

Chafyn Grove School

Inspection report for boarding school

| | |
|--------------------------------|------------------|
| Unique reference number | SC036731 |
| Inspection date | 28 November 2007 |
| Inspector | Veronica Crowley |
| Type of Inspection | Key |

| | |
|--------------------------------|---|
| Address | Chafyn Grove School 33 Bourne Avenue SALISBURY SP1 1LR |
| Telephone number | 01722 333423 |
| Email | |
| Registered person | Chafyn Grove School |
| Head of care | Eddy Newton |
| Head / Principal | Eddy Newton |
| Date of last inspection | 24 November 2004 |

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

You can obtain copies of The Children Act 2004, Every Child Matters and The National Minimum Standards for Children's Services from: The Stationery Office (TSO) PO Box 29, St Cripins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

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

Chafyn Grove is a co-educational day and boarding school catering for children aged two and a half to 13 years. Boarding provision is available for pupils aged seven to 13 years. At the time of the inspection the school had 26 boy boarders and five girl boarders and 292 pupils in total. The boarding accommodation consists of a number of dormitories, sitting rooms and recreational areas around the school. The school also has a pre-prep school but none of these pupils board. The school is situated in Salisbury, close to all local amenities. It was founded as Salisbury School in 1876, and endowed by Lady Chafyn Grove, and changed its name to 'Chafyn Grove' in 1916.

Summary

Chafyn Grove operates its boarding provision to a good standard with some outstanding outcomes in some areas for boarders. This inspection was carried out as part of the normal inspection process on an announced basis. The aim of the inspection was to review the 21 key standards for Boarding Schools. As part of the inspection process questionnaires were sent to parents and boarders to gain their views. Responses received were extremely complimentary and indicated satisfaction with the care provided. The school demonstrates good attention to health care underpinned by sound record keeping. There are clear systems in place, adopted throughout the school, which aim to protect boarders and ensure effective responses are made in all safeguarding areas. Minor additions to the recruitment process and increased fire testing are highlighted as areas for improvement. Boarders benefit from excellent levels of individual support, particularly from the dedicated and well trained pastoral staff team. The school clearly demonstrates its commitment to anti-discriminatory practice and embraces diversity. The school excels in providing a range of different opportunities for boarders to contribute their views to the boarding practice. Communication between staff is a strength of the school ensuring boarders enjoy consistent care. There is good, committed leadership overseeing and monitoring all aspects of the care provided.

The overall quality rating is good.

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

Improvements since the last inspection

There were several recommendations made at the last inspection at Chafyn Grove in November 2004. Areas highlighted for improvement related mainly to boarders safety, staffing issues and organisational matters. The school have now developed the role of the appointed child protection officer and extended child protection training to include all staff. The use of punishments was reviewed satisfactorily and a central record is now kept of any complaints received. Although recruitment procedures and Criminal Records Bureau checks have greatly improved there are still some minor elements within this process that remain in need of addressing. These have been carried forward as recommendations at this inspection.

Helping children to be healthy

The provision is good.

Boarders' health is promoted through a good range of health education policies and procedures. The staff actively put into effect a personal, social and health education programme. The programme covers smoking, alcohol, drugs and sex education in addition to anti-bullying and

good citizenship. External agencies are also used where appropriate. Examples of these include the Police and Magistrates. Boarders' health is maintained through a well organised health centre. The Nurse oversees all matters relating to health and medication. She is assisted by the two boarding house Matrons. All three have relevant qualifications in order to ensure the well-being of the boarders in their care. Boarders' health is protected and promoted by safe storage and administration of medication. Good records and procedures are in place for this purpose. The medical permission consent forms from parents do not hold all information required, in order to ensure that emergency treatment can be given. Boarders spoke very favourably about the care they receive if they are unwell.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Boarders are protected and their welfare promoted through the school's positive approach to addressing bullying. Any form of bullying is taken very seriously. Staff are committed to addressing bullying, and the impact it has on others, both through education and mediation. The blame free bullying section incorporated within the anti-bullying policy is creative and effective. Boarders reported extremely low levels of bullying incidents throughout the school. Boarders live in a stable and safe environment where their welfare is paramount. All staff have a good understanding of the needs of the boarders and how to safeguard them. There are robust child protection procedures in place which are in line with the Local Safeguarding Children procedures. All staff have access to regular child protection training. The designated 'child protection officer' for the school demonstrates a clear understanding of changing guidance and new legislation. Boarders develop positively through the culture adopted by the school to celebrate achievement. Reward incentives include verbal praise, giving stars for work within the curriculum, merits and the recently introduced 'good works' certificates. Much emphasis is placed on children demonstrating good behaviour through displaying acts of selflessness and kindness. Discipline breaches hardly register as an issue at the school. Boarders confirmed they were aware of the rules and felt they were treated fairly by the staff. Boarders enjoy the benefit of an effective complaints procedure. There is a clear understanding within the school that any concern/complaint will be taken seriously and properly resolved, either formally or informally. Boarders confirmed they knew how to raise concerns or worries and that they would be listened to and their problem addressed promptly. Records demonstrate that staff act, in line with their policies, to ensure that satisfactory outcomes are achieved. The current complaints procedure does not have the contact details for Ofsted listed. Boarders are protected from fire by various safety precautions and well trained staff. Regular fire evacuations take place and fire safety equipment is checked. Call bells are currently not being tested weekly in order to detect any immediate faults that may arise. Boarders demonstrate a very good understanding of the school's evacuation procedure. Boarders' privacy is respected by non-intrusive staff that are sensitive when entering dormitories or bathroom areas. Boarders are not totally protected from harm as there are some elements of the recruitment process which are not addressed satisfactorily. Examples include lack of verification on references, no proof of qualifications and spasmodic interview records on file. In addition there is no system in place for explaining gaps in work histories. Criminal Records Bureau checks at enhanced level have been undertaken on all staff employed at the school. On balance, prospective employees undertake a rigorous recruitment procedure and although some elements are currently missing this poses no great risk to the welfare of children. Boarders' welfare is protected through various security measures. Boarding accommodation is reserved solely for the use those boarders designated to it. All boarding areas are suitably protected by the use of window restrictors, key pads and locks.

Boarders are safeguarded by an extensive health and safety policy, effective risk assessments and good monitoring systems. An external consultant carries out termly audits and an annual review of the health and safety provision. Boarders are protected by effective checking of all electrical appliances and gas installations. All substances hazardous to health are securely stored. Maintenance issues are afforded high priority and efforts are made to ensure boarders are protected against avoidable hazards. Boarders' welfare is promoted through a raft of well devised risk assessments relating to activities undertaken and any other known risks.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Boarders benefit from excellent levels of individual support received from both pastoral and academic staff. The tutors play the central role for each child's pastoral network. In addition there are numerous staff readily available to support and encourage them to flourish. These include the house parents, GAP students, matrons, Special Educational Needs Co-ordinator (SENCO) and nurse. Although boarders have known access to independent listeners they rely mainly on the strong relationships fostered within the boarding house. Boarders' lives are enhanced through the school's commitment to equal opportunity. The school embraces, supports and celebrates diversity. Registrations are non-discriminatory and all issues relating to equality and diversity are monitored regularly. Individualised support provided to boarders is sensitive to specific cultural or personal welfare needs. Appropriate arrangements are made for boarders whose first language is not English. Excellent provision is made for boarders with any special dietary or religious observance requirements. Boarders are fully integrated into both school and boarding life.

Helping children make a positive contribution

The provision is outstanding.

Boarders' welfare is promoted by having extensive opportunities to contribute their views regarding the boarding provision. These opportunities include the school council, 'Eights Leaders System' (prefects), children's surveys, a suggestion box and one to one or group boarding meetings. Changes made as a result of consultation include rewards for 'good works' within the boarding house, the arrangement of a Halloween party, in-house competitions and suggestions for the re-decoration of dormitories. Boarders' welfare is enhanced and maintained through positive contact with their parents, families and friends. They have their own email addresses and can use the boarding house landline telephones in private. Boarders with parents overseas and Year 8 boarders are allowed to use mobile telephones. Communication between parents and staff is good. House staff have introduced sending emails to parents with photographs attached of their children enjoying various activities. This has been particularly successful for overseas parents.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is good.

Boarders benefit from a well-written statement explaining the school's principles and practice. It is readily available to parents, boarders and staff and accurately reflects the boarding provision. In addition boarders have their own pupil planners which incorporate routines and expectations.

Boarders benefit from a well run school. The monitoring systems for issues relating to health and safety, punishments, complaints and accidents are very effective. Reasonable action is taken to reduce risks identified by risk assessments, or when trends or patterns may emerge. Communication is good at the school. Various weekly meetings take place between all staff to ensure consistency across the disciplines. The Headmaster submits detailed reports to the Board of Governors three times a year and meets with them regularly. Boarders' welfare is protected and promoted by excellent staffing levels, day and night, with relevant experience to meet their needs. Boarders confirmed they always knew who was on duty at any one time and how to summon assistance should the need arise. There are good arrangements for managing and supervising staff throughout the 24 hour day. Boarders are flourishing due to the addition of extra staffing. They enjoy a real family environment where the extra staffing allows time for specific nurturing or individual attention. Boarders enjoy the care provided by dedicated and well trained staff. Staff receive good induction and are encouraged and supported to access further development opportunities. They meet regularly through various forums to ensure consistency of care. The school currently has no formal appraisal system in place for boarding staff in order to reflect and review their performance. Parents commented favourably on the kindness and supportive approach adopted by the staff team towards their children.

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 |
|----------|--------|----------|
|----------|--------|----------|

Recommendations

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

- include on the parental permissions form that the school can administer first aid and appropriate non-prescription medication to boarders, and to seek medical, dental or optical treatment when required. (NMS Std 15)
- enter the contact details of Ofsted in the complaints information.(NMS Std 5)
- conduct weekly tests of fire call points on a rotating basis.(NMS Std 26)
- ensure recruitment records contain all the information as listed in Standard 38.2 (NMS Std 38)
- appraise the performance of each member of staff with boarding duties by a more senior member of staff on a regular basis. (NMS Std 34)

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.