

# Bromsgrove School

Inspection report for boarding school

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<b>Inspector</b>	Warren Clarke / Dawn Taylor
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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 School was established as a Tudor Grammar School in 1548. It was one of the original 14 schools included in the Headmasters' Conference in 1869. During the second world war the school was moved to Wales, returning to the current site in 1947. The school is situated within the town of Bromsgrove on a 100 acre, tree lined site. It provides boarding and day education to boys and girls from age 13 to over 18 years. At present the boarding student body comprises 30% international students. Of these the majority are from mainland China and Hong Kong, with Russia, Germany, Japan and Vietnam also represented. The buildings range from a handsome 17th century hall through Edwardian and Victorian houses to modern state of the art Library and Art, Design and Technology buildings. The boarding houses reflect the same mix of new and old, with the most recent boarding addition, White House, completed in the new century. Boarding provision in the school is normally offered in six houses, three for boys and two for girls and one off-site for older students is mixed. Together the boarding houses currently accommodate between them 385 boarding students, 148 females and 237 males. A further 5 houses provide for the 432 day pupils. Only one of the boarding houses has an annexe, for which additional staff are provided. This was the first inspection of the school since the initial audit of its performance against the National Minimum Standards for Boarding Schools, which were introduced in April 2002 and the subsequent Every Child Matters national framework.

### Summary

The inspection visit was announced and conducted over five days and the judgements made are informed by evidence found at inspection and pre-inspection data provided by the school including its self-assessment. Findings draw heavily on interview of boarders and surveys of a sample of their and their parents' experience of the school's boarding arrangements. Boarding arrangements are assessed as effective in yielding excellent outcomes for pupils in their overall development as good citizens and in their educational attainments. Two recommendations have been made to address gaps in the Being Healthy outcome area; one related to Organisation - training for a specific group of boarding staff; and three in the Staying Safe framework. The recommendation related to the need for the school to be able to secure its perimeter in order to safeguard boarders, is not intended to be a critical observation of the school's performance. It is recognition of a problem that it and relevant statutory bodies must resolve for the safety and protection of children. The outcome group, Economic well-being, was not assessed on this occasion, but observations were made to ensure that the specific recommendations made in this connection at the last inspection have been addressed.

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 in January 2005, which acted as an audit of the school's performance against all the National Minimum Standards, advanced 29 recommended actions and seven advisory recommendations. The recommended actions encompass all the Every Child Matters outcome areas, which were not in effect at that time. Most of the deficits related to the Staying Safe area. Attention to staff training, health and safety initiatives and improvements in record keeping and monitoring of areas such as complaints means that the school has successfully addressed these particular recommendations. In regard to health, the school was required to

ensure that its health centre has adequate washing and toilet facilities, and authorisation to attend to the medical care and treatment of boarders. These have been addressed to the extent that the school is judged outstanding in this outcome area. Recommendations related to boarders being able to Enjoy and Achieve and to make a Positive Contribution included: providing telephones to enable boarders to make and receive calls in private; that they receive formal feedback of school council discussions; informal consultation about boarding issues and access to library and sports facilities during leisure time have all been attended with the outcome that performance in these areas is now judged outstanding. The provision of an additional boarding house, fewer boarders and the refurbishment programme that is underway, have had the effect of remedying in full and in part most of the recommendations about facilities and services (Economic Well-being). Finally, the school's prospectus has been updated as was recommended and, together with other relevant documents, provides a clear and accurate account of boarding principles and practice.

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

The provision is outstanding.

Boarders who present as active, vibrant and in robust health benefit from the school's comprehensive health care arrangements, which they and their parents rate as excellent. The school has an established health centre with qualified nurses with current professional accreditation. They are professionally supervised by a practice of GPs one of whom is the school's medical officer, but all of whom take turns to conduct a daily surgery at the health centre. These health care professionals link with teachers and boarding house staff in health promotion initiatives. This results in boarders being taught formally in Physical Health and Social Education lessons and guided by boarding and medical staff to adopt healthy lifestyles. The outcome of this is that they are not only fully aware, but inculcate messages of the adverse effects of drugs, substance misuse, excess alcohol, smoking, on health. Boarders also express mindfulness of the potential health and social consequences of unprotected sex. The health centre staff intends imminently to introduce a smoking cessation clinic for those who might have already become addicted. In its first class health promotion regimen, the school has introduced a range of coherent measures to ensure that boarders eat healthily. There is a wide choice of wholesome food offered in combinations to assure nutritional balance. The needs of international students are taken into account in that choice of some dishes reflecting those familiar to the relevant students are provided. There is also a reasonable choice of food for vegetarians and in there among boarders' comments is confirmation that special diets are provided for those who on medical grounds require it. Boarders themselves recognise what the school is doing to promote healthy eating citing the plentiful availability of fresh fruit, water fountains and sugar-free soft drinks. Essentially, the school achieves a balance between ensuring the boarders have a fundamentally healthy diet, but are able to exercise some choice in the food they prefer hence there being administered customer satisfaction surveys, in this regard, quite regularly. In demonstrating commitment and contribution, beyond what is usually expected, to maintain the good health of pupils through diet, the school has commissioned an independent nutritional audit by specialists who report favourably on its performance. The school has a tradition of sports excellence and of encouraging boarders to engage in leisure pursuits that provide physical activity and exercise. This continues to be the case both in terms of the games periods in the formal curriculum and physical exercise in the promotion of boarders' health. As a consequence boarders seem robustly healthy and none were seen who might be regarded as overweight or obese. Boarders commend staff in knowing their individual health circumstances, confirmed by the records that are kept, and the exercise of confidentiality and sensitivity with

which their health care is given. They have ready access to the school nursing service around the clock and to the doctors who visit daily on weekdays. One of the outstanding features of this service for boarders is that they have some choice of consulting a male or female doctor. Boarders comment and, the evidence from other sources confirms, that they have access to the sick bay in the health centre, which is equipped to function as an efficient clinic, but also able to provide the privacy and comfort needed when they are unwell. There are clear boarders' health care policies and procedures, including obtaining parental consent for any medical treatment that might be needed whilst in the school's care. A medication policy with attendant procedure ensure that medicines are handled safely. Accordingly, on entry to the school any known health conditions that boarders have are documented and a care or treatment plan is established to address them by the health centre staff, who then oversee boarding staff in the implementation of the plan. This, in some cases, involves medication regimen which is controlled by a procedure for the safe receipt, storage and administration of medicines including any non-prescription remedies. In only one instance was the application of the medication policy lacking: medicines in one of the boarding houses are kept in circumstances which are not as secure as they should be. It is also noted that though it has been deemed safe for some boarders to manage their own medication, which is commendable practice, they have not been provided with secure storage so as to reduce the risk of others gaining access. This gap has been recognised and relevant staff have undertaken to remedy it. There is evidence that most boarding staff received first aid training three years ago. With regard to boarders' emotional health, the school has in place a sound rationale. This encompasses promoting to, and supporting boarders in, an expansive range of hobbies and leisure pursuits intended to build character, instil self-discipline, confidence and buoy self-esteem. Boarders refer to some of these as the opportunities that the school provides and in some instances refer to dealing with problems by reconstructing them to learning and the source of potential strengths. There is evidence that they are being taught that with the available support they have the capacity to overcome emotional difficulties. This support is manifested in the form of boarding and teaching staff most of whom have received training to discharge their pastoral duties and personal tutors, and the school counsellor who provides a confidential service. Also recognised by boarders as of value to them is peer support in the form of trained and regulated student listeners, monitors and buddies. Emotional difficulties that boarders might experience within or out of school, problems with school work, home sickness, parental divorce or family bereavement, have been properly considered and resources made readily available to deal with them should they occur.

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

The provision is outstanding.

Boarders say that they feel safe at the school and this has been achieved by an excellent protective umbrella of measures, which have been instituted to safeguard and promote their welfare. The school environment exudes an ethos of caring and, among pupils, there is a highly developed regard for the feelings and comfort of others. Boarders testify to the school being an inclusive place where there is no truck with unfavourable treatment on the grounds of race, nationality, gender, academic performance or any other such factors. They acknowledge that a significant ratio of international boarders impacts on the school, but this is regarded by most as positive and though sometimes new boarders are inclined towards others of the same nationality, it is recognised among the boarding community that this is because of diffidence in use of spoken English rather than any inherent attempt at separateness. In promoting an anti-bullying strategy, the school has consulted widely with pupils including boarders and has involved them in its development, resulting in their ownership of and commitment to it. The

outcome of this is that the vast majority of boarders report that they have not experienced any bullying at school and some of those who have, commend the effectiveness of the school's response. Boarders have evidently inculcated the school's values among which bullying is regarded as morally reprehensible and have internalised this in relation to their own conduct. Boarders' parents are also reassured by the school's anti-bullying approach, commenting favourably on the confidential support that any victim receives and the effective measures taken to minimise risk and deal with any incident of what the boarders refer to as 'cyber bullying', i.e., by electronic communication. The school has a soundly constructed child protection policy the intention of which is to set out its rationale for ensuring the protection of boarders from abuse, harm and ill treatment. The policy, which includes the procedure to be followed in the event of any abuse or suspicion of abuse of boarders, was reviewed and updated in July 2007. It enshrines the principles of the agreed national approach of working together to safeguard children and those within the procedures of the Local Safeguarding Children Board (LSCB). Approved by the local child protection co-ordinator with a recommendation for staff to receive training in physical restraint at a future date. The policy has been deemed to work effectively on the occasions when its procedure has had to be invoked and has elicited the observation from the local child protection co-ordinator that the school is open about these matters, works effectively within the LSCB framework and demonstrates a strong commitment to safeguarding and promoting the welfare of boarders. Readily available to staff and parents, the school's child protection policy sets out the nature of abuse and gives guidance on behavioural characteristics that abused children might exhibit. In a separate procedure the school has set out how, as required, it will respond to unauthorised absence of boarders. This is augmented by staff training, which was most recently delivered by the local child protection co-ordinator at the start of this autumn term and included all staff except catering and library personnel. Pupils, including boarders, are assigned positions of responsibility within school such as head girl and boy, monitors and pupil listeners and those who represent others on the school's various forums such as the boarders' forum. All such pupils receive training, guidance and supervision in the discharge of their duties to ensure that they do not abuse their positions. The effect of this is that boarders refer to them as helpful and positive sources of support. That there were no critical observations or child protection concerns at inspection is an indication of the effectiveness of the policy. Boarders are protected from institutional abuse and unfavourable treatment in that the school makes it clear to them what is expected in terms of their application to school work, their conduct and the consequences of breaking school rules. These all form the school's control and discipline policy and are set out in formal school documents, summarised for boarders and available in full to their parents. Essentially, the focus of the policy is to encourage boarders to behave well and to abide by school rules all of which are underpinned by considerations of safety and welfare, such as the requirement to be present for roll call, procedure for journeying out of school unaccompanied and safety protocols to be observed at such times. There is a clear separation between disciplining during school time and boarding, thus sanctions imposed for any misdemeanour in classes are not carried on in the boarding houses. In any event, the repertoire of sanctions which are used are all within the acceptable range and are being applied appropriately and proportionately. The impact of this is that 88% of boarders consider the rules and disciplining are fair, confirm in their comments that they are aware of the range of sanctions and that only those which are permitted are imposed. In essence, their experience is that the school is helpful in this regard rather than punitive. Dissenting views are over issues such as what is regarded as the school's punctilious dress code and quest for greater freedom than is permitted. For their part, parents rate the school's approach to behaviour management highly, regarding it as a triangular relationship of staff, boarders and

parents communicating effectively to reinforce behavioural expectations. In addition to its formal complaints procedure which is promoted to boarders and their parents and in practice is being applied effectively, the school has introduced a plethora of helpful systems to enable boarders to give expression to any concerns they might have. These are explained and promoted to boarders in the 'Who to turn to' leaflet, a copy of which has been given to each child and posted on notice boards in all the boarding houses. Those among whom boarders are advised to approach include: house parents, their tutors, senior staff, the school chaplain, health centre staff and the school counsellor. These arrangements together with boarding house forums enable the boarders' concerns, or any problems they have, to be addressed quickly and by processes the boarder is most comfortable with. Ofsted and Childline are also promoted as legitimate external bodies to which boarders might wish to take their concerns. These provisions account for some boarders reporting that the school is fair and democratic, there being lots of people within it who are ready to listen and understand. A range of health and safety precautions is being taken to protect boarders from potential harm. These include fire safety measures such as the conduct of regular drills; testing and servicing of alarm, detection systems and fire fighting equipment. In line with statutory requirements, the school has in place a fire risk assessment and a plan of action has recently been effected in response to recommendations made by the Fire and Rescue Service in July. Accident data is being recorded and co-ordinated on a whole-school basis to ensure that any undesirable patterns can be identified and preventative actions taken. Similar measures are instituted in relation to food safety, quality of the water supply and regulation of hot water temperature to minimise the risk of scalding at outlets to which boarders have access. In light of the numbers of boarders with electrical equipment, such as laptop computers, tests of the portable electrical appliances are also carried out. An apparent lack of storage for boarders' school bags, laptops and other necessary accessories that they need to have during the school hours cause these to be left along pathways during breaks, assemblies and lunchtime. Apart from getting wet when it rains, these articles represent trip hazards. Where indicated, the school undertakes individual risk assessment of boarders who might, for instance, be vulnerable to bullying. Also embedded is a soundly developed and established process for assuring safety on outings and participation in sports and leisure activities such as camping and skiing. Staff are sensitive to boarders' need for privacy thus whilst ensuring they are adequately supervised, they do this discreetly and in line with safe caring practices that reduce the scope for embarrassment or misunderstanding. Mostly, the older boarders have single rooms, some with en suite, whilst younger ones are accommodated in dormitories. Some boarders and their parents expressed dissatisfaction with the degree of privacy afforded in the shared rooms. The school recognises this and has developed a programme of refurbishment and upgrading of the boarding houses to meet current quality standards. Some of this work has commenced and is being carried out to an excellent standard. The school is diligent and rigorous in its vetting of staff's suitability to work with boarders and in setting out terms and conditions for resident staff with the safeguarding of boarders in mind. For example, Criminal Record Bureau disclosure, satisfactory account of employment history and verification of identity and qualifications are included in the vetting process. There is, however, no contingency plan for the event of the suspension of any resident member of staff who might need to be away from the premises during the period of suspension. Care is being taken to ensure that visitors to the school do not have unsupervised access to boarders and that where transport, other than that operated by the school, is used to convey boarders the personnel involved are established as safe. Safeguards also exist for boarders travelling to and from the school unaccompanied at the start and end of terms. Although the school does not provide care and accommodation for boarders outside of term time or other occasions when it is not



responsible for them, it nevertheless seeks to ensure that parents make satisfactory arrangements for those who cannot return home. In this connection, it requires parents to sign an undertaking to use approved guardians who are accredited by reputable guardian agencies. Other sterling work is being done in this regard such as gathering and acting on intelligence when it is suspected that boarders' care might be compromised during these times. The school operates on a large site within which the boarding houses are located. Supervision arrangements and frequent roll calls ensure that boarders whereabouts are known. Each boarding house is equipped with security measures sufficient to deter intruders without restricting boarders' liberty. A public footpath on the school site means that its perimeter cannot be completely sealed. There have been two occasions when intruders have entered boarding premises, on one occasion with some menace. The school has invested in surveillance equipment and security patrol as further safety measures and is involved in protracted negotiations with relevant authorities with a view to being able to completely seal its perimeter. In these circumstances, staff are, in addition to standard procedures for checking and supervising visitors, vigilant of strangers who enter the site.

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

The provision is outstanding.

Boarders are provided excellent wide-ranging opportunities facilitated by resources for their personal development, academic success and fostering of their talents and interests without unfavourable discrimination. The school is clear in stating its mission to enable academic excellence for its pupils to the extent that their abilities will take them and, that in working towards this end, it will foster individual talents, address needs and promote proper development, spiritually, morally and culturally. With this in mind, a network of support is made available to boarders in the form of personal tutors to guide their academic progress and help them to mitigate any barriers to their learning. House parents who attend to boarders routine care and an independent school counsellor, whose contact details are made available to students, provide a confidential listening and counselling service. Staff at all levels, including the school chaplain, are approachable and demonstrate a genuine commitment to the welfare of boarders and other pupils, a factor also highlighted in the Independent School Inspectorate report on the school in 2004. Parents express positive views about the support that their children receive from the school in terms of their school work and any problems they might have. All pupils who offered a view also commend the school's supportive ethos, identified persons within or associated with the school, whom they can approach if they have a problem. Further evidence of the extent to which boarders consider they are personally supported is reflected in 99% confirming that they are given enough help with school work. The school operates with equity in the care and education of boarders regardless of their race, religion, sex, linguistic background or particular abilities. Working principles and practices adopted in this regard are, therefore, established on the premise that all boarders are children first with needs in common in relation to their age and stage of development, and needs arising from the aforementioned list are attended on an individual basis. This is demonstrated in the individual support that they receive in academic work, sports, artistic and other abilities. Whilst the school is founded on Christian principles, which are practiced, this is made clear and children enter it with this in mind. However, boarders of other faiths who wish to practice these are encouraged and supported to do so. Significant religious and cultural British festivals and those of other nations of the international representation of boarders, such as the Chinese New Year, are recognised and celebrated. A highly established loyalty to school houses promotes inclusion of boarders as do some subtle boarding house activities that require collective endeavour to achieve common ends. These

traditions though understated are judged to be effective in ensuring no boarder is isolated. This is illustrated in events at inspection when boarders applied potent collective effort in practising for the school's singing competition. Everyone was included, co-operative and good humoured. The significant international boarders group receives a sensitive service tailored to their particular needs. On first joining the school they arrive ahead of other boarders so that they have a longer period of familiarisation and induction. A specialist English as an Additional Language (EAL) Department of the school, the staff of which also undertake boarding duties, supports international students directly and provides guidance to other staff in the care and education of these children. These boarders are well integrated into all aspects of school life, a substantial development on observations at the last inspection. A minority of boarders and parents express reservations about the number of international students in the school on the grounds that nationality cleavages are formed in which exclusive communication is used and results in isolation. This is not borne out by the evidence that informs the judgements made at this inspection.

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

The provision is outstanding.

Boarders' welfare is safeguarded and promoted by a wide range of participatory and representation mechanisms, which are well-established within the school. The pupils are actively encouraged to share views and opinions by way of advancing their own interests and to learn something of the 'give and take' nature of group living and collective responsibility. A wide range of forums and interest groups among which includes: house monitors group, sixth form representatives, students listeners and the catering committee enables boarders' views and opinions to be reflected in how they are looked after and in the running of the school. For example, boarders' feedback on aspects of boarding accommodation has resulted in plans which are underway to upgrade the material condition of some houses. Similarly, wireless connection for computers has been installed in most houses, water fountains provided and bean bags made available, are a direct result of pupils' influence. Work is currently being done to technical issues, which have delayed the installation of wireless connection in those houses without this facility. Ways in which boarders are being enabled to contribute to decisions and planning about their own lives is exemplified in their being assigned tutors, among others, to guide their individual care and education arrangements, including seeking their views about their experience when being cared for by persons other than their parents during school holidays and their transport between school and home at the start and end of terms. House meetings and assemblies together with customer satisfaction and other surveys of boarders, covering catering and bullying in particular, ensure that they all have opportunities to contribute. The school is an established part of the community and boarders make a valuable contribution by being good neighbours extending their good conduct and consideration for others beyond the school portals. Boarders and their parents recognise and are proud of the pupils' contribution to fund raising for charity and the community work, such as assisting a school for children with special needs, in which some are involved. The majority of parents consider that the inputs the school makes and the outcomes for their children in this aspect of care is excellent. Essentially they believe their children, through these measures, are confident, positive, polite, caring and considerate. For their part 84% of boarders (4% either made no or don't know response) report that they are able to make their views known and have a say in what happens at school, with the result that they perceive the school to be democratic with numerous staff ready to listen and understand and they are given a huge say via the various forums. They do though recognise that having these opportunities to express views and opinions is balanced with the responsibility

to have regard for the feelings of others. A minority of boarders report that although they give their views and opinions these make no difference to how the school is run. A minority of parents also commented that it lacks effective parents representation and is autocratic in how it introduces significant change. These views are not borne out by the evidence available at the time of inspection. Contact arrangements are established with parents when boarders enter the school. Where boarders have siblings in other houses and the preparatory school, which is on the same site, they have opportunities to have regular contact. Parents, or others who they approve, are permitted to visit during boarders' leisure time and telephone and e-mail facilities are available for those pupils and parents who opt to use these means of contact. Parents report that they are able to monitor the progress of their children and refer to school policies and procure through its excellent website. This, together with a weekly newsletter and regular e-mail, telephone and direct contact with boarding staff, enables effective communication.

### **Achieving economic wellbeing**

The provision is not judged.

### **Organisation**

The organisation is good.

Boarders benefit from a successful care regime that promotes their proper development and augments their potential educational attainment. This is underpinned by a clear rationale, successfully implemented by effective management, influential leadership and a committed and competent staff team. The school's prospectus together with its portfolio of policies, procedures and guidance clearly set out the principles and practice for the care of boarding pupils. These documents are available to parents in full via the school's website and have been summarised in user-friendly handbooks for boarders and parents. Taking account of the judgements in the preceding sections of this report, we consider that the school's principles and practice, particularly those related to boarding, are reflected accurately in how boarders are currently being looked after. This conclusion is shared by the majority of boarders who, whilst highlighting some deficits, observe that overall it is an excellent school that is good at taking care of pupils' development and rarely disappoints them in this regard. Similar views are expressed by the vast majority of parents who express confidence in the school and its staff whose care of their children is rated as very good or excellent. In essence some parents consider that the school provides good value for money. Systems of accountability and monitoring of care activities are successfully embedded in the school's operational structure. The Governing body exercises a proper executive role. Its members are represented on various sub committees such as those for health and safety and child protection. Minutes of meetings of those committees and records retained in relation to control and discipline and complaints demonstrate that senior staff are discharging their monitoring duties diligently. The outcome of monitoring of these activities, together with data from various sources for obtaining 'stakeholders' feedback on the quality of service, are used to inform strategic planning, which is evident. This acts to assure that the quality of boarders' care is generally maintained at the required standards and, in particular, protection from abuse or unfavourable treatment. The only lack in this area is that there is no member of the governing body with specific lead responsibility for boarding. Staff are employed in sufficient numbers, experience and qualifications to meet boarders' needs. What is more, boarders benefit from consistency and continuity in their care since each boarding house has a dedicated staff team, comprising academic staff who also act as house parents and exclusive care staff who are available in the houses, in and out of school hours. House parents are nearly all wife and husband teams who, together with at least one assistant

house parent, are resident thus providing boarders with a close approximation of home life. Their numbers are augmented by four or five non-resident tutors. Support staff employed in catering, cleaning and grounds and premises maintenance, frees boarding staff to devote their time to the care of the boarders ensuring they are adequately supervised and receive the collective and individual attention that they need. There are job descriptions that clearly set out the roles and tasks for all employees involved in boarding and give a clear understanding of expectations in relation to the conduct of resident post-holders' family members who live with them on the premises. A clearly documented induction and ongoing in-service training programme is in place for academic staff involved in boarding. Some of this, for example, child protection, comes from their professional development as teachers with additional input from training provided by the Boarding Schools Association. However, the development and training pathways for house mothers is less prescribed and defined. It presents as somewhat 'hit and miss'!

## 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 all staff involved in the care of boarders have up-to-date first aid training - NMS 15
- ensure there is secure storage for medication in all boarding houses including instances where boarders administer their own medicines - NMS 15
- provide briefing or training for all support staff, including library and catering personnel, in how to recognise and respond to allegations or suspicion of child abuse - NMS 3
- provide sufficient storage around the school and in the boarding houses for pupils' school bags, laptop, books and other kit so that they are not left on footpaths where they present a potential trip hazard - NMS 47
- resolve with the relevant authorities the necessity for the school to be able to seal the perimeter of its grounds in order to safeguard boarders - NMS 41
- establish a programme of foundation training for house mothers in line with their role and tasks and ensure that they complete such a programme in addition to any other training as might be necessary to enable them to discharge their duties effectively - 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.**