during boarding hours. They see this as a positive development, which provides opportunities to develop more secure relationships.

There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house (NMS 15.7).

- This standard is met. All boarding houses now provide space for a staff member and staff known as 'dorm parents' to consistently sleep in houses to provide overnight supervision.

Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders (NMS 15.10).

- This standard is met. Previous concerns about this standard have been resolved as boarders no longer babysit for the children of boarding staff.

Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith (NMS 17.1).

- This standard is not met. There are now more opportunities for young people to express their views on the quality of care they receive. Young people say they feel listened to, and their recommendations are put into practice when appropriate. However, effective action has not been taken to ensure that young people have access to an independent visitor. The name and contact telephone number for the independent visitor is displayed in all boarding houses, but she has not made any visits to the boarders during this academic year. At the time of this inspection, there were no plans for her to visit the boarders and make herself known to them. Leaders and managers demonstrated a lack of understanding of the role of an independent visitor.

The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards (NMS 18.1).

- This standard is not met. Documents relating to complaints made about the boarding provision are not filed together. This complicates the task of monitoring how complaints are managed. Documentation viewed during this inspection did not record the outcome of complaints.

The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld) (NMS 18.2).

- This standard is not met. No evidence could be found to verify that the head of boarding, or other members of the senior leadership team, monitor how complaints are being managed. This minimises the potential to learn and develop practice when things go wrong.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards'), and the national minimum standards for boarding schools and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

- Part 3. Welfare, health and safety of pupils:
 - Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 6, 7, 7(a), 7(b)).
 - Ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school and such arrangements have regard to the national minimum standards for boarding schools (paragraph 8, 8(a), 8(b)).
 - Ensure the welfare of pupils at the school is safeguarded and promoted by taking appropriate action to reduce risks that are identified (paragraphs 16, 16(b)).
- Part 4. Suitability of staff, supply staff, and proprietors:
 - Ensure that all required checks are made to confirm the suitability of staff and supply staff and that such checks are made within the required timeframe in relation to the appointment of staff (paragraphs 17, 18, 19).
- Part 8. Quality of leadership in and management of schools:
 - Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).
 - Ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently and pupils' well-being is promoted (paragraph 34(1), 34(1)(c)).

The school now meets the following independent school standards

- Part 3. Welfare, health and safety of pupils:
 - Ensure that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
 - Ensure that the proprietor complies with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).

- Ensure that attendance registers are maintained in accordance with the Education (Pupil Registration) Regulations 2006 (paragraph 15).
- Ensure the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy (paragraph 16(a)).
- Part 4. Suitability of staff, supply staff and proprietors:
 - Ensure that all required checks are made to confirm the suitability of governors and that the proprietor keeps a register which shows the information of checks on suitability of staff, supply staff and governors (paragraphs 20, 21).

The school does not meet the following national minimum standards for boarding schools

- The school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1).
- In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect (NMS 8.3).
- Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school (NMS 9.3).
- The school ensures that:
 - arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - such arrangements have regard to any guidance issued by the Secretary of State (NMS 11.1).
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary (NMS 13.1).
- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and boarding staff (NMS 13.2).
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role (NMS 13.3).
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).
- The school's leadership and management and governance actively promote the well-being of pupils (NMS 13.5).
- The school follows and maintains the policies and documents described in Appendix 1 (NMS 13.7).
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate (NMS 13.8).

- The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate (NMS 13.9).
- Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State (NMS 14.1).
- There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence (NMS 14.3).
- The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved (NMS 15.3).
- Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced (NMS 15.4).
- The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards (NMS 18.1).
- The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld) (NMS 18.2).

The school now meets the following national minimum standards for boarding schools

- Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged eight years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls (NMS 5.1).
- Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes (NMS 5.2).
- Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders (NMS 5.3).
- Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm (NMS 5.5).

- Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils (NMS 5.7).
- The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy (NMS 6.1).
- The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (NMS 6.2).
- The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (NMS 6.3).
- In addition, fire drills are regularly (at least once per term) carried out in boarding time (NMS 7.2).
- For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with barred list information must be obtained from the Disclosure and Barring Service (NMS 14.2).
- There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house (NMS 15.7).
- Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders (NMS 15.10).
- Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith (NMS 17.1).

School Details

Unique reference number	125423
Social care unique reference number	SC013945
DfE registration number	936/6532
Inspection number	10025692

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision 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 special schools.

Type of school	Boarding
School status	Independent boarding school
Age range of pupils	3–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	719
Of which, number on roll in sixth form	221
Number of part-time pupils	0
Number of boarders on roll	195
Proprietor	TASIS England
Chair	Ben Dorman
Head of School	Mindy Hong
Annual fees (day pupils)	£6,180–£22,510
Annual fees (boarders)	£39,500
Telephone number	01932 565 252
Website	http://england.tasis.com
Email address	mhong@tasisengland.com

Dates of previous standard inspection

24–26 May 2016

Information about this school

- TESIS England is part of the TESIS Foundation. It was established in 1976 by Mary Crist Fleming. In 2005, the schools and campuses were donated and transferred to the TESIS Foundation, a not-for-profit organisation. A board of directors was then established.
- The school is registered as an independent co-educational boarding school for boys and girls. It is registered to accept 800 pupils aged three to 18 years. There are currently 719 pupils on roll, with 195 boarders aged 14 to 18 years.
- There are no pupils who have special educational needs or disability. There are no pupils with an education, health and care plan or with a statement of special educational needs.
- The last inspection was in January 2012. A new head of school was appointed in July 2015.
- Pupils attending the college are from a wide range of countries around the world. The largest proportions are from the United States, with many others from Asia, South America and Europe.
- The school is organised into three divisions: lower school – Frog Hollow (aged 3) to Grade 4 (aged 9–10), middle school – Grade 5 (aged 10–11) to Grade 8 (aged 13–14) and upper school – Grade 9 (aged 14–15) to Grade 12 (aged 17–18).
- The school website states: 'TESIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TESIS is committed to transmitting the heritage of Western Civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavour, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TESIS seeks to embody and instil the values of personal responsibility, civility, compassion, justice, and truth.'
- The school does not make use of any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and national minimum standards for boarding that it was judged to not comply with at its previous inspection.
- This inspection was unannounced. Inspectors arrived on site at 1.10pm on the first day of the inspection.
- Meetings were held with the head of school and members of the senior leadership team, the deputy head of boarding, the designated safeguarding lead person, directors, the head nurse, members of the boarding staff team, a group of boarders, the estates manager and bursar, and members of the human resources team.
- Inspectors visited 11 of the 13 boarding houses and held conversations with a number of boarders present at the time. Inspectors viewed bedrooms, communal areas and bathrooms during time spent in the boarding houses.
- A wide range of documentation relating to the boarding provision was examined. This included documents specific to the actions taken since the last inspection to improve the overall effectiveness of boarding, and to meet the national minimum standards.

Inspection team

Louise Adams, lead inspector	Her Majesty's Inspector
Stephen Collett	Social Care Regulatory Inspector
Teri Peck	Regulatory Inspection Manager
Christopher Peel	Social Care Regulatory Inspector

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