

Summer Fields

Inspection report for boarding school

Unique reference number	SC013053
Inspection date	7 November 2007
Inspector	Christopher Garrett
Type of Inspection	Key

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Date of last inspection	28 June 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

Summer Fields is a boarding preparatory school for boys for approximately 220 full boarders and 15 day pupils. The boarding accommodation comprises of seven lodges. One is a part of the main school building and the others are separate buildings located in the school grounds and in a road adjacent to the school site. The lodges vary considerably in size, nature and character. The smallest accommodates 20 boarders and the largest 39 boarders. Boarders are allocated to a lodge according to age and as they grow up they move on to a new lodge. Each lodge has a Lodge Master and Lodge Mother supported by either an Assistant Lodge Master and/or a Matron who is usually a gap student. Other members of staff are attached to the lodge and provide additional cover when required. The boarding arrangements at the school are such that the boarders spend relatively little time in their lodges. Boys go to the main school building after rise and return in the evening to play and prepare for bed. Boarders have access to a medical centre run by qualified nursing staff located in the main school building.

Summary

The purpose of this visit was to conduct a full inspection of all of the key National Minimum Standards for Boarding Schools. Some additional standards were also inspected. The inspection was completed over a three day period and was conducted by two Ofsted inspectors and a boarding school additional inspector. The standard of care for the boarders at the school is good. The overall feeling expressed by the boarders is that they really enjoy their boarding experience. The arrangements for their health care and medical support is an area of practice within the school which is strong. Staff are fully aware of the roles and responsibilities in regards to keeping boarders safe. This is supported by good policies and procedures. Bullying is not an issue within the school and any concerns are dealt with promptly. There is a clear expectation what behaviour is acceptable in the school and there is an emphasis on staff acknowledging, encouraging, praising and rewarding good behaviour. Discipline is generally perceived by the boarders as being fair though a few raised some issues regarding inconsistencies on how this enforced in some of the lodges (boarding houses). The school has completed fire risk assessments for all of the lodges. This has led to some improvements to the standard of safety being made but further attention needs to be given to ensure that all fire equipment is routinely checked and serviced. The school helps to ensure the safety of the boarders by applying robust and consistent systems in for the recruitment and vetting of staff which are in line with current Department for Children, Schools and Families (DCSF) guidance. Systems are in place to minimise those occasions that boarders may have contact with adults who have not been subject to these vetting procedures. The school has paid particular attention to the security of its grounds and buildings. There is good provision within the school for providing individual support to boarders and particular attention is given to those who are new to boarding. The school has a positive attitude to boarders being able to maintain contact with their parents and family. There are sufficient numbers of staff on duty at anyone time to meet the needs of the boarders. Relationships between staff and boarders are good and parents express their satisfaction with the communication that they have with the school.

The overall quality rating is good.

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

Improvements since the last inspection

This section reports only on improvements made to recommendations set at the previous inspection. The school has been proactive in addressing a number of the recommendations made following the last boarding inspection held in January 2003. No further recommendations were made at this time. Details of how these had been addressed were provided during a follow up visit undertaken by the Commission of Social Care Inspection.

Helping children to be healthy

The provision is good.

This is an area of practice with many strengths. This is reflected in the positive comments received from pupils and parents in their pre-inspection questionnaires about the way health care is managed in the school. There are appropriate policies in place for countering major health risks for example those relating to management of bird flu and outbreaks of pandemic illness in the school. There is a comprehensive Personal, Social and Health Education (PSHE) programme in place that is well structured and appropriately related to the ages of pupils. The programme and related information provided for pupils covers relevant areas of health and development. The support and guidance available through the PSHE programme is well supported in more informal ways by advice and support from lodge parents, tutors and school nursing staff. Appropriate and detailed records are maintained on pupils' health issues. A good and consistent exchange of information on health concerns is maintained between nursing staff, lodge parents and senior staff in the school. This helps ensure that the health care needs of pupils are consistently met and monitored. Clear information is provided for all relevant staff on pupils' health concerns and vulnerabilities, such as allergies and intolerances. The school maintains relevant contact details for parents in case of medical emergencies. The school receives very good levels of support from the local General Practitioner services, including regular twice weekly surgeries in school that offer choices of male and female doctors for pupils. The school provides very good levels of trained and qualified nursing cover on the school site. This has been increased since the last inspection following independent assessment of the adequacy of cover provided. A wide range of staff are trained in first aid and emergency procedures as part of a rolling programme of training. Plans are in place to provide more in-depth training of staff in this area. Prescribed medication is managed safely and appropriately and appropriate protocols and guidance are in place for management of non-prescribed medication. Each of the lodges has its own lockable cabinet in which to store non-prescribed medication. The system for stock control in some of these locations is not as robust as that in place for the medication stored in the medical centre. Detailed and comprehensive individual pupil records are maintained of all illnesses, treatments and first aid. Clear records are maintained of administration of medication. All necessary permissions are obtained from parents with regard to medical treatment and administration of first aid and medication. The Domestic Bursar responsible for the provision and preparation of meals has a good understanding of what makes a good balanced diet and has accurate information regarding the nutritional content of each meal and uses this to plan the menus. Menu planning is good, includes options for those with specific dietary, medical or cultural, needs as well as dislikes. Tasting sessions and a food committee called 'The Guzzlers', support the introduction of new foods and boarders confirm that they are involved in menu planning. Boarders gave some examples of changes that have come about following observations and comments made by the food committee. Some boarders are not as certain about the effectiveness of the consultation process. The observations made by some parents and boarders on the quality of the food are mixed. A number refer to there having been previous issues

regarding the food which have now been addressed. Nearly a half of the boarders who submitted pre-inspection questionnaires, state that they felt that they are always given a balanced diet. However, a significant number are not as positive and gave examples of some issues that they had over the quality. The dining room, furnishings, cutlery and crockery are of adequate standard and a significant upgrade to the kitchen and serving area is in the process of being implemented. Mealtime are orderly social occasions. The allocation of staff to the dining tables provides the opportunity for the boarders intake of food to be monitored. Boarders have access to drinking water and a variety of snacks at reasonable times and there are age appropriate facilities for children to prepare snacks for themselves in the lodges.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Boarders confirm that bullying is not an issue within the school and that staff act on any information that bullying might be taking place. Boarders and staff are clear what the school's policy on bullying is. The school is fully committed to the principals of boarding and believes that this experience of living together helps the boarders to learn, 'to live together and learn the importance of compassion, responsibility, tolerance and friendship'. Of the 98% of the boarders who answered a question on bullying in their pre-inspections questionnaires, 72% indicate that they have never been bullied at the school. Boarders who answered that they have been bullied at sometime, indicate that these incidences were dealt with satisfactorily by members of staff. The school has developed and implemented a whole school anti-bullying policy which is made available to parents and staff. A clear message is given that bullying is not tolerated in the school and that boarders should seek support if they have any concern. This message is reinforced through school assemblies and through the tutorial systems. Bullying is one of the 'top five questions' addressed on the school web site. Notices on display in and around the lodges and the school, provide details of staff who boarders can discuss concerns with, along with details of national helpline numbers. The school has a clear procedure for responding to child protection concerns. The school's policy and guidance on child protection is made available to all staff and parents. The Headmaster and the Deputy Headmaster are the school's designated people and coordinate the response to child protection issues. Staff are able to make contact with one of the designated staff at all times. Both of the designated staff have received appropriate training. There is a rolling inset programme of child protection training for staff at the school. This was last provided in January 2006 and another training programme is scheduled for January 2008. Senior staff advise that child protection training has been cascaded down to all other members of staff. Gap students advise that they receive guidance on child protection during their induction. There have been no recent child protection concerns within the school. Staff spoken to are fully aware of the roles and responsibilities in regards to child protection. The staff handbook provides guidance and procedures for staff to follow if they are concerned that a pupil or boarder is missing. The school has a code of conduct in place which sets out the expectations for the behaviour of all pupils and boarders. This forms part of the school's policy on discipline which is available to staff and parents. The school places an emphasis on staff acknowledging, encouraging, praising and rewarding good behaviour. A number of parents make positive comments on the school's management of behaviour. One parent describes the school's approach to discipline as being 'a caring but proactive approach to encouraging appropriate behaviour - more carrot than stick'. The staff handbook sets out a hierarchy of punishments that staff may use during the school day if a pupil's behaviour is of concern. There is a clear distinction and difference in how discipline is enforced during the school and in the lodges. Lodge parents and other lodge staff are given some guidance on the

boarding sanctions that they may use in the lodges. These are normally based on loss of privileges. A number of the lodge parents advise that they do not have cause to give out any sanctions. In some of the lodges where it had been necessary to give out a sanction, some details are recorded in the lodge's incident books. An examination of these shows a inconsistent approach to the recording of incidents/sanctions which creates a difficulty in verifying and monitoring how discipline is being applied and used across the lodges. Some of the boarders spoken to felt that the sanctions used in the lodges are fair. However, a small number of boarders gave details of sanctions occasionally being used that they felt were unfair. On examination, some anomalies were found and some sanctions that have been used fall outside the range described in the staff guidance. The school's child protection policy provides staff with some guidance on the use of restraint but there is no evidence of this ever having to be used in the school. The school has a clear complaints procedure and information about this is available to boarders and their parents. A number of parents indicate in pre-inspection questionnaires, their satisfaction about how any issues that they have raised with the school have been dealt with and resolved. One parent explained 'where any concerns have been raised they have been dealt with suitably, proportionately and always satisfactorily for all parties concerned'. Details on any issues raised any parent, and the action taken, are routinely recorded in a log book kept by the Headmaster. All of the boarders who answered a question in their pre-inspection questionnaire on who they felt they could talk to if they had a concern, identify at least one adult who they would contact if required. Within the school, the boarders identify a whole range of staff members and adults, in particular their tutors, who they feel they could speak to if they had a concern. Boarders spoken to indicate that they are confident that if they were to raise any issues or concerns with staff, that these would be dealt with. Notices titled 'Are You Happy?', are on display in and around the school and the lodges. These give details of help lines and names of staff that the boarders can make contact with if they need to discuss a concern or make a complaint. There is a good awareness amongst staff and boarders of the school's fire safety precautions. All new boarders, those moving on to new lodges, and staff are given guidance on the lodge's fire safety instructions. Staff receive training on fire awareness as part of the school's inset programme. Fire drills are carried out on a regular basis in all of the lodges and these take place at different times of the day. One of the maintenance staff has been nominated as the schools Fire Marshall. Training has been provided for this role and is due to be updated. During the last 12 months, the Fire Marshall has completed fire risk assessments for all of the lodges and the school. This exercise has prompted some improvements to be made which include more signage in the lodges and new recording systems. There is a improved fire alarm system in the main school building. There remain a number of shortfalls, identified within the fire risk assessment, which the school has yet to fully respond to. With the exception of the boarding accommodation located in the main school building, each of the lodges has its own independent fire alarm system and equipment. Assurances were given that the alarms and emergency lighting systems in each of the satellite lodges have been routinely serviced and tested but there are no specific records of these having taken place. The Bursar and Fire Marshall provided details of how the system is to be improved. However, the suggested frequency for some checks does not fully comply with those requirements made by the Fire Officer following an inspection of one of the lodges in May 2005. There is no procedure for routine visual checks on fire fighting equipment to be undertaken and recorded. Generally staff show a regard for the privacy of the boarders. Supervision was not seen to be intrusive and consideration was given to boarders at sensitive times for example, when showering and changing. However, this practice is compromised by some design features and the manner in which the accommodation has been laid out in some of the lodges. A number of the lodges

have dormitories and bedroom doors which are fitted with clear vision panels. In two of the lodges, access to communal areas is reached via the shower and washing areas. A small number of boarders raised a concern regarding their privacy arising from the use of electronic listening devices, such as baby monitors, in their dormitories. This practice is not detailed within any of the schools policies and guidance and permission for their use has not been sought from parents or the boarders. The school has generally robust and consistent systems in place for the recruitment and vetting of staff which are in line with current Department for Children, Schools and Families (DCSF) guidance. These include the submission of application forms, the obtaining of Criminal Record Bureau (CRB) checks, references, and interviews. Where relevant overseas police checks have been sought and translations obtained of foreign language references and checks. The inspection confirms that the school is diligent in its following of DCSF guidance, for example in confirming the satisfactory nature of previous checks with the relevant countersignatory bodies. Full checking of the school staff team has been undertaken, including retrospective checking of staff employed prior to implementation of the National Minimum Standards. Verification of CRB clearance has been sought from the agency supplying agency staff to the school. The overall responsibility for the recruitment of staff to the school is principally that of the Headmaster for academic and overseas staff, and the Domestic Bursar for domestic and maintenance staff. Though both adhering to the DCSF guidance, there is a different standard of recruitment monitoring and recording between these two departments. Some minor inconsistencies in other records of recruitment are noted, for example in evidencing of the carrying out of telephone confirmation of recruitment checks, maintenance of recruitment checklists and retention of interview notes. There are also inconsistencies in the approach to recruitment of non-teaching staff who have significant unsupervised contact with pupils. For example, lodge mothers have only been subject to a CRB check and have not completed any of the other vetting procedures. The school has made arrangements that help to minimise the occasions that boarders have contact with adults who have not been subject to the schools vetting and checking procedures. The bursar advised that all major building or maintenance work is scheduled to take place in the school holidays. This along, with the school's own maintenance team who are able to deal with most day to day maintenance issues, helps to reduce the number of external contractors visiting the site during term time. Members of the school's maintenance team are easily identifiable by their uniform. All visitors to the school are required to sign in at the reception, wear and display a visitor's badge, and are normally escorted around the school. Staff spoken to explained that there is an expectation that they will challenge all strangers on the school site if they are not wearing a badge and are not under the supervision of a member of staff. Boarders advise that they have been told to report all strangers to a member of staff. The bursar advises that school employs a taxi firm which has named drivers, who have all had CRB checks completed. The school has taken measures to ensure that boarders' accommodation is reserved for their own use. Two of the lodges are located within the main school building and the others are either in the grounds, or off a road adjacent to the school. Access to all of the lodges, as well as the entrances to the main school building, is through coded key pads. Staff and boarders advise that the key pad codes are routinely changed. Intruder alarms are set on the ground floor of the main school building late in the evening. Ground floor windows in all of the lodges are restricted. The main entrance to the school is through security gates which are also covered by closed circuit television cameras. There is a public footpath that bisects the school grounds. Entrance to the grounds by unauthorised members of the public are deterred by fences and two sets of gates and either side of the foot path. The gates are fitted with key pad locks which are regularly changed. Access to facilities that the school makes available to outside organisations, such as the swimming pool and sports hall, is restricted

to the periods when the boarders are in their lodges. The facilities have separate key padded access and changing rooms, which are separated from the main school. Boarders indicate that they feel safe in the school and their lodges. Parents comment positively on how the school keeps their children safe. An observation made by one of the parents is that there are, 'good procedures in place safeguard the children well. Security is important to the school.' The school has recently reviewed its process for completing and storing risk assessments on any hazards in the school building, lodges, activities and the grounds. These have been transferred onto electronic records and are stored in a data base which will be accessible to all staff in the near future. Manual risk assessments have been recently completed for all of the lodges and, where any actions have been identified, these have been passed on to the Bursar for inclusion in the ongoing maintenance programme. It is anticipated that these assessments will be updated on a termly basis. All activities undertaken by the boarders have been subject to a comprehensive assessment. The Domestic Bursar advises that when necessary, individual assessment are made to determine whether any of the boarding based activities pose specific risk for any individual boarders. There is a rolling programme of refurbishment to the boarding areas. Staff advise that day to day maintenance issues are normally dealt within an effective and timely manner. The general state of repair and decoration to all of the boarding areas is good and there are no signs of malicious or intentional damage. No significant hazards were identified in any of the lodges, school or recreational areas. The footpaths and access to lodges are well lit. There is evidence that portable appliance testing has taken place. Boarders are expected to advise their lodge parents if they bring in any electrical appliances, and arrangements are made for these to be safety tested.

Helping children achieve well and enjoy what they do

The provision is good.

Boarders are clear which members of staff they can go to for personal support. All of the boarders identify in their pre-inspection questionnaires, a number of adults within the school that they would approach if they had a concern or problem. A number identify their tutors as being the adult that they can turn to for guidance support or help with any personal issues. Staff and parents also refer to the tutors as the key person to contact and pass any information on concerning the welfare of any of the boarders. One parent explained that 'the tutor system allows one main contact point for any general inquires'. Boarders have the opportunity to have access to a person who is not a member of the school staff to discuss personal problems or concerns at the school. Boarders who have special health needs are able to access external specialist services arranged through the health centre and the local health surgery. New boarders are given support and taken care of by older boarders during there first few weeks at school. A number of the younger boarders comment positively on the comfort and attention they are given if they are feeling homesick. One boarder explained 'when I'm homesick staff make me feel better'. A number of parents make positive comments and give examples in their pre inspection questionnaires about the support that the school and staff has provided their families. One commented how, 'they understand individual needs of the families and pupils so well', and another how the school had 'provided excellent support' through a family crisis. The school has an approach that takes full account of the diverse needs of its boarders. The school's equal opportunities statement states that the school and aims to, 'dispel the development of stereotype images of people with disabilities or of people from ethnic groups, faiths and cultures'. Approximately 10% of the boarders are from overseas. Good provision is made to meet any religious and cultural dietary requirements and to assist those pupils whose first language is not English

Helping children make a positive contribution

The provision is good.

The opportunities for boarders to contribute views on the operation of the boarding is governed by their ages. Younger boarders have chances to make requests for activities and to choose films to watch in their free time. Older boarders may be involved in the Opinion Group and/or attend prefect meetings. Tutorial periods provide some opportunities for group discussion and feedback on issues. A number of boarders from each year group are elected to attend the food committee to offer their views and opinions on the food and to influence the menu. A number of the boarders gave examples of changes that this group has been able to bring about. However, some boarders were less positive about the effectiveness of this process. Some of the lodges hold meetings which are normally focused on administrative and house keeping matters. Two of the lodges have recently introduced suggestion boxes. The boarders spoke enthusiastically about these though it is unclear how any suggestions requiring some expenditure are going to be financed. Boarders have been consulted about the recent redecoration and refurbishment to Mayfield Lodge. The school has a positive attitude to boarders being able to maintain contact with their parents and family. Boarders are able to make calls home from three charge card phone call boxes located in the main school building boarding. Child line and other help line numbers are on display by the phones. Boarders may also make and receive phones calls on the lodge phones having sought permission from the lodge parents. These are cordless phones and this allows the boarders to move in to a private and quiet space. All boarders are able to retrieve emails during the day using the school's information technology equipment. The general view from overseas boarders is that the time difference between them and their homes is not a major issue and that they are able to maintain regular contact with their family. Parents are encouraged to visit the school to support sporting and cultural events and are invited to attend church. Prior permission is required for all other visits. 'Leave outs' at weekend and 'credit days' on occasional Sundays, provide the opportunity for the boarders to have regular contact with their families. First year boarders are able to go home most weekends after completing their Saturday commitments.

Achieving economic wellbeing

The provision is not judged.

The school does not arrange lodgings for any of the boarders. As there are no further key standards in achieving economic wellbeing this outcome was not inspected.

Organisation

The organisation is good.

Information on the aims, ethos and organisation of the school is contained in a range of different documents and also available from the school website and a promotional DVD. All of this information is made available to staff and parents and prospective parents. A statement of boarding principles and practice is included in the Boarding Handbook for Parents, which has recently been updated, and in the Staff Handbook. The information contained in the documentation and information available to parents and staff reflects the current aims, organisation and boarding practice within the school. The school has recently appointed a Head of Boarding. However, the role, responsibilities and job description for this post have not yet been formalised. There are arrangements in place for records of complaints, accidents and risk assessments to be monitored either by the Headmaster or a designated senior person. Daily

briefing sessions provided a forum for the exchange of information between the staff. There is inconsistency in the recording of sanctions in the Lodges. There is no evidence that those records in place are being regularly monitored to identify any trends, patterns or anomalies which may require action to be taken. Boarding is provided in seven separate lodges. Two of the lodges are located within the main school building and the other are individual buildings located in the grounds or in a road adjacent to the school. Boarders are allocated to a lodge according to age and as they grow up they move on to a new lodge. The school is proud that each lodge is individual and reflects the interests of the staff assigned to them. Boarders are not normally allowed in the lodges during the day and the period of time that they are there is generally restricted to rise and bedtimes. At all other times, the boarders are supervised by staff and duty masters. The daily duty rota is the responsibility of the deputy headmaster. Details of the staff on duty is displayed on information monitors located around the school. Each lodge has its own staff team and, depending on size consists, of lodge parents and either an assistant lodge parent and/or matron who are gap students. Additional staff are also attached to each of the lodges. Lodge parents, and some of the other staff, have their own separate accommodation within the lodges. Staffing is arranged so that there are always at least two staff on duty in the smaller lodges and three in the larger ones. Staff and boarders state that they find the staffing levels good and that there are no lean times. Boarders are aware which of the staff are on duty and who they can contact during the night. Relationships with the lodge staff is generally good. Interaction is good and appropriate boundaries are maintained. One boarder explains how he is, 'always happy with Summer Fields because they (staff) make me feel safe'. Another stated 'I like the lodge parents because they look after me and when I'm sad they talk to me'. A number of the parents made positive comments about members of the boarding team and the standards of boarding at the school. In particular they are pleased with the 'excellent' communication that takes place. One parent advises that they have, 'no issues or concerns about the quality and standard of boarding provision' and another stated that the school provides an 'excellent all-round boarding experience, warm, well regulated, safe and, at times, challenging environment'. It is understood that overall management of the boarding team may become responsibility of the new Head of Boarding. The current arrangement for the deployment of staff ensure that there are sufficient in number for the age number and needs of the boarders. The school ensures that staff undertaking boarding duties are advised about their roles and responsibilities. Job descriptions are in place for a number of the boarding staff including the lodge masters and lodge mothers. Guidance on boarding routines and practice are provided in the staff handbook. Gap students have their own handbook which includes guidance on child protection, bullying and managing children. Lodge parents advise that there is no current formal induction programme for when they take up their posts. They are provided with a experienced mentor and a number have gained previous experience as an assistant lodge parent in the school. A recently appointed assistant lodge parent described their induction program, which included work shadowing and then having access to back up support during for their first duty periods. Gap students are provided with a full induction programme which includes training in first aid, child protection and fire awareness. Lodge parents, assistant lodge parents and other staff assigned to the lodges receive child protection training, fire awareness as part of the schools inset programme. A number have completed first aid training. This is provided by school staff who have completed qualification training with the Health and Safety Executive. Specific training on medical issues and procedures is provided by member of the health team. A few of the staff have completed some training offered by the Boarding School Association (BSA). However, the general view held by the school is that the training offered by the BSA is not directed at staff in preparatory schools. The Head of Boarding explained that

he sees training as an area for future development. The lodge parents are due to attend a boarding seminar relating to preparatory schools in the near future.

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 process for consulting the boarders about menus and the quality of the food (NMS 24)
- ensure consistency in the use of sanctions and the manner in which they are recorded (NMS 4)
- implement regular checks and servicing on fire alarm systems and equipment and ensure that appropriate records are kept (NMS 26)
- review the use of listening devices and the access to communal areas through shower rooms and bathrooms (NMS 37)
- ensure that all records are regularly monitored by a senior member of staff. (NMS 23)

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.