

# Farleigh School

Inspection report for boarding school

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<b>Inspector</b>	Bridgette Lowe / Sue Shaw
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<b>Date of last inspection</b>	17 November 2004

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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**

Farleigh School is a Catholic co-educational boarding and day school for pupils aged three to 13, with a flexible approach to boarding. At the time of inspection there were 121 full time and weekly boarding pupils. The school is situated a short distance from Andover and stands in 57 acres of attractive park and woodland providing opportunity for a wide variety of sports and leisure activities. Boarding is separated in to three boarding areas, senior boys, senior girls and junior boarding. At the time of inspection junior boarders were accommodated in the main school house. Senior boarding accommodation is within the school grounds close to the main building. The school's headmaster is committed to the principles of the Catholic faith whilst welcoming children of all denominations to the school.

### **Summary**

The purpose of the inspection was to ensure that the school was continuing to meet the National Minimum Standards for Boarding Schools. Commission for Social Care Inspection inspected the school's boarding provision three years ago. Two inspectors carried out this inspection over two days covering all the Boarding Schools key national minimum standards. The recommendations made at the last inspection three years previously, had been acted upon and resolved satisfactorily. One minor area requiring improvement is highlighted within this report. Many boarding pupils completed a questionnaire prior to the inspection, a high majority of which were very positive about boarding at Farleigh School. The school meets and in some areas exceeds the National Minimum Standards and provides overall good outcomes for pupils. Farleigh School continues to offer a good standard of care, guidance and support to its boarding pupils.

The overall quality rating is good.

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

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

Farleigh boarding school has demonstrated good development and improvements in many areas since the last boarding welfare inspection three years previously. At the last inspection the school was issued with a number of recommendations all of which have been addressed and resolved satisfactorily. Improvements have been made to the boarding house environment including refurbishment of many shower and toilet areas and redecoration throughout. The external lighting has been increased around the new buildings on the school grounds. The school has paid particular attention to the development of catering and sourcing of food and provides excellent meals for pupils. Since the last inspection all staff coming into contact with pupils have a Criminal Record Bureau check at an enhanced level and the school has employed a personnel officer to ensure that recruitment checks are carried out in a rigorous manner to safeguard pupils. The school now keeps a checklist of all checks undertaken on personnel. The school has acted on a previous recommendation made to ensure that weekly fire alarm tests are undertaken and records are kept of these checks. Improvements have been made in relation to the records kept of boarders' medication. Systems are in place to ensure that there are well maintained records and a clear audit trail of any medication administered. Qualified matrons now only administer all medication. The headmaster has improved systems to monitor boarding welfare. All staff including housekeeping and maintenance staff are given child protection

awareness training and staff undertake external courses to update their boarding knowledge and practice.

### **Helping children to be healthy**

The provision is outstanding.

The staff actively puts into effect the school's health education policies and procedures and integrate these into their daily practice. The pupil's health and emotional wellbeing is very well met by all boarding staff and the school's matrons. Pupils reported being well educated about personal and social health education, particularly in respect of keeping themselves safe and respect of each other. The school ensures that boarders' health information is kept up to date and staff are fully aware of boarders' health and welfare needs. Staff support boarders to attend medical and dental health appointments where needed. Boarders' specific health needs are managed effectively and sensitively with staff consulting with relevant health professionals to ensure pupils' needs are consistently met. The school's senior matron is a valuable asset to the boarding and school staff team and holds the position of child protection liaison officer within the school. The matron demonstrates an exceptional regard to safeguarding boarding pupils and is acutely aware of specific health and emotional needs of all boarding pupils. The school operates a well developed medication policy, procedure and practice guidance which specifically addresses the use of non prescribed medication. The school's matrons are responsible for administering all medication at all times. The school has further improved medication recording systems to ensure that there is a clear and accurate audit of pupils' medication. The medication storage and recording systems are safe and full details are held of any accident or injury that boarders may sustain. The catering staff responsible for the provision and preparation of meals have an excellent understanding of what makes a balanced nutritious meal and put this into practice. Boarders confirmed they are consulted about meals and menu planning and a range of healthy options requested from pupils have been introduced. The pupils are positively encouraged and educated about healthy living and great attention is paid to providing an excellent range of food on match days to sustain pupils' energy levels. The catering manager is constantly striving to increase the quality of produce used in school meals. The school uses some organic and free range produce and has fruit available throughout the day and evenings.

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

The provision is good.

Boarding pupils live in a stable and safe environment where their welfare is paramount. Staff have a very good understanding of the needs of the boarders and how to safeguard them. The staff team have access to regular child protection training, boarders' safety is promoted and staff are fully aware of the correct procedures to report any allegations or child protection issues. Boarders confirm that they feel staff give a high priority to keeping them safe. The school's child protection liaison officer plays a central role in boarding welfare and ensures all staff have up to date child protection awareness training. Bullying incidents are dealt with effectively and efficiently and boarders confirmed that staff act immediately to any information that bullying may be taking place. Boarders and staff are very clear what the school's policy on bullying is. Boarders reported very low levels of bullying incidents throughout the school. Staff are unquestionably committed to tackling and educating pupils about bullying and the impact it has on others. The management of behaviour is based on an active encouragement of acceptable behaviour. Boarders confirm that standards of acceptable behaviour are clearly known and respond to these guidelines. Staff were observed to be respectful of boarders and

respond to them in a positive light. Any incidents are fully recorded although these were very few and far between within the boarding houses. Prefects are supportive to pupils and act as good role models; they are not permitted to hand out punishments. Boarding pupils' behaviour was observed to be exemplary on inspection. The school has a complaints procedure in place which is readily available. Posters are displayed in some boarding areas informing boarders of how to make a complaint if they are not happy. The school's complaints policy and procedure is acceptable however it does not inform staff or parents of how to complain to Ofsted in the event of a boarding concern that the school has not dealt with appropriately. The complaints procedure does not inform staff or parents of the process and expected time scales a complainant would receive a response. Staff show themselves to be very open to responding to the concerns and complaints of boarders and there have been no complaints from parents about boarding welfare issues or in relation to the school in general. There is a high awareness among staff and boarders of the fire safety precautions. All new boarders and staff are given fire safety instructions. Regular fire safety evacuations take place and fire safety equipment is checked regularly and detailed records kept. Boarders demonstrate a very good understanding of the school's fire evacuation procedure and dorm monitors support younger or new boarders to evacuate the building safely. Staff show a high regard for the privacy of the boarders. Gap students working at the school are clear about their duty to safeguard pupils and ensure they respect boarders' privacy when they are in their dormitories or preparing for bed. Pupils confirm that staff are respectful of their privacy when having showers or baths. Staff recruitment checks are thorough and robust. The school has a very clear policy on recruitment following the Department for Children schools and Families Recruitment guidance. The school maintains detailed records of the selection process undertaken and ensures rigorous checks are in place prior to staff commencing work. The school has recently appointed a Personnel Officer to ensure all recruitment practice is consistently followed to safeguard pupils. The school has a well-established health and safety policy and thorough risk assessments in place for all hazardous pursuits. A full health and safety audit is undertaken by an external consultant and any issues are prioritised and addressed immediately. Staff take particular efforts to ensure boarders are free from avoidable hazards and boarding environments were observed to be safe and free from hazards.

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

The provision is good.

The school has a good approach to providing boarders with a wide range of support and opportunities that encourages them to achieve educationally and socially to their fullest potential. The school welcomes and celebrates the diversity of its boarders. Boarders are very clear which members of staff they can go to for personal support and the school has clear guidance for staff and boarders about how such support is provided and makes sure each boarder is given information about this. Boarders reported that staff 'are fabulous', are very positive about the care and support provided with comments such as 'they treat you just like parents' and 'boarding feels like home'. The school has an independent counsellor; however the boarders have never felt the need to use her for support. Boarders all confirmed they knew of the counsellor and her role but are happy with the support they receive from house parents and boarding staff. The school has an approach that values the diverse needs of its boarders and vigorously addresses any discrimination based on gender, disability, race, religion, cultural or linguistic background. The school makes very good arrangements to assist those pupils whose first language is not English and ensures they are fully integrated into school and boarding

life. Boarders experiencing homesickness confirmed the staff are quick to respond and comfort them in such a way that helps them settle well into boarding life.

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

The provision is good.

The school fosters boarders' self worth through encouraging positive relationships between themselves, their families and the staff at the school. The school has put effort into ensuring that boarders take an active interest in the outside world and those parts of the running of the school that will affect them. Good systems for listening and obtaining the views of boarders are integrated into the running of the school. Boarders are able to have a say about developments at the school or enable change to take place in relation to boarding practice. Frequent one to one discussions are held with boarders to ascertain their views although the school recognises that more can be done to ascertain pupils' views and plans to implement a school council soon. Staff respond to boarders in a positive and supportive way and boarders are very positive about their relationship with staff. The school demonstrates a positive attitude to boarders' family and parental contact. The school has developed the role of house parents to ensure that better communication between boarding staff and parents is achieved. Contact with family and friends is encouraged and pupils confirmed this. Boarders from overseas are able to use personal mobile phones at the boarding house and all boarders have access to a public pay phone. Matron provides boarders with phone cards when needed.

### **Achieving economic wellbeing**

The provision is good.

The school provides a good standard of accommodation for its boarders. The accommodation provided is comfortable, well lit and heated. There is a good standard of maintenance and cleanliness. House parents are proactive in responding to maintenance issues and ensuring they are satisfactorily resolved in order to provide a comfortable boarding environment for the pupils. Boarders spoke favourably about their boarding environment. The school has invested a considerable amount of time and money to ensure boarding environments are brought up to a good standard throughout. It is clear that boarders appreciate their environment and are able to have an input into decoration and furnishings. Dormitories were observed to be bright and colourful and personalised by boarding pupils in a manner that made them feel at home.

### **Organisation**

The organisation is good.

The school has an effective and coordinated management system. The staff team responsible for pastoral care are highly valued and unquestionably committed to boarders' welfare. The style of management ensures that staff are clear about their tasks and responsibilities and the boarding team are developing boarding practice with support from the new Head of boarding. The school provides a very clear detailed statement of boarding principles and practice that is available to parents, boarders and staff. The boarders' handbook is given to all boarders and displayed within dormitories. There are clear lines of communication and accountability within the management of the boarding provision and staff meet regularly to discuss boarding issues. The organisation of the boarding house gives full consideration to safeguarding the welfare of boarders and ensures staff receive training to equip them with the skills to provide a high standard of care to boarders. The school ensures that boarding staff have access to written guidance on boarding policies and practices. The school has prepared contingency plans to

address any crises that relate to the welfare of the boarders. The school has a system of risk assessment of which staff are aware and is based on concern for the welfare of boarders. The school's bursar is aware of any issues concerning the boarding environment and endeavours to listen to boarders' views and remedy any health and safety concerns. The school has made many improvements to the outside environment to ensure that areas are well lit at night.

Boarders are well aware of areas that are out of bounds and respect the safety advice displayed in the school's new outside adventure play area. The number of staff available for the supervision of boarders is sufficient for the number of boarders. Boarders report that they have no difficulty finding a member of staff when they need to and it was clear on inspection that they value the staff support and commitment to boarding pupils. Evidence obtained during the inspection indicated that the boarding provision was being effectively managed and physical, social and educational needs of the pupils were being well met by a dedicated staff team.

## **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 the current complaints policy and procedure is reviewed and updated to include Ofsted contact details, information relating to the complaints procedure, including timescales for the complainant to receive a response, and ensure it is clearly known to parents and pupils (NMS 5)



## 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.**