

Tettenhall College

Inspection report for boarding school

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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Tettenhall College is a co-educational independent school for pupils aged two to 18. The school stands at the heart of Tettenhall village in 33 acres of private woodland grounds. Boarding accommodation is provided in the two separate areas of the school. There is a boys' boarding house School House, which also has separate accommodation for the upper sixth form girls. There is a dedicated girls' boarding house Thorneycroft where the rest of the girls reside. Pastoral care and support is provided to boarders by house staff, teaching staff with specific boarding duties and nursing staff. Other staff, who do not have direct pastoral care responsibilities, contribute to the welfare provision for boarders. The Headmaster is directly responsible for pastoral care, monitoring the boarding provision. He is assisted by the Deputy Head who is responsible for the boarding provision and child protection. There are currently 44 male and 29 female boarders.

Summary

This was an announced full inspection undertaken by two Ofsted inspectors and one Boarding School Associate inspector over three days. The inspection looked at both key and non-key standards from the Boarding School's National Minimum Standards (NMS). All outcome areas were inspected. This is a satisfactory service with some good features. Boarder's welfare is enhanced by living in a school where each individual is encouraged to do well. The boarding environment supports all boarders and facilitates their integration into school life. They clearly benefit from living among people with diverse backgrounds. Boarder's welfare is potentially compromised because some staff recruitment checks are not robustly recorded on files, however, Criminal Record Bureau disclosures are undertaken prior to staff being deployed in every instance. Poor catering provision impacts on Boarder's wellbeing partly because of the lack of consistent consultation with them.

The overall quality rating is satisfactory.

This is an overview of what the inspector found during the inspection.

Improvements since the last inspection

At the last full key inspection, the school was asked to review the boarding duty rota and revise the staff induction process. A continuous procedure for reviewing and monitoring is now in place which boast an additional 'on call' member of staff. This good practice safeguards Boarder's welfare by ensuring that appropriate supervision of boarders is in place. The staff induction process has been revised to include a comprehensive booklet for staff. This helps staff to become sure of their roles and responsibilities quickly and promotes Boarder's wellbeing.

Helping children to be healthy

The provision is satisfactory.

Boarder's health is sufficiently promoted. Clear and comprehensive policies on personal, social and health education are actively followed. Boarders receive a wide range of advice and guidance from staff and external professionals about what matters with regard to their health. There is a varied and interesting programme for years seven to nine with sufficient time given to the core subjects such as alcohol, drugs, sex and relationships which demonstrates that the promotion of boarder's health is taken seriously by the school. Boarder's medical needs are safely met as their health issues are addressed promptly and appointments made with local

nursing, dental and medical services. The school operates a well-developed and effective medication policy and practice guidance which specifically addresses the use of non-prescribed medication. Boarder's files contain signed medical consent forms. However, the form at the beginning of the inspection did not specifically state the need for consent to administer first aid. This potentially compromises the swift and safe administration of appropriate first aid treatment to boarders. The school are now circulating this new form to all parents for their signature. Boarders are adequately supervised and looked after when they are ill. Depending on the circumstances, they will use either their own room or the sick room from where they can summon assistance if needed. Boarder's welfare is promoted well because the accident systems are understood by all staff. In addition, the Health and Safety committee checks every accident report in order to identify any trends or reoccurring causes of injuries. There are detailed documents which outline the procedures staff should take in the event of a medical emergency. This proactive approach to health issues ensures that boarder's wellbeing is continuously given a high priority. Boarders receive a poor quality, quantity and variety of catering provision. Boarders remain extremely concerned about the quality of the ingredients within some meals. A significant number of boarders report that they supplement school provided food with personal catering. This is particularly true of evening meals. The cleanliness of cutlery and crockery is an issue. For example, many of the boarders have to search through the glasses until a clean one is found. Some gave up their search and went without a drink. Consequently, some boarders have negative attitudes about food. The school's provision of food does not actively encourage boarders to eat a well-balanced diet.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Boarders are cared for in a friendly and supportive atmosphere. Staff and boarders know that bullying is not tolerated and staff act on any information that bullying might be taking place, so helping to create a supportive environment. Boarders are safeguarded because staff receive regular in-house training in child protection and demonstrate good knowledge of policies and procedures. The designated child protection officer and key staff attend external training to maintain their knowledge of national and local child protection procedures. This ensures that the school's child protection policy reflects local practice. The effective relationship between the Local Safeguarding Children Board and the school ensures the promotion of safety and wellbeing of all boarders. The school complaints procedure is appropriate and is in the relevant handbooks. It has been used twice in the last year and offers a generous 14 day response to any concerns. Documents for boarders and their parents contain relevant contact details so they can raise complaints either within school or with external agencies which promotes boarder's welfare. The school's behaviour policies are under review. The new behavioural guidelines are appropriate and will satisfy the standard when incorporated into the relevant staff, pupils' and parent handbooks. Sanctions are known to boarders, staff and pupils. Sanctions known as 'blues' require closer monitoring to ensure that the work set by way of 'lines' is of an educational value and in line with the Children Act (1989 vol. 5). Detentions are monitored by the Deputy Head, whilst suspensions and expulsions are monitored by the Head. Boarders report that sanctions are generally fair which fosters good relationships between boarders and staff. House prefect powers are suitably defined and monitored by house staff. Physical restraint is not used although there is a suitable policy in place for staff to follow should the need ever arise. The school's policies on behaviour, discipline, sanctions and restraint largely enhance the safety of boarders. Boarders and boarding staff are fully conversant with fire evacuation procedures. The school keeps records of fire drills and practices which are monitored by the Deputy Head.

Fire Equipment is supplied and maintained by 'Fire Equipment Services' who annually inspect the school's fire-fighting equipment. A full safety assessment of the school, by 'Bryland Fire' is under way. The boarding aspect of this assessment is already complete and has no outstanding recommendations. This inspection includes tests for emergency lighting, fire extinguisher provision, signage and building fabric. Fire drills are formally carried out once per term for the whole school and more frequently in the houses. This ensures that boarders can exit swiftly and calmly in the event of a fire. The school protects its boarders from risk of injury by fire. Boarder's privacy is respected. Staff show a very high regard for the privacy of boarders because they knock on bedroom doors before entering. Boarders say staff assist them with personal care tasks in a receptive, quiet and sensitive manner. Boarders are largely safeguarded by the implementation of generally effective recruitment and selection processes for staff and volunteers. Staff ensure that the overwhelming majority of vetting procedures work in practice. However, the system for recording the outcome of the employment interview and the following up of written references with a telephone call is not rigorous enough as documents are not retained and monitored. In all but one file, proof of the staff member's identity is evident. However, this minor gap in the identity procedure potentially compromises boarders' safety. The school is proactive in ensuring the ongoing suitability of staff members, for example, they have made sure all staff members have active CRB disclosures even if they were employed before the legally required date of 2002. Boarder's safety and security is continually assessed and promoted by Tettenhall College and features strongly in the school's Development Plan. There is a very clear visitors policy, followed by all staff, that ensures that any adults who have access to boarders and boarding accommodation are kept under staff supervision. Boarders are largely protected from avoidable safety hazards. Some windows in School House require restrictors. The house is undergoing a major refurbishment of all windows which has been completed on half the building so far, which demonstrates the school's commitment to boarder safety. Risk assessments for the houses are detailed and centrally monitored. Areas posing risks are suitably managed. For example, the fob key system which controls access to the main school buildings automatically bars pupils from entering teaching areas at the end of the school day. Boarder's welfare is protected in any appointment of educational guardians by the school. All appropriate checks and references are undertaken and the suitability of arrangements are reviewed on an annual basis. Boarders' views are sought after each stay with a guardian, so helping to ensure the care is appropriate.

Helping children achieve well and enjoy what they do

The provision is good.

Boarders receive good support when they need it. Their wellbeing is positively promoted as they are each allocated a tutor to ensure their continuing care and educational needs are met. Boarders are clear which member of staff they can go to for personal support. They benefit from living in a school that is good at creating an environment where each individual is encouraged to do well. Boarder's welfare is promoted in a number of ways. The current staff support framework openly outlines responsibilities for relevant staff. The values of the school are understood by the boarders. As a result, they explore their individuality which enables them to develop their personal interests. All boarders are supported and integrated into school life as their diverse backgrounds are respected. The Special Educational Needs (SEN) and English as a Foreign Language (EFL) departments are central to the school's operations. They offer additional schemes such as a 'drop in' service for boarders to support the individual and encourage boarders with SEN to make the best of their educational opportunities. The school council undertakes various fund-raising events. As a result, they participate in varying

sponsorship initiatives. This not only educates them about the wider social issues and needs of others but encourages them to work cooperatively with their friends to understand the value of teamwork.

Helping children make a positive contribution

The provision is satisfactory.

Robust and productive consultation is an overall aim of the school and this is implemented successfully in practice by the school council. However, boarders say that they do not feel supported to influence all areas of boarding. For example, the quality and quantity of food of an evening. There is a food committee but this has not met regularly. As a result of this inconsistent approach to consultation some boarders feel undervalued and discontented. Boarders contact with parents and families is both supported and promoted by staff who demonstrate a positive approach to relationships. The school provides sufficient payphones, although most boarders have mobile phones and this is their primary means of communicating with parents. Boarders say they value boarding and it helps them to further their independence, social and educational skills. The service of an Independent Listener provides the opportunity to enable boarders to talk through concerns or issues they might have with an appropriate degree of confidentiality. However, boarders lack confidence in some school staff and say that the sharing of personal information at times infringes their rights. Consequently, they say they are less likely to seek help and share personal problems with those staff. Boarders do say that in general they have good relationships with most staff and staff respond to boarders on the whole in a positive way.

Achieving economic wellbeing

The provision is satisfactory.

Boarders are provided with satisfactory accommodation which is clean and adequately furnished. The school has in place a maintenance and development plan which endeavours to improve the accommodation for all boarders, and especially in respect of the boys' accommodation, which is based in the older part of the school. Communal areas in both boarding houses are well-used. Boarders are provided with satisfactory sleeping accommodation which provides adequate space and storage facilities. Boarders have personalised their bedrooms and are required to maintain their rooms to a satisfactory level of tidiness. Boarders have adequate private toilet and washing facilities with sufficient numbers of showers and washrooms to meet the needs of boarders. Temperature control in some shower areas has proved a problem, but the maintenance staff monitor and adjust water temperatures as required on a regular basis.

Organisation

The organisation is satisfactory.

Tettenhall College has a Statement of Boarding Practice and Principles which clearly provides all required information to boarders and their families on the services available. Boarder's care and educational experience is underpinned by the school's coherent philosophy. Boarder's welfare is promoted because the school's management team provides adequate monitoring of relevant records. This enables scrutiny of all aspects of the Boarder's care so that shortfalls in these areas are identified and addressed. Boarders progress because supervision is well-organised and appropriately managed. As a result, boarders receive the care they need from boarding staff. Boarders welfare, safety and developmental growth is strengthened because staff receive a planned induction which includes adequate training. Boarders benefit from satisfactory

organisation of the boarding houses as each house provides appropriate protection and separation of boarders by age and gender. There are no major discrepancies between the quality of girls boarding provision than that of the boys except in the differing nature, design and age of the buildings. Boarders say that they enjoy boarding and consider that they benefit from the boarding experience. The welfare of boarders placed in lodgings is safeguarded and promoted.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that written parental permission has been obtained in advance for the administration of first aid (NMS 15.14)
- ensure crockery, cutlery and dining facilities are clean, and that the quality and quantity of food is sufficient to meet the needs of all boarders (NMS 24.1, 24.4)
- ensure that no unacceptable punishments are used by staff, this relates to the setting of repetitive lines (NMS 4.4)
- ensure the school's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all of the items listed in standard 38.2 before appointment, which can be verified from recruitment records (NMS 38.2)
- ensure that boarders have the opportunity to contribute views to the operation of boarding (NMS 12.1)
- enhance staff and boarder relationships by ensuring that communication between staff and boarders is positive, for example confidentiality is maintained where there is no need for the sharing information (NMS 36.2).

Annex

Annex A

National Minimum Standards for boarding school

Being healthy

The intended outcomes for these standards are:

- boarders' health is promoted (NMS 6)
- safeguarding and promoting boarders' health and welfare are supported by appropriate records (NMS 7)
- boarders' receive first aid and health care as necessary (NMS 15)
- boarders are adequately supervised and looked after when ill (NMS 16)
- boarders are supported in relation to any health or personal problems (NMS 17)
- boarders receive good quality catering provision (NMS 24)
- boarders have access to food and drinking water in addition to main meals (NMS 25)
- boarders are suitably accommodated when ill (NMS 48)
- boarders' clothing and bedding are adequately laundered (NMS 49).

Ofsted considers 6 and 15 the key standards to be inspected.

Staying safe

The intended outcomes for these standards are:

- boarders are protected from bullying (NMS 2)
- boarders are protected from abuse (NMS 3)
- use of discipline with boarders is fair and appropriate (NMS 4)
- boarders' complaints are responded to appropriately (NMS 5)
- the operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- boarders' welfare is protected in any appointment of educational guardians by the school (NMS 22)
- boarders are protected from the risk of fire (NMS 26)
- the welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school (NMS 28)
- boarders' safety and welfare are protected during high risk activities (NMS 29)
- boarders' personal privacy is respected (NMS 37)
- there is vigorous selection and vetting of all staff and volunteers working with boarders (NMS 38)
- boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

Ofsted considers 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

Enjoying and achieving

The intended outcomes for these standards are:

- boarders have access to a range and choice of activities (NMS 11)
- boarders do not experience inappropriate discrimination (NMS 18)
- boarders' welfare is not compromised by unusual or onerous demands (NMS 27)
- boarders have satisfactory provision to study (NMS 43)
- boarders have access to a range of safe recreational areas (NMS 46)

Ofsted considers 14 and 18 the key standards to be inspected.

Annex A

Making a positive contribution

The intended outcomes for these standards are:

- boarders are enabled to contribute to the operation of boarding in the school (NMS 12)
- boarders receive personal support from staff (NMS 14)
- boarders can maintain private contact with their parents and families (NMS 19)
- new boarders are introduced to the school's procedures and operation, and are enabled to settle in (NMS 21)
- boarders have appropriate access to information and facilities outside the school (NMS 30)
- there are sound relationships between staff and boarders (NMS 36)

Ofsted considers 12 and 19 the key standards to be inspected.

Achieving economic well-being

The intended outcomes for these standards are:

- boarders' possessions and money are protected (NMS 20)
- boarders are provided with satisfactory accommodation (NMS 40)
- boarders have satisfactory sleeping accommodation (NMS 42)
- boarders have adequate private toilet and washing facilities (NMS 44)
- boarders have satisfactory provision for changing by day (NMS 45)
- boarders can obtain personal requisites while accommodated at school (NMS 50)

Ofsted considers 51 the key standard to be inspected.

Organisation

The intended outcomes for these standards are:

- a suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- there is clear leadership of boarding in the school (NMS 8)
- crises affecting boarders' welfare are managed effectively (NMS 9)
- the school's organisation of boarding contributes to boarders' welfare (NMS 10)
- risk assessment and school record-keeping contribute to boarders' welfare (NMS 23)
- boarders are supervised adequately by staff (NMS 31)
- staff exercise appropriate supervision of boarders leaving the school site (NMS 32)
- boarders are adequately supervised at night (NMS 33)
- boarders are looked after by staff which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.