

# Blundells School

Inspection report for boarding school

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<b>Inspector</b>	Heather Chaplin / Jon Swift
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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**

Blundell's is a co-educational day and boarding school for children between the ages of 11 and 19 years. The school occupies a large site just outside the town of Tiverton. All pupils, both day and boarding, are assigned to one of the seven boarding houses. At the time of this inspection, there were 389 boarders, including 86 boys and 51 girls boarding full time, 30 boys and 21 girls boarding weekly, and 128 boys and 73 girls boarding on a flexible basis. There are 104 boy and 81 girls day students in addition to the boarders. School House is mixed, and has 36 pupils aged between 11 and 13 years. It is staffed by house parents, two live-in tutors and a live-in Matron. Francis House accommodates 55 boys between 13 and 17 years, and is staffed by a house parent, a live-in tutor and a Matron. Old House is similarly staffed and accommodates 49 boys of this age group. Petergate has 62 boys aged between 13 and 17 years, and has two live-in tutors as well as a houseparent and a Matron. The girls' houses are Gorton House, with 49 pupils, and North Close, with 61 pupils, both with a house parent and a Matron. Gorton House has two live-in tutors, and North Close has one. Westlake accommodates 78 young men and women in the upper sixth form. It is staffed by house parents, three live-in tutors and two Matrons. Each boarding house is staffed with at least three staff sleeping in each night, and has a mixture of single and shared dormitories.

### **Summary**

This was a very positive inspection. Pupil questionnaires showed that the majority of pupils think that Blundell's is a good school, and they are satisfied. An Independent Schools Inspectorate (ISI) inspection took place concurrently, and the Ofsted inspection team was given access to the ISI's parental survey questionnaire summary. The overwhelming majority of parents were satisfied or very satisfied with most aspects of school life. The school completed a self assessment questionnaire, and considers that it excels in providing a secure framework for boarders, whilst offering a wide variety of opportunities. Pupils are generally happy, with excellent staff and pupil relationships. Boarding houses are well staffed. The evidence for these conclusions is that there has been a 70% increase in full and flexi boarding in the past three years. There is a low level of parental complaints, a high level of parental satisfaction, the school is a popular choice and the development of boarding in School House (the junior house) has proved to be a great success. In the past 12 months, the school has made some major improvements, including a new music school and academic building. The school refurbishes one boarding house each year, and has so far completed four. There has been more emphasis on pastoral issues, through staff development and the establishment of the Pastoral Committee. The school has a very strong management team, which is well able to identify areas for further improvement. Plans are already in place to achieve these objectives.

The overall quality rating is good.

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

### **Improvements since the last inspection**

The last inspection was conducted in September 2004, and was the first inspection of boarding welfare under the National Minimum Standards for Boarding Schools. Fourteen recommendations were made at that inspection, seven of which made reference to minor amendments to policies and procedures, all of which have been amended. The remainder of the recommendations were about improvements to the environment, lockable personal storage, consultation with boarders,

and encouraging settling in processes for new boarders. Considerable progress has been made on all of these recommendations. There was one recommended action, that staff should follow medical guidance issued by qualified medical staff. This was responded to immediately.

## **Helping children to be healthy**

The provision is good.

The school takes care of pupils' health care needs very well. There is sound medical and pastoral practice, with five qualified nurses on the staff. The school has the benefit of a fully equipped Sanatorium, and a local doctor, who is the named doctor for the school, visits daily. Female doctors can be consulted if the pupil requests this. The school has a clear policy on misuse of drugs, alcohol, sexual relationships and other matters affecting the health of boarders. The school also has an evolving Personal and Social Development (PSD) Programme which has improved considerably in the past 12 months, in which they involve external speakers on a variety of health issues. The nursing team are not currently involved in presenting any of the PSD programme, and are keen to look at how their skills might be utilised in working directly with pupils on health care issues. Medical staff do not currently have any advisory role within, nor do they visit, the boarding houses. Any pupils are able to access the Sanatorium if the need should arise. This includes any rare occasions when they may have experimented with alcohol. If this should occur, they would be spoken with by housemaster and Head Master, and an appropriate sanction given. This has only occurred once in the past four years. Any pupils found to be avoiding meals are given meal cards so that their attendance can be monitored closely. There are sensitive approaches to managing pupils' needs if they have eating disorders. House Matrons have a key role in this process. There is a strong family atmosphere in the boarding houses and everyone spoken to says that they are aware of each other's needs, and would soon notice if someone was upset. Within the kitchen there are pictorial displays of pupils who have any health needs or allergies, to ensure that staff do not inadvertently give them inappropriate foods. There is a EpiPen kept in the kitchen in case of an emergency allergy response being needed. EpiPens are also kept in each boarding house. Boarding records seen contain sufficient detail to enable all staff who access them to maintain awareness of pupils' needs. Written parental permissions are very detailed and contain all necessary consents. The school's health care policies have been updated, for example, boarders are advised to bring in a lockable tuck box in which to store any private possessions and any medication. A significant number of pupils assessed as being Fraser-competent by the Sanatorium staff, look after their own medication. An anti inflammatory drug found on a desk in one dormitory could have been accessed by six young people sharing that room. In this instance, the House Matron was not aware that the Sanatorium had prescribed medication for the pupil. This information is not routinely communicated, due to reasons of medical confidentiality, but it is a much wider safeguarding issue. All House Matrons have completed the full four day first aid training. They have access to some homely remedies for use in the house, and these are kept in wooden medical cabinets, rather than the metal cabinets approved for use for medication storage. This means that medicines are not stored sufficiently securely. Pupils consider that they were always looked after if unwell. The Sanatorium is open throughout the day with a night nurse on call after hours. This nurse will come into the Sanatorium to look after any pupil who needs it. Anyone who requires emergency hospital treatment is very well supported, with a house parent staying with them throughout, and parents are contacted immediately. There are sufficient staff within boarding to enable this support to be given. The Sanatorium has three single 'Wards'. There is a call bell system in place to summon staff. Pupils can stay there overnight if necessary, but it is more usual to return to the boarding house. Pupils who are very ill are sent

home if possible. The Senior Nurse would prefer that the wards were not upstairs and says that the centre would benefit from more waiting space. Dental and optical appointments are made by the House boarding staff. Pupils say that they are very well supported in relation to any health, welfare or personal problems. Some made very positive comments about the care they receive within their houses, for example, 'Matron is great'; 'the Housemaster's door is always open', and 'he is the best Housemaster I have ever had'. They see the monitors in a friendly light, there to support them, and not just disciplinarians. This is testament to the skills acquired by these pupils and the training given to them by the school to prepare them for leadership roles. Any urgent issues affecting boarders' welfare are communicated verbally amongst staff and by way of a staff notice board to which no one else has access. There is a computer system in development which should further facilitate communication about pupil issues, but the present system appears to work well. Tutors have access to privileged information files in the staff room. The school has an external counsellor, and an independent listener, who is also a Minister of Religion, although his role is not widely used by pupils, possibly because the in-house personal support is of such a high standard. There is a strong Learning Support Department in school, and international students are well supported through the Teaching English as a Second Language department. International students say they are helped to settle quickly, and they enjoy being at the school. There are no pupils in school at present with specific requirements in terms of physical conditions. The school's policy on prevention of bullying specifically addresses issues around perceived differences. Throughout the inspection the quality and quantity of food on offer was of a high standard. Breakfast consists of a choice of hot foods and two cereals, as well as toast, fruit and drinks. Lunch offers a wider choice, and is the main meal of the day. There are several hot dishes and a very popular and extensive salad bar. The evening meal is more limited in choice, but there are hot options and all the food is freshly prepared. There is a bowl of salad on offer. Some pupils say that they would like more choice and more salad options in the evening. However, there is acknowledgement that 'the meals have improved dramatically'. The catering manager is well aware of their views, and plans to develop additional salad provision for the evening meal. Currently, food is not labelled at the serving area, so pupils have to ask if they cannot work out what is in one of the dishes. The menus are on a three week rotation, so this issue may be more significant for visitors to the school than those who eat there every day. The school has invested heavily in putting in a new kitchen, and the result is a modern commercial kitchen that is very busy, but also clean and well organised. The catering manager has been in post for just over one year. He has many positive ideas and a commitment to listening to pupils. It is surprising that none of the medical team are involved in the Diet committee. The medical team also consider that the food has improved, but would welcome more involvement. Although the school would like to have more drinks fountains, drinking water is not an issue at this school. Pupils are able to prepare meals and snacks for themselves in all the boarding houses. Each house has provision for laundry and there is a central laundry service. Pupils say it works well. Matron washes delicate items and socks, which tend to go missing more easily. Any missing items seem to be found quickly.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The school has a strong anti bullying policy, which emphasises staff vigilance. There is an effective pastoral care system, reinforced by the new Pastoral Committee. Bullying is addressed as part of the Personal and Social Development syllabus, and pupils are advised through written information on how to respond in the event of cyber-bullying through email and text messages. Pupils say that there is very little bullying in the school, and if it occurs, it is dealt with. The

family atmosphere in the houses encourages pupils to help each other and if bullying is observed, they quickly report it. No pupils report being bullied at the time of the inspection. The school has a sound and safe approach to child protection, supported by strong documentation. There is a robust and detailed child protection policy which gives staff guidance on how to identify possible risks to children and how to listen to and record any disclosure. The school has two designated senior members of staff who hold special responsibility for child protection. Both have received external training and this has been cascaded to all other staff and to the monitors. Monitors and staff are able to describe how they would respond to a child who says they have been abused. All pupils show exemplary behaviour, with friendly but respectful approaches to staff. Pupils were very helpful towards the inspection team, and are well able to converse with visitors in an articulate, open and confident manner. The school has a prefect system, but the use of sanctions by pupils on other pupils is carefully monitored. Pupils speak of their monitors and prefects with affection, saying that they are friends who help and support them. Monitors oversee day-to-day behaviour in the boarding houses. All receive training in how to respond to younger pupils. Sanctions books in each house are completed by monitors and signed off by the Housemaster or Housemistress. Monitors may give punishments of a minor nature. There is general consistency in how these are applied, although in one house there is some variation in practice. The complaints policy and procedure is thorough and comprises several coherent stages. This is circulated to all parents and boarders before the child comes to the school. The procedure makes provision for parents or pupils to contact Ofsted if they should wish to do so. All houses are fire risk assessed by an independent company, who record their findings. The school reports that they had an inspection from the Devon Fire and Rescue Service in February 2007, but it was not possible to locate any official record of this inspection. As part of the refurbishment programme, a new fire alarm system has been installed in Francis House. The Housemaster in each boarding house undertakes fire drills twice a term, held at different times, including during sleeping time. Pupils and staff are all well aware of fire evacuation procedures. A record is made and these records are audited once a term by the Bursar. House Matrons undertake weekly visual checks of fire fighting equipment and ensure that all equipment is in working order. A separate log is used for these checks. The seven boarding houses all have fire safety measures in place, although without confirmation from Devon Fire and Rescue Service, this inspection team are not qualified to say whether or not it is a safe system, so a recommendation has been made. The Bursar agreed to review the procedures for drills for nursing staff in the Sanatorium, as none had been recorded, and ensure that any furniture donated to the boarding houses by parents is recorded in terms of its compliance with fire safety. The school has policies on all health and safety issues. Risk assessments on the premises, within each house, have been completed by house staff. No training has been provided on the completion of these records and therefore there is a wide variation on the style of completion. Training is to be provided next year. Window restrictors are fitted in most windows over first floor level but some are no longer operational, or are designed for much younger children. The school undertakes risk assessments for all boarders' activities, which then must be authorised before an activity takes place. The Bursar retains the copies of all risk assessments and ensures that school policy is followed. Parents provide a general agreement for boarders to be involved in activities but should a high risk be identified, parents' specific permission is sought. School mini buses are driven only by assigned drivers who have undertaken training. Transport to school sporting fixtures is by means of a private coach company with professional drivers. The electrical equipment belonging to the school has recently been tested. The bursar is about to agree a contract for electrical testing of boarders' personal items. The Bursar is looking at safe systems to monitor electrical items, especially from overseas, and loads on sockets in boarding

houses. Generally, the school ensures that pupils have sufficient privacy, but the provision of lockable storage is still only advisory. This has been addressed under Being Healthy. In some boarding houses, there are a few doors which lack adequate locks. One of these rooms has two baths in it, only partially screened. There are a number of communal showers in the boys' boarding houses. These are used on return from the sports fields when pupils may be very muddy. There are private showers with curtains available for use, so there is a choice. Monitors knock on dormitory doors before entering, and the doors have no locks for safety reasons. Staff files are managed by a designated member of staff reporting to the Bursar. A new system of checks is now in place but has only been in operation for a short space of time, so none of the staff files inspected meet the standard. Criminal Records Bureau (CRB) checks are applied for, and the school is aware of the information that should be available before new members of staff start in post. Some historical CRB certificates have been transferred from other employment, as have those for sessional members of staff. This does not meet Standard 38.2. For more recent appointees, interviews are well recorded and references are always followed up, but these processes have not always been recorded in the past. Gap Year students, who are all from South Africa at this time, do not have current CRB certificates, and no references are available on their files, although CRBs have been applied for. They do have clearance letters from the South African police, and are recruited only from a particular school with which Blundell's has an established working relationship, so efforts have been made to ensure that they are safe appointments. Procedures have been amended for the next intake of Gap Year students in 2008. The school has sound recording systems for visitors to use and appropriate badges are provided. Contractors are well supervised by school staff. The role of nursing staff was discussed in relation to maintaining hygiene and medical standards within the boarding areas, for example in an advisory role in terms of infection control. Boarding has developed rapidly in the school, and space is now at a premium in places, with limited additional capacity for girls in particular. Some rooms in Westlake had limited head room above the top cabin bed, although in practice these are used only for day students or flexi boarders who stay infrequently. This has been addressed under Achieving Economic Wellbeing. Some pupils say that boarding accommodation is safe from public intrusion. The school does not accommodate pupils in the school holidays, nor children who are not pupils. One questionnaire said: 'the security at Blundell's and the boarding house gives me great comfort'. There are closed circuit television cameras around the site, with coded access to each boarding house via a locked external door. Security around the school buildings, as opposed to the boarding houses, was not inspected, because it is covered by the Independent Schools Inspectorate team. On the whole, pupils are protected from safety hazards. The road is a potential hazard but there are clear instructions for pupils on where each year group may cross and the precautions to be taken.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Blundell's provides all its pupils with a good range of indoor and outdoor activities, including a wide range of sports. All pupils are encouraged to achieve educationally and socially to their full potential, and the extensive activity programme is an important part of this. The school has a Sport For All programme, and organises House events, including music, drama, the Russell (a traditional cross country run for all), Harvest Festival and Remembrance Services. Flexi boarders sometimes choose to stay at weekends specifically because the activities are exceptionally varied and interesting. Pupils spoke about being "school-sick", as opposed to homesick. When not at school, they say that they miss their friends and sometimes feel bored. School is the focal point for their social life as well as their education. There are many indoor



and outdoor recreation areas for the use of pupils at all appropriate times of day. Staff encourage pupils to try new activities and crafts. Weekday activities include clay pigeon shooting, archery, and a Rocket Club. At the weekends, pupils may follow individual interests, for example watching films, horse riding and surfing. Gap Year students help with these activities. A new swimming pool is planned for 2008. In the past year, the school has provided wireless internet access in all but two of the houses. There are adequate safeguards in place to protect pupils from risk via the internet. The school has further structured the Sunday activity programme, and provides individual planners for each pupil, appropriate to their age, to help them to plan their time. Boarders have access to a number of staff to provide help and guidance. They all have an academic tutor with whom they meet regularly. House staff in the boarding houses provide good quality pastoral care. Pupils are clear which member of staff they can go to for personal support, and in practice this is usually the Housemaster or Housemistress. Boarders also have access to an independent counsellor, and to the Chaplain, but in practice most issues are resolved within the boarding houses. Boarders also say that the monitors, prefects and Gap Year students can be a very helpful source of support. Monitors are trained to be aware of issues such as bullying and any distress amongst younger pupils. The school has an approach that values the diverse needs of its boarders and addresses any discrimination based on gender, physical difference, race, religion, cultural or linguistic background, sexuality or academic ability. The school makes good arrangements to assist those pupils whose first language is not English. There is a relatively small percentage of overseas boarders, but they say that they are made to feel very welcome. Boarders are encouraged to celebrate meals and events within their own culture, and to share these with others. The school is attentive in ensuring that any demands on boarders, for example sports practice, do not adversely affect their welfare. The quality of the facilities for private study including lighting, level of noise and access to computers, is good. Computers are provided in some boarding houses for younger pupils who do not have their own. The school has plenty of safe recreational areas both indoors and outdoors. Common rooms in all the boarding houses have televisions. There are safe spaces for a boarder to be alone if they wish. Boarding space is arranged so that those who board full time and older pupils are more likely to have their own room, or a room shared with one other person, who may be a day pupil. Larger dormitories are usually for flexi boarders and are therefore rarely full, so generally there is the opportunity for boarders to find space to work effectively within the boarding houses.

### **Helping children make a positive contribution**

The provision is good.

There is no School Council, but formal processes have been introduced which enable boarders to contribute their views on operation of boarding provision. For the past two years, a questionnaire has been circulated to pupils every two terms, and action has been taken on the outcomes and suggestions made through this forum. Most teaching staff are involved in boarding duties, and there are excellent relationships between pupils and staff. Matrons also have a role in supporting boarders and listening to their views. All pupils between Years 9 and 13 dine with the Head Master each year, in small groups, to enable him to listen directly to what they have to say. There are house meetings and monitors' meetings. The Heads of Houses, school Doctor and the Sanatorium staff all feed back information to the Head Master, and there is a Pastoral Committee that meets regularly to monitor welfare issues. Changes made as a result of feedback include wireless internet in most houses, improvements to the kitchens, new mattresses, changes to boarders' breakfast times on Sundays, adjusted menus and new curtains in one boarding house. Further improvements are planned. Many pupils use mobile

phones or email their parents, families and friends outside school. There is a phone booth in each house, mostly used by overseas pupils who receive incoming calls. Some of these booths had very basic furnishing that could be improved, although the boarders themselves did not see this as an issue. In Gorton House, the phone is in the main corridor, and it is not sufficiently private. Phone booths all have emergency contact numbers so that pupils can access outside sources of help and support. Boarders say that they are made aware of the school's expectations through a boarding handbook. This provides all the information they need to help them to settle in. The school says that the induction programme for School House (the youngest boarders) has been updated. Boarders say that they were made to feel welcome and had a mentor. Questionnaires and pupils themselves made it clear that there are good relationships between staff and pupils, and this was also observed throughout the inspection. Boarders say that they can approach anyone and it is easy to get help.

### **Achieving economic wellbeing**

The provision is satisfactory.

The school advises pupils to bring lockable tuck boxes to store personal items, for example medication and valuables. Discussion with boarders identified that most have tuck boxes, but some boarders do not. This means that some pupils have to leave medication and other personal items unsecured, in the dormitories. The standard of accommodation is generally satisfactory, good in some areas, but in other areas, for example Old House, further refurbishment and improvement is needed. Accommodation is upgraded on a rolling programme, with four boarding houses renovated in the past four years. All the girls' houses have had new kitchens fitted. The school has a clear development plan for further works, and the main constraint is budgetary, so one house per year is renovated. The main issues are about the overall décor and furnishings in the common rooms. Some common room furniture is given by parents. These items receive very heavy wear and tear. No pupil expressed any dissatisfaction with them, some saying that 'they are worn in nicely by the time we get them'. The Bursar assured the inspectors that all second hand furniture meets fire safety standards. Some of the houses, for example Gorton House, are painted in neutral colours and are not homely in character, but again, none of the pupils raised this as an issue. Petergate was refurbished recently and is painted in much brighter colours in most areas. In School House, the notices cannot easily be read by young children as they are too high on the walls, and there are few homely features, but there is a house dog who is very popular. Full boarders are allocated the most spacious and private accommodation. Flexi and day pupils are fully integrated within each boarding house, which has many advantages, and in most cases the less spacious accommodation is allocated to those who stay at the school occasionally, or not at all. Maintenance issues are prioritised and urgent issues dealt with promptly. Dormitories are not always tidy, but in most houses they are heavily used by day pupils as well as boarders, and for changing into sports kit during the day, so there is some pressure on space. Pupils have little time during the day to change clothing and tidy up as well. In some dormitories there is insufficient tidy clothes storage space. The school only uses bunks for pupils beyond Year 8 in the case of flexi boarders, who stay infrequently. There is insufficient headroom above the top cabin bed in Westlake, although these top beds are rarely used. These rooms are not big enough for two people to co-exist in comfort. This is a time limited issue peculiar to this year group, where boys considerably outnumber girls. Showers have either curtains or doors but in the boys' boarding houses, some are communal and lack any privacy, although boys do have a choice which shower to use. The communal showers are mainly used after games. Some lockers are damaged, and in Francis House, the floors in the showers were not clean. The WC on the ground floor was refurbished in 2005. In Westlake, there is a hygiene

issue, as there was no soap in the WCs, although boarders do have wash hand basins in their rooms. Some locks on WC doors are unsuitable because they cannot be opened by staff in an emergency, but others are suitable. One bathroom door has no lock. The cramped and very busy space in the dorms is due to using them as changing facilities, when day pupils are in the rooms as well. There is no dedicated external changing space for pupils, so they come into the boarding houses wearing muddy sports kit. The Head of Boarding said that there were changing rooms in each house but they were rarely used and the space was reallocated. The school acknowledges that it may need to develop changing facilities for visiting teams, and that some boarding houses need to have changing space.

## Organisation

The organisation is good.

The school provides a clear statement of boarding principles and practice to parents, boarders and staff. This is written in a way that all pupils can understand, and was reviewed in June 2007. Blundell's has an effective and coordinated management system. The management of the boarding provision is recognised in the management of the school. There are clear lines of communication and accountability. Senior staff ensure that the welfare of boarders is given first consideration and the school communicates this approach clearly to all staff and boarders. Each pupil receives a school calendar on arrival and termly thereafter. The whole school receives a Year Planner with similar information. These detail all the school events and holidays, but also contain a lot of information to help pupils. The school has very well prepared contingency plans to address any crises that relate to the welfare of the boarders. Staff are fully aware of this. The school has a well developed system of risk assessment, of which all staff have a clear awareness and which is based on a concern for the welfare of boarders. The organisation of boarding houses includes considerations for safeguarding the welfare of the boarders and efforts are made to promote consistency of practice between all houses. The number of staff available for the supervision of boarders is sufficient for the number of boarders, the activities they are involved in and the different age and gender groups. Boarders report that they can find a member of staff when they need to. The school has an effective system for ensuring that staff are always available for boarders when they are away from the school site and that ensures staff know which pupils have temporarily left the school site. Staffing for organised trips away from the school reflects current Government guidance. Boarders know which member of staff is sleeping in the boarding house each night and additional sleeping in staffing is provided to take account of special circumstances or a young age group. There are enough staff available for boarders and these staff are trained to a high level. The management style ensures that staff are clear about their task and responsibilities. Boarders say that the school is run with consideration for their welfare. The school ensures that all new boarding staff receive induction training before they start work and that they have clear job descriptions at the same time. This training is regularly updated and there is a system for staff appraisal.

## 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):

- review the role of registered nurses in the health arrangements within boarding (NMS 6).
- ensure effective communication between the nursing staff and the boarding staff regarding prescription, any side effects and the administration of medication (NMS 15).
- ensure that medication is stored securely at all times in accordance with the Royal Pharmaceutical Society of Great Britain's Guidelines. (NMS 15).
- ensure that current fire safety arrangements meet the requirements of the Devon Fire and Rescue Service (Standard 26).
- improve privacy in communal showers and bathrooms (Standard 37).
- ensure that staff recruitment checks are made to comply with Standard 38.2. (Standard 38).
- indicate on written risk assessments whether there is a need for window restrictors on windows on or above first floor level. (Standard 47).
- utilise the skills of nursing staff to inform practice in boarding houses, for example in infection control measures. (Standard 47).
- ensure that electrical items brought into school from home are regularly tested to ensure compliance with necessary electrical safety standards. (Standard 47).
- continue to review the process by which pupils may contribute their views on the operation of boarding in the school (Standard 12)
- ensure that all boarders have access to lockable storage space for personal items (Standard 20)
- continue to review the standard of furnishing and decoration in boarding houses (Standard 40)
- review the occupancy level and space available in the shared rooms in Westlake (Standard 42)
- ensure that all bathroom and toilet doors are fitted with suitable locks and that toilets are provided with soap for hand washing (Standard 44)
- review the provision of changing facilities during the day (Standard 45)

## 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.**