

# Bromsgrove Preparatory School

Inspection report for boarding school

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<b>Inspection date</b>	13 September 2007
<b>Inspector</b>	Warren Clarke / Dawn Taylor
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<b>Date of last inspection</b>	8 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**

Bromsgrove Preparatory School was created in Wales during the Second World War arising out of the original Bromsgrove School, which had been evacuated there. With the Senior School it returned in 1947 and was established in its own premises in 1958. The Preparatory School occupies a 40-acre site close to the Senior School and provides day and boarding education for girls and boys from 7 years to under 14 years. Pupils have access to some of the facilities of the Senior School - the Chapel, Library, Resources Centre, all-weather pitches, indoor swimming pool and squash courts. The Preparatory School has modern facilities. As well as the original buildings from the 50s and 60s there has been an extensive building programme. This has provided 10 new classrooms in the Junior Block of the Preparatory School for the youngest children at the school, and it now has its own library, central hall, sports hall and changing rooms. Although the majority of the pupils who attend the school are day pupils, it was founded as a boarding school. It has retained a structure that uses the extended day to foster the boarding ethos of a full curriculum with extra curricular activities built in to the day, and an extensive pastoral care system. There are three boarding houses, one for girls, one for boys and the third which is for the youngest boarders is mixed. All the boarding houses are run on homely principles with resident teachers as house parents, responsible for the boarders' welfare and smooth running of the house. Only one house, the largest, has one or two housemothers to assist in the care of the children and domestic arrangements. Each has permanent teams of tutors who are teachers and who provide supervision and care on different evenings, supported by Gap Year students.

### **Summary**

The inspection was announced and the visit was conducted over four extended days, which enabled observation of all aspects of the boarding routines. In addition to direct observations and those drawn from examination of relevant documents, the findings take account of pre-inspection information provided by the Headteacher including a self-assessment of the school's performance against the National Minimum Standards for boarding schools. Boarders' views and opinions and experience given orally and in a survey administered in the course of the inspection have been especially helpful in informing both the focus and conclusions. A minority of boarders commented on an aspect of the boarding accommodation that comes within the outcome area, which has not been assessed on this occasion. A recommendation has been made in this connection solely on the basis of the boarders' comment. This is only the school's second inspection since the National Minimum Standards were introduced and its performance in safeguarding and promoting the welfare of boarders is assessed as exceptional in nearly all areas. Although some deficits have been highlighted these mainly relate to procedural matters, some of which have already been identified by the Headteacher and his team, and do not currently have any adverse impact on boarders. Indeed, boarders are benefiting from excellent support of their education and standards of care that is keeping them safe and promotes their proper development physically, emotionally, morally and spiritually.

The overall quality rating is outstanding.

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

## **Improvements since the last inspection**

The last inspection of the school's boarding welfare arrangements was the first under the Standards mentioned above, therefore that visit was used to audit its performance against all the new criteria. Although on that occasion boarders were positive about their boarding arrangements and the school was generally deemed to be fulfilling its duty to safeguard and promote their welfare, there were nevertheless a number of shortfalls identified. Since then all of those shortfalls, which were mostly about policies and procedures, have been addressed and, in part, account for its current exceptional performance. What is encouraging is that there is no complacency in the school; there is keenness to acknowledge and consolidate its strengths and to identify weaknesses and address them. An abundance of enthusiasm among boarding staff, and the school generally, together with clear leadership and evidence of sound strategic planning, augurs well for even more progress in the excellent care that the school provides its boarders.

## **Helping children to be healthy**

The provision is outstanding.

Boarders at the school have their health promoted and their health needs safeguarded by a coherent and comprehensive package of measures that the school has put in place. The school has an established and rigorous system for assembling all the relevant health information necessary to enable it to promote each child's health and respond appropriately to their existing conditions or health problems that occur while they are resident. This includes ensuring that immunisations records are up-to-date, known allergies are documented and made known to staff and that the school has the necessary authorisation to arrange or provide such health care and treatment that the children might need. In adopting this approach the school ensures that plans can be made for any existing health care regimen to be maintained and that there is certainty about consent to proceed, particularly where it might be necessary to arrange emergency medical treatment for boarders. Being of sufficient size to merit a health centre, the school has made such a provision which is well-equipped. The health centre is staffed by a team of four nurses including the lead nurse and it has opening hours that extend beyond usual school hours. A member of the nursing staff is on call out of hours. Boarders, therefore, have appropriately qualified staff within the school to monitor and advise on their health needs and to respond to any illness that they might develop both night and day. The health centre, which the children referred to as the 'San' provides the usual facilities of a clinic such as reception, waiting and consulting rooms and sick bays where children who are unwell can be observed. Working in unison with a practice of GPs, the school's health centre staff ensure that children who need to see a doctor do so in timely fashion. A doctor from the practice conducts a surgery at the school's health centre every week day and for those pupils who prefer, particularly older boarders, they may opt to visit the GP surgery off the school site. Three of the seven GPs in the practice being women means that pupils have some choice in the sex of the doctor that they opt to see. Other primary care arrangements include dental and optical care where, in some cases, there is agreement between parents and the school for the latter to assume this responsibility. In these instances the boarding house staff attend to these arrangements and maintain records to this effect. Although the school's health centre is close enough to the classrooms, play areas and the boarding house to enable medical staff to respond quickly to emergencies and though all boarding staff have received first aid training, the Headteacher has nevertheless identified a gap in provision. That is, there is no system for ensuring that staff on duty during school breaks have received training in first aid. The

Headteacher advises that this will be addressed so that at all times the children have immediate access to staff with first aid training and this should have the effect of freeing health centre staff to concentrate on tending children with more serious injuries or other health concerns. Effective measures that the school takes in promoting the children's good health include healthy eating. Children are provided with three substantial meals per day and a snack supper in the boarding houses. The Headteacher reports that a recent nutritional audit carried out by independent external assessors highlighted that the school is strong in most areas, but needs to make some changes in the balance of meals offered and the frequency of particular dishes. This initiative coupled with the involvement of boarders' representatives on the catering committee demonstrates a real commitment to the promotion of healthy eating in ways that take boarders' views into consideration. In their response to a questionnaire administered as part of the inspection, the vast majority of boarders are positive about their experience of how the school promotes healthy eating. It is also encouraging to note that the school is not only aware of the common issues of dissatisfaction such as some meals being too greasy, but has taken steps to address these. Children are provided with a reasonable choice of nutritious food in sufficient quantity and variety. None of the food served during the inspection was greasy. The children present as lively, energetic and alert, which is attributed to the wide range of sports and other active indoor and outdoor curricular and leisure activities in which they are encouraged and supported to become engaged. This, together with the healthy eating regimen, might also account for why none of those seen during the inspection appear atypically overweight or obese. Working together the school nurses and boarding staff guide the children in adopting good personal care and hygiene habits. This, and other aspects of healthy lifestyle, is reinforced in PHSE lessons and school assemblies. Considered together with the routine monitoring of the children's individual health, these initiatives have yielded good outcomes. For example, there is a reported low level of infection spread and there have been no epidemics since the last inspection. Of significance is that the school's health policies and procedures are available to parents in the Parents' Guide and accessible to staff both in hard copy and electronically for ease of access. This enables parents to know how their child's health is being attended and for staff to be able to respond to the children's health care needs from an informed basis. This is exemplified in the acceptable practices observed in regard to receiving, storing and administering children's medication and the use of homely remedies. That all the children in the inspection survey made positive responses to items about how staff look after them when they are unwell and the ease of access to doctors and other health care professionals when required, is a potent confirmation of the efficacy of the school's overall health care arrangements.

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

The provision is outstanding.

Children at the school enjoy the freedom of being kept safe from harm, abuse and unfair or discriminatory treatment. Their proper development is being effectively promoted in the school's ethos that enshrines kindness, tolerance and mutual respect for its community and beyond. A range of policies, procedures and practices assure this and are reinforced by the school's moral and spiritual traditions and culture. The school has sought to ensure that boarders and day pupils are free from fear and are sufficiently content to pursue their studies and all that which might result in their well-being and fulfilment. To this end, a successful attempt has been made to eradicate bullying or at least mitigate its effects if or when it occurs. A concerted effort has been made over the years to keep this topic prominent in the awareness of pupils and staff. Evidence of this is demonstrated in initiatives including the most recent pupil survey on bullying

conducted during the last Spring term. The children, in their comments at inspection and in response to a survey for this inspection, suggest that the school's survey seeking their views and experience and the reporting of the findings to them have been most helpful. They believe that they have been positively engaged and, with the various events in which the topic is addressed such as school assemblies, PHSE work and promotional literature around the school, they have come to realise that as individuals they have some responsibility in reporting any acts of bullying and supporting victims. The majority of pupils whilst recognising that the school is not yet a bully-free zone, are pleased and supportive of its approach to dealing with it. For example, 39% indicate that they have not experienced any bullying and 61% have faith in how staff deal with such incidents. Pupils consider that they have a good support network within the school for any problems that they have, bullying or otherwise. They cite other pupils and a range of staff in this connection. Pupils who only started at the school some two weeks before the inspection are settled and attribute this to being welcomed and supported by other, both day and boarding, pupils who have been there much longer. One of the measures that the school takes to assure the protection of boarders from abuse is its child protection policy, which provides staff, parents and the School Governors with information about the nature of abuse and how the staff are required to act should there be any evidence or suspicion of abuse. The policy, which was recently reviewed, is clear, informed by the principles in 'Working Together to Safeguard Children' and is aligned coherently with other procedures such as that for the event of a boarder being missing. The essence of the procedure being printed on the back of staff identity badges, together with the training or instructions they have received means that, in whatever capacity they are employed, they are aware of their responsibility to protect the children and how to go about this. There are no current child protection events, but there is clear evidence of the procedure being invoked effectively in the past to protect children. The current child protection policy takes account of those of the Local Safeguarding Children Board, but awaits local child protection co-ordinator's observations or endorsement. A clear behaviour management policy together with an established structure and opportunities for the children to be guided to learn good social skills are having the positive effect of creating a harmonious environment in the school. In this environment staff are able to concentrate on the children's formal education and support them in their individual leisure interests without too great a pre-occupation with disciplining. This comes through in the children's clear sense of the conduct expected of them both in terms of obeying rules and being guided by conscience and respect for others, as shown in their polite, considerate and understated confident behaviour. Whilst children and staff recognise that there are occasions of misbehaviour, the majority of boarders (78%) believe the rules fair and sanctions are reasonable; the others (22%) consider this is mostly or partly the case. There is a clear distinction between disciplining in school time and boarders' leisure time. This is an approach that boarding staff strongly support from the premise that boarders should be free to enjoy their leisure time and, if necessary, reflect upon difficulties at school but without any continuation of punishment from that setting. Sanctions or punishments are imposed sparingly both in school and the boarding houses. Those sanctions imposed on boarders, as corroborated by them, are all within the permitted range, such as washing up dishes (light-heartedly regarded by some as child labour) or slightly earlier bedtimes. Where boarders exhibit more serious behavioural difficulties in either setting, the evidence is that the school acts supportively rather than punitively to try to overcome these. In this connection, staff work helpfully with the boarders and their parents, enlisting the support of specialists such as educational psychologists and the school counsellor, where appropriate. No event where it has been necessary to physically restrain a child has been recorded or reported, but on advice from the local child protection co-ordinator the Headteacher recognises that this

is an area where training for staff is necessary. This is so that if becomes necessary for them to physically restrain a child, they are able to approach this safely. Among the comprehensive list of things that boarders consider the school is good at doing is caring, encouraging and communicating. This confirms the inspectors' observations and together with many other contributory factors account for its excellent performance in delivering desirable outcomes for children in this area of its functions. At the last inspection the school was required to promote its complaints procedure more widely to parents and boarders. This requirement has been fulfilled in that the complaints procedure is promoted in the Parents' and the Children's Guides, prominently on notice boards in the boarding houses and on the school's website. The school helpfully includes in the complaints procedure details of the inspectorate concerned with the welfare of boarders, but this information is out-of-date. The Headteacher intends to update this information so that, if necessary, boarders, parents or others may contact the inspectorate. It is encouraging to note that complaints feature as part of the school's quality monitoring initiative, the data from this together with those from comments and compliments being used to inform developments in its quality of service. More remarkable are the various ways in which the school actively engages boarders and parents through, for example, the school council, house and monitors' meetings and boarders representations on key committees such as for catering. This enables the planning of facilities and services that take boarders' views into consideration and to receive feedback on areas of concern in the school's attempt to 'get it right first time'. Accordingly there are only a few formal complaints which are taken seriously and dealt with appropriately. Children express dissatisfaction about aspects of the accommodation in some of the boarding houses and the changing rooms. It is, however, encouraging to note that though these aspects of care are not assessed on this occasion, the Headteacher nevertheless reports that the issue of the changing rooms has been addressed and a strategy is underway for the refurbishment of boarding accommodation. Children are being kept safe within the school's environment by a wide range of health and safety measures. Precautions against the risk of fire are being taken. Fire detection and alarm systems are installed and are being tested and serviced at the intervals recommended by the Fire Service. Risk assessments have been conducted to identify potential fire hazards and to inform the measures needed to negate any risk. These assessments and control measures are currently being independently assessed. A clear fire procedure together with fire safety instructions for staff and fire drills being conducted at regular intervals ensure that boarders and staff know how to react in the event of any outbreak of fire. A report of an inspection by the Fire Service in July 2007 relates to one boarding house in the senior school and an Action Plan has been developed to address the recommendations from this. The Action Plan and other fire safety matters identified by staff, such as the need for more frequent drills in one of the boarding houses and more unit-specific risk assessments, are due to be considered at the Fire Service visit in October 2007. The boarders who have been at the school for some time say that there are fire drills - at least one every term - and new boarders confirm that there was one at the beginning of this term. In their response to the questionnaire item about what the school teaches them to keep safe, fire drills feature in a significant number of responses and alongside other safety measures lead them to declare that keeping them safe is among the things that the school is good at doing. Boarders consider that though they are supervised by staff this is not intrusive. They say they get privacy to conduct their ablutions and toilet, but that this will be even better when some of the bathrooms are upgraded. Arrangements that the school has made in its staff recruitment and selection process, in vetting and supervising visitors and perimeter and boarding houses security, contributes to the feeling of safety that the boarders report. All staff and others commissioned by the school to provide a service that brings them into contact with the



boarders are rigorously vetted to establish their suitability. This includes, amongst others, Criminal Records Bureau checks, references and follow up verification with their authors, and confirmation of the authenticity of qualifications. Although nursing staff are confident that they have valid and current professional registration, the records could not be found to corroborate this at inspection. The school recruits gap year students from overseas whose duties are limited to assisting with sports and extra-curricular activities. Vetting and supervision of these persons is equally rigorous except no records are being kept of their telephone interview. Visitors to the school are required to report to reception, where their identity is verified before they are able to proceed beyond this area. All visitors are kept under supervision and staff are vigilant of strangers on the school site. All the boarding houses and school buildings are equipped with means of security, which enable the pupils and boarders free access and are sufficient to deter intruders. A range of school-site security measures have been introduced, some of which are specifically to address an intractable security problem that the school has with a public footpath that intersects its grounds. The school is commended, in the circumstance, for the compensatory measures that it has taken, but even with these the children are being placed at a greater level of avoidable risk than if the necessary consent to seal the pathway on the school premises is forthcoming.

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

The provision is outstanding.

Boarders are confident and content at the school in the knowledge that their care is founded on an established and effective support network and that they are valued as individuals regardless of any difficulties, strength, talents and other personal characteristics. The school is altogether caring and particularly so to the boarder entrusted to its care. A well-established system is in place to ensure that boarders have a range of adults whom they can approach with any problems they might have. These include teaching staff (some of whom are also involved in the care of boarding pupils), dedicated boarding staff and others employed by the school - health centre staff, bursar, health and safety manager - but are at arm's length from the teaching and boarding functions. A school counsellor is also available to boarders, who in their responses to relevant items on our questionnaire confirm that they are provided with a network of supportive adults in school. Significantly, boarders also refer to their friends at school whose support they also value. The school fosters caring among the pupils and particularly among boarders, which accounts for their investment in peers for mutual support. Boarders list numerous sporting, hobbies and other leisure activities that staff support and encourage them to pursue. They say there is much to do within and outside school in this regard and therefore little opportunity to be bored. The boarders value the personal support they get with their academic work, the ways in which the school is preparing them for independence and resources made available for cultural activities such as art, music and drama. The school's facilities and services in terms of sports and leisure, health, care practices and learning support give due regard to boarders' needs arising from their sex and academic strengths and weaknesses. For example, there are sufficient female staff to ensure the personal care of female pupils. Among the school's boarding population is a significant number of international pupils. A centre has been established to support these students with language and to provide school-wide guidance in areas such as religion and culture. All boarders are supported to become well-integrated into school life and they believe that they benefit from living among people of different nationality and race. Some pupils say that at times they have been discomforted by some others who at times associate exclusively and communicate in their first language. The school has adopted a balanced approach to this in which it has helped boarders to recognise that there are likely to be occasions when

students prefer to communicate in their first language not to be exclusive, but because it is more comfortable, particularly where they are not yet fluent in English. On the whole, boarders understand this and draw on their own experience of being abroad, in the minority and not being able to speak the language.

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

The provision is outstanding.

Boarders consider that they benefit from a care and education regime, which is open and inclusive. They also believe that by effectively communicating with them about matters concerning their own lives, progress and future, the school is helping them to be responsible and independent. The boarders list a wide range of forums in which they can directly or indirectly make their views and opinions known about their care and education. Each boarding house holds regular meetings in which there are discussions of matters relating to the running of the house and the impact on boarders. For, example boarders are able to discuss with staff and each other, on a daily basis, the care routines in their houses and other aspects of daily living, such as communal leisure activities. An established school council on which boarders are represented enables them to convey their views and opinions on broader issues concerning their education and care. Boarders indicate that they also have opportunities to make their views known through prefects and monitors who also meet regularly with staff. Those who are more diffident about advancing their views publicly say that they find these avenues helpful. In addition to these consultation forums, the school seeks boarders' views on specific issues by conducting surveys such as that which was administered at the end of last term. Having a tutor assigned to them, each boarder has someone to oversee and co-ordinate their care and education and address any difficulties they might have. Essentially boarders believe they have a voice in the school and staff listen to them. Some boarders consider that this makes everybody equal. That boarders see, in some instances, quick changes as a result of having their say they are reinforced in their engagement in the school's consultation processes. Examples of where pupils', including boarders', views have influenced significant developments include the food, refurbishment of changing rooms and work which has commenced on upgrading the boarding houses. Some of the significant benefits of the involvement of boarders in decisions about their lives and the running of the school are that they behave responsibly over issues such as bullying, they are able to assess issues in a balanced way, they have a healthy regard for the views and opinions of others and exude a quiet confidence. Apart from appreciating the school facilitating their contribution within, boarders in significant numbers point to the efforts, which are made to enable them to make a contribution to the wider community. In this connection they highlight fundraising and other charitable events in which they are involved as being among the things that the school is particularly good at doing. Prior to their entering the school arrangements for boarders' contact with parents or carers are established. The school does not provide care and accommodation during school holidays thus boarders return home or their parents make alternative arrangements. Boarders are therefore not permanently separated. Visiting by relatives is permitted during boarders' leisure time and, where distance permits, some boarders say that their parents or other relatives visit. Some children have siblings who are also in the Preparatory School with whom they either share boarding accommodation and see on a daily basis or in the senior school on the same site in which case they are able to visit on a regular basis. None of the children appear to be, or report being, isolated. They form friendships with others in the boarding houses and wider school. In some instances, boarders say that they are invited to birthday parties and, subject to agreements, sleepover, at friend's homes. Boarding staff make arrangements for the celebration of boarders' birthdays and

significant festivals including those for the international pupils. Boarders are also assisted to maintain some family traditions by being enabled by staff to send cards or gifts in recognition of family events. There is a computer network throughout the school including the boarding houses where boarders have individual e-mail accounts and, subject to the safeguards which have been introduced, are able to maintain regular electronic contact with their relatives. A communal telephone in each house in a sound-proof booth enables boarders to make telephone calls in private. Similar designated areas for the use of those with personal mobile telephones have the same effect. International boarders benefit from the school's recognition of time difference in their countries and thereby permitting them to make calls at times that take account of the difference. Pupils are able to journey out of the school into the local town, in some instances, unescorted. There are regular outings to places of interest and entertainment, thus boarders, particularly those from overseas, are not confined to the school premises.

### **Achieving economic wellbeing**

The provision is not judged.

### **Organisation**

The organisation is good.

Boarder enriched care and educational experience is underpinned by the school's coherent rationale, sound leadership and sufficient investment in the development and training of its staff, whose deployment and performance are effective. The school's prospectus together with supporting documents clearly and accurately sets out its mission and working principles. Including in these documents, as it does, the policies, procedures and practices adopted in the care of boarders, parents and their children are provided the necessary information on which to base decisions about the suitability of the facility. It also enables them to gauge whether the school continues to meet reasonable expectations. Essentially, the clarity of its operational principles and practices results in staff proceeding with purpose and confidence in their roles and tasks, and ensures that no aspect of the boarders' care is left to chance. Parents are able to access all this information, in summary, in the Parents' Guide and in more detail via the school's website. A similar, but child-appropriate, guide is made available to boarders who say they are familiar with it and demonstrate their detailed knowledge of how their boarding houses are run and their rights and responsibilities within school. The monitoring of relevant records, such as the complaints, child protection and discipline logs, either by the Headteacher or others, ensures proper scrutiny of all aspects of the boarders' care so that if there are any difficulties these can be identified and addressed with the urgency they might merit. This quality monitoring and other similar initiatives contribute to periodic reports to the governing body and the school's strategic planning, a significant feature of which is currently focused on the boarding accommodation. Health and safety of boarders within the school and outside are taken seriously and attract commensurate resources. A Health and Safety Officer ensures that this aspect of care is co-ordinated across the school site with the support of those with delegated responsibility for specific units. A range of relevant documents, including the accident log, reveal that there is proper assessment of potential risks to children within the school and activities that they are engaged in outside. These include: risk from intruders; use of apparatus during play, outings; travel to and from school at end and start of term; and spread of infections. All these potential hazards have been given due consideration and where necessary measures are in place to reduce them. The school strikes an acceptable balance between removing or reducing avoidable risks and enabling boarders proper development in an environment where they learn to recognise risk for themselves and use this to keep themselves safe. Examples such as the measures that

boarders have been taught to take when journeying out of school unaccompanied by staff illustrate this. Boarders are being kept safe and provided with requisite care by having sufficient numbers of staff to look after them. There are some dedicated boarding personnel, but their numbers are augmented by teaching staff most of whom now undertake extraneous boarding house duties. A range of staff, permanently assigned to each boarding house, provide the boarders with consistency and continuity of care. Accordingly boarders get individual attention in completing prep and tutor-time, leisure and personal care. The overall investment that the school makes in development training of staff who perform boarding duties is substantial and generally keeps them up-to-date with the developments in the care of children and young people. This is reflected in some of the INSET programme coupled with that provided by the Independent Boarding Schools Association, which include non-teaching staff. However, whilst there is some evidence of induction, appraisal and supervision, the training and development programme for non-teaching staff is more ad hoc. There is no clear evidence of a systematic programme for these staff, that identifies the knowledge and skills that the school expects them to have from induction, through foundation to advanced level and the necessary in-service training to ensure that they are accordingly equipped. That first aid certificates for some of these staff are now out of date serves to illustrate the observation. However, this does not have any current adverse impact on the care of boarders since the deficit is compensated for by non-teaching boarding staff's considerable experience in residential education.

## 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
15	must ensure that all designated nursing staff hold a current registration with the Nursing and Midwifery Council.	30 November 2007
38	must ensure that a written record is kept of any telephone interview of staff Gap students employed at the school.	30 November 2007

### Recommendations

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

- ensure that the school's current child protection policy is considered by the local Child Protection Co-ordinator and any observations made about its consistency with the Local Safeguarding Children Board's procedures are taken into account - National Minimum Standards (NMS) 3.
- amend relevant details in the child protection policy to reflect more accurately the current inspectorate for boarding welfare - NMS 5
- act on the suggestion of a minority of boarders that the windows in the boarding houses be checked for soundness of insulation with a view to reducing draughts, particularly in cooler weather - NMS 40

- continue to pursue the relevant authorities with a view to getting consent to take the necessary steps to stop part of the school grounds being used as a public footpath - NMS 41
- ensure that staff first aid training is updated and that there is a programme of in-service training for boarding staff that is seen to equip them with the knowledge and skills that the school expects of them in the discharge of their duties - NMS 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.**