

Wycliffe College

Inspection report for boarding school

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Inspector	Barbara Davies
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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

Wycliffe College was founded in 1882 and currently comprises of Wycliffe Senior School and the Sixth form College. It is set in 54 acres of green belt land on the outskirts of Stonehouse in Gloucestershire. The college is co-educational and offers boarding and day education for children between the ages of 13 years and 18 years. The senior school and boarding provision are located on a single campus. Seven boarding houses provide accommodation for a maximum of 270 students. The boarding houses are a mixture of traditional and modern properties. Much of the school and boarding provision has been subject to renovation and refurbishment in recent years. The school's recreation facilities include a floodlit all-weather sports pitch, rugby, football and netball pitches and an indoor sports hall, all of which are used for a number of different sporting activities. The restaurant, where the boarders eat the majority of their meals, is newly built. A café, offering light snacks and refreshments is open throughout most of the day.

Summary

The focus of this inspection was to assess the welfare provision for boarders. It took place over three days, between 3rd December and 5th December 2007. The inspection team consisted of two Ofsted Inspectors and a Boarding School Additional Inspector (BSAI). A visit to the school was conducted prior to the inspection to meet with the Headteacher and Director of Pastoral Care, to discuss an inspection timetable. Questionnaires were completed by boarders in advance of the inspection. The school distributed questionnaires to all boarders' parents in the half-term-mailing and some responses were received. The inspection involved discussions with, senior staff in the school, pupil year groups of boarders, boarding staff, teachers, ancillary staff and school nurses. Some of the school's policies, procedures and records were examined. The inspection also included a tour of the boarding houses, recreation areas and the school Medical Centre. The school's practice is good and in some areas, outstanding. In the period since the last inspection, significant changes have taken place in the management team of the school. A new Headteacher was appointed in July 2005 and appointments made to additional management posts in September 2007. Amongst these is the new post of Director of Pastoral Care, to whom responsibility for boarding is designated. There has been a big reduction in the percentage of overseas students attending the school. The school's arrangements to promote the health of boarders are excellent. The school has its own medical centre where boarders have access to qualified nurses. A relationship has been established with the local doctor's surgery to ensure the medical needs of boarders are attended to. Minor improvements are required to ensure that medical centre staff are kept fully informed and that the assessment of boarders being competent to self-medicate is supported in writing. Meals provided by the school are healthy and nutritious and the café is an excellent resource offering additional choice. Although some shortfalls were noted, the school's practice is rigorous in most matters in terms of keeping children safe. Child protection assumes a high priority in the school. As a result of regular training and familiarity with the school's procedures, staff are well-equipped to deal with any issues that arise. Boarders report that they 'feel safe and well-looked after in the school' and few incidents of bullying are reported. Boarders are reassured by the high profile that is given to bullying within the school and consider the strategies used to be a successful deterrent. Robust risk assessment procedures are employed for all activities and trips organised by the school. Some activities organised by the Combined Cadet Force (CCF) also require the prior approval of the Ministry of Defence. This is an additional safeguard. All staff are fully

informed of their responsibilities in this area. Risk assessments have recently been updated in relation to the school premises, grounds and fire. Some weaknesses exist in the risk assessment processes for recruitment and in boarding houses. This could potentially result in harm to boarders. A programme of activities during the week offers choice and variety. Provision within the boarding houses offer good recreational facilities and boarders have opportunities to access provision within local towns. There is some dissatisfaction expressed by boarders about the limited activities available on a Sunday. A resolution to this is currently being sought by the school. Good relationships exist between boarders and overseas students. Extensive support mechanisms are provided. Additional staffing arrangements are provided for those students with identified needs. The school is the first independent school in the country to have achieved recognition with National Academy for Able Children in Education (NACE). The school has also achieved 'CReSTeD' accreditation for teaching dyslexic pupils, and it is hoped this will be renewed in 2008 following a further inspection. Appropriate arrangements are in place to help boarders maintain contact with their families whilst at school. Suitable arrangements for boarders to have access to finance, toiletries and stationery whilst being encouraged to accept responsibility for these matters. Considerable financial resources have been invested in recent years to improve the facilities in education and in boarding houses. A programme of planned refurbishment is underway to improve accommodation in the boarding houses. The standard of accommodation for some overseas students is in need of urgent attention and this is scheduled to take place during the summer holidays. Some of the school's policies and procedures are due for review to include legislative changes however The constant reviewing of boarding practice to strive towards excellence is a positive feature of the school. This inspection recognises the improvements that have been achieved since the previous inspection and in particular during the previous 18 months. Some of the recommendations from the previous inspection have only recently been addressed and some of the changes made by the school are still in their infancy. These now need to be consolidated into practice.

The overall quality rating is good.

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

Improvements since the last inspection

The school has successfully prioritised and obtained health information for overseas students to ensure they have sufficient knowledge to deal with a medical emergency. The school has recently appointed a new person with designated responsibility for the welfare of pupils in lodgings. The recommended checks and supervision of 'home stay' families are undertaken to make sure that pupils are safe. Recruitment procedures, whilst conforming to guidance issued by the Department of Education and Skills, do not include an individual risk assessment approach, in instances where staff commence work prior to receipt of references and checks with the Criminal Record Bureau. The school is therefore unable to fully demonstrate the additional safeguards used.

Helping children to be healthy

The provision is outstanding.

The school offers a cross-curricular approach to personal, social and health education. This allows boarders to view the same issue from different perspectives. The school operates strict policies with regard to smoking, drug and alcohol consumption, in order to protect the health of boarders. Awareness of these practices is promoted through the distribution of information. Sixth form students are allowed limited amounts of alcohol with the permission and supervision

of house staff. Smoking and the use of drugs are not permitted on school premises. Planned responses are in place should boarders be found to be in breach of the rules. These include, in consultation with parents, the use of random drugs testing and breathalysing. The need for additional support such as counselling is also considered and discussed with parents. Continuing breaches could result in a student being expelled. The school is well-informed about the health needs of boarders and details are recorded in their files. In response to a recommendation made in the report of the previous welfare inspection (by the Commission for Social Care Inspection), the school has successfully prioritised and introduced a system for obtaining information about the health needs of overseas students. The medical centre assumes primary responsibility for retention of all information to ensure confidentiality. Information about individual boarders is disseminated to other staff on a 'need to know basis'. Photographs and information about boarders with specific health needs such as those with allergic reactions, is well-publicised throughout the school and boarding house. This alerts people to the need for a speedy response. It is usual for such boarders to carry the required antidote throughout the school day. Additional supplies are kept in several locations throughout the school, to ensure ready access, should this not be the case. Staff are trained in how to administer the necessary treatment. With the permission of the boarders concerned, training has also been extended to include other boarders who have expressed an interest in providing a response should it be required. Excellent facilities and resources are available to attend to children should they be ill or require medical attention. The medical centre is staffed 24 hours a day throughout the week and on a Saturday. It is closed for a few hours on Sunday. An on-call system operates during this period so that boarders can access medical attention should it be required. Medical centre staff also provide a 'pitch side' presence during matches to ensure prompt attention for any injuries that occur. Most of the school staff are trained in first aid to a level commensurate to the role they perform. Responsibility for attending to the routine optical and dental needs of boarders remains with their parents but emergency treatment is sought from local practices. The school has established a relationship with a local doctor's surgery and all boarders are registered as patients. One of the doctors has been appointed as the school's medical officer and visits the school regularly to discuss issues and offer advice to medical centre staff. Responsibility for the administration of medication is delegated to house staff although boarders who are considered sufficiently competent are encouraged to accept responsibility for their own medication. An appropriate process for assessing levels of competence was described but this does not currently include a written assessment. Records are kept in the boarding houses of medicines administered by staff and these show that they are usually administered at the frequency prescribed by the doctor. The exception to this concerned a boarder who was refusing to take medication. This had not been recorded or discussed with medical centre staff who expect to be informed of such matters so that a review of the continuing need for medication can be arranged. The arrangements for meeting the dietary needs of boarders offer good variety and choice. The school employs the services of an external catering company to prepare meals. The school's catering team have been accredited with 'Beacon' status for the company. Meals served are nutritious and well-balanced although a healthy eating menu recently introduced is still in its infancy and not popular with all pupils. A number of boarders report that 'for school food it is good, and better than in other schools that I've been to'. The school café and choice of food offered is, by contrast, extremely popular with pupils. The dining room facilities are excellent and boarders can choose where and with whom they sit. Mealtimes are well-organised and queues are not excessive. There is a good staff presence during all meal times although supervision of pupils is low key as students conform to the standards of behaviour expected. Vending machines offer boarders the opportunity to purchase additional snacks and refreshments

outside of meal times. There are facilities provided in boarding houses for boarders to prepare their own hot and cold snacks. The school provides some basic provisions to facilitate this and milk machines ensure that boarders always have access to a fresh supply of milk. The accessibility of the town centre allows the purchase of additional food from supermarkets or restaurants. Water fountains have been installed at various locations throughout the school to ensure that children have ready access to drinking water. Some boarders commented that they are not sure whether water in boarding houses is 'drinkable' and taps are not marked to indicate whether this is the case. A significant number of boarders said that they would welcome the installation of water fountains in boarding houses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The school's practice excels in many aspects of this outcome area. There are comprehensive policies and procedures aimed at keeping boarders safe. These are widely publicised in school documentation given to parents and boarders. The inclusion of key policies such as complaints, child protection and anti-bullying on the school's intranet site makes the information readily accessible to staff. Extremely low levels of bullying are reported by students. Good communication between staff enables effective management of concerns raised. Pupils are confident that any issues will be dealt with immediately and with effect. The school is receptive and responsive to new trends such as cyber bullying, ensuring that staff have an awareness and receive training in such matters. Child protection is a high priority in the school and the school's practice in this area is a particular strength of the school. The newly appointed Director of Pastoral Care is the school's designated child protection officer, a responsibility she has held for a long time. In this role she meets with the local Safeguarding Children Board as a representative for Independent Schools. She was also nominated to be one of a number of representatives who met with the prime-minister in recognition of their continuing commitment to child protection issues. Regular training of staff in child protection ensures that staff are equipped to deal appropriately with any child protection disclosures or concerns that arise. Policies have not been subject to recent review and therefore do not reflect the legislative change to 'Safeguarding Children Procedures' and the Safeguarding Children Board. This however, would not compromise children's safety as contact details for protection agencies remain the same as stated within the school's existing documentation. Boarders receive written information describing the use of discipline in the school and boarding house. The sanction most frequently used for a breach of rules in the boarding house is a gating. This would only be issued after boarders had received several warnings. A further policy operates for breaches of discipline within the education environment. This includes a reward and debit system potentially resulting in detention or exclusion. Boarders again view the application of this as fair. Separate records are kept of sanctions administered in the boarding houses and in the school. These are regularly monitored by a senior member of the school staff to make sure that boarders are being treated fairly. There are systems in place at the College to ensure that any complaints are responded to appropriately. Written information is distributed to parents and children, at the start of each academic year, to inform them how to make a complaint. Procedural guidance in the school does not include the contact details for Ofsted although they are included in the calendar given to students. In the event of concerns being raised, records are kept detailing the process and outcome. A rigorous recruitment process is applied to the appointment of prefects to ensure they have the necessary qualities to fulfil the role. The process requires a written application to be submitted, following which selected candidates are invited to attend a formal interview. On appointment, prefects receive a formal induction into their new role by

the Deputy Head, including training in the school's child protection and anti-bullying procedures. During the induction process, prefects are also familiarised with their roles and responsibilities and are informed about the scope of the disciplinary measures they are able to use. These are also detailed within written guidance, of which prefects each receive a copy. There is regular appraisal of the conduct of prefects and of any sanctions issued by them to make sure they are not abusing their powers. Boarders express that prefects are mostly supportive and that sanctions issued by them are fair. The school does not appoint educational guardians. In the past the school has experienced some intrusion into the grounds from some younger members of the local community. Boarders report that they feel safer with the implementation of improved security arrangements. House staff and prefects patrol the gates periodically during the evening to prevent unauthorised access to the school grounds. A security company has also been employed to perform spot checks. The use of CCTV cameras has been extended to include an increased area of the school grounds. Keypads fitted to boarding house doors prevent members of the public from gaining entry. The school has a robust system for managing most matters of risk. A comprehensive and thorough risk assessment process is in place in relation to the school grounds, fire and all activities in which boarders participate. Some weaknesses were however evident in the risk assessment process for boarding houses. Some had not been subject to regular review neither did they include a risk of all hazards in boarding houses such as windows in one boarding house that did not have restrictors fitted. Some hazards were noted in boarding houses during the inspection, for example trailing flexes and some sash widows that would not remain open. The school has recently received a visit from the local fire officer. Recommendations made as a result of that visit have yet to be fully implemented. Tests on fire alarms and fire drills take place regularly but some shortfalls were noted in the frequency of tests conducted on emergency lighting in some boarding houses. This means that people are vulnerable to harm in the event of a fire. Apart from the showers in one house, that do not have frosting on the cubicle doors, boarders say that the arrangements in the school are 'respectful of their privacy'. Staff maintain discreet supervision of boarders during sensitive times such as when they are getting changed for bed. There are sound arrangements in place to ensure that teachers, (including peripatetic teaching staff) and adults recruited to the Combined Cadet Force (CCF) are suitable to work with children. Some shortfalls were found in recruitment procedures for ancillary staff. Some staff had commenced work prior to references and checks with the Criminal Records Bureau having been obtained. This practice conforms to 'Safeguarding Children and Safer Recruitment in Education Guidance' issued by the Department of Education and Skills in January 2007 permits staff to commence work prior to checks with the Criminal Records Bureau given that an assessment is completed for each employee in this position. Although appropriate arrangements are described as being in place to prevent such staff from having unsupervised access, it is not currently practice for these to be detailed within a written risk assessment. It is not currently practice for a written agreement to be established between the school and any adult not employed by the school but living in the same building as boarding accommodation specifying their roles and responsibilities whilst living on school premises.

Helping children achieve well and enjoy what they do

The provision is outstanding.

During the week a good range of indoor and outdoor sporting and recreational activities are offered. The school has responded to a request from female students for 'more activities for girls', and a cheerleading group has recently commenced. This is a popular addition to the programme. The Combined Cadet Force (CCF) is also popular with some boarders, offering the

opportunity to take part in week-end camps and in the Duke of Edinburgh Award Scheme. Boarding Houses offer a selection of recreational activities with access to televisions, DVDs, videos, computers, board games and, in some houses pool tables. All boarding houses are in the process of updating their television facilities and most are now equipped with large flat screened televisions. The café is located in the same building as the sports hall and is a popular venue for boarders to meet socially with their friends. With permission from parents and house staff, boarders can independently access shopping and recreational facilities in other towns. Dissatisfaction was expressed from some boarders about the lack of activities at the week-end and particularly on a Sunday. The school said it is currently exploring ways in which additional activities can be provided at week-ends. Excellent and extensive networks have been developed in the school to support boarders with education and personal issues. Most boarders describe a range of key personnel within the school and the boarding house whom they can approach with problems. There is evidence of good communication between teaching and boarding staff to identify appropriate methods for supporting any boarders experiencing difficulties. The school also has access to a professional counselling service to which referrals can be made, following consultation and agreement from parents. The particular needs of overseas students are recognised and responded to. They have the opportunity to meet regularly with the overseas co-ordinator to discuss issues. A new independent listener has recently been identified, to offer boarders the opportunity to raise concerns with someone independent of the school. Contact details for the independent listener, together with other helpline numbers, is well-publicised throughout the school and in the student diary. An inclusive environment operates within the school. Some overseas students have been appointed as prefects or heads of houses and this confirms the school's policy of integration. Overseas students were observed to be well-integrated and good communication between different nationalities was evident. No antipathy was expressed from one nationality towards another. One of the boarding houses caters specifically for overseas students and they report that 'we sometimes feel isolated from the rest of the school and not able to practise the English language, as we speak to each other using our own languages'. The school is aware of this issue and express the intention to review the arrangement when the refurbishment of that particular boarding house is complete. Excellent arrangements are in place to ensure that pupils with identified learning and behavioural needs receive the support they require. The special needs department is run by qualified and experienced staff who are committed to helping their students achieve. The provision of an excellent, well-organised learning environment supports them in their role. The school is the first independent school in the country to have achieved recognition with National Academy for Able Children in Education (NACE). The school has also achieved 'CReSTeD' accreditation for teaching dyslexic pupils, and it is hoped this will be renewed in 2008 following a further inspection.

Helping children make a positive contribution

The provision is outstanding.

There are numerous opportunities for boarders to contribute to operation of boarding. A meeting of the school council takes place fortnightly and a food committee meets each term. There is also, a bulletin board on the school's web site on which boarders can post their views about the catering provision but this is seldom used. Meetings are held in each boarding house to obtain boarders' views about what it is like to live there and what they would like to see improved. The format of these meetings is different in each house to take into account the preferred style of the house staff concerned. Year representatives are elected to participate in meetings of the school council and in meetings with house staff. They have specific responsibility

for collating views about things that boarders would like to see happen and for passing this information on to the appropriate forum. Despite giving examples of where the school council has been able to influence the practice of the school, for example the new school uniform for sixth form girls and the introduction of a cheerleading group, boarders are ambivalent about the effectiveness of the school council in achieving change in matters such as food and week-end activities. Even if not successful, pupils value the opportunity to compete against other boarding houses for funds to improve facilities in the boarding houses. The winning project secures money raised by the Parent Teacher Association ('PASS'). Telephone and computer facilities in the school enable boarders to maintain contact with family and friends whilst at the school. Each boarding house has a telephone facility that boarders are able to use without reference to staff. Arrangements are suitably private. Boarders are also allowed use of their own mobile phones and laptops, as long as they are not misused, they are able to keep these in their possession. E-mail contact with parents and friends is possible through the school's internet system. Some boarders expressed concern that they are not allowed to contact friends through some of the popular 'instant messaging sites'. The school restricts access to these as a means of keeping children safe. A strict code is applied to the use of the school's computer equipment and safeguards applied to prevent boarders from accessing illicit sites. Filters are applied to computer equipment to enable early identification of any improper use. The school has a formal programme for inducting new boarders to the school. Special arrangements are in place for overseas students. They commence school a week before other pupils, in order to be familiarised with the school and boarding house facilities and routines. Simplified information has been compiled for overseas students. A strength of the school is that amongst its staff, it has teachers who are able to communicate with most overseas students in their native language. Students from the United Kingdom commence school the week-end prior to start of the school term to receive an induction.

Achieving economic wellbeing

The provision is good.

Lockable cupboards are provided in most boarding houses for boarders to secure their possessions when not in use. Most of the houses also provide boarders with their own lockable cupboard in the kitchen area, so they are able to secure items of food. The locks are broken on cupboards in the dormitories in one of the houses and the same house does not have lockable units in the kitchen. This is a concern to the boarders living there. Frustrations were expressed about personal items of food being used by others when 'we have just bought new supplies', although they said 'we can trust the people we live with and our personal possessions are safe'. This is not the case in other houses where no issues of misuse or theft of personal possessions were reported. Nearly all boarders manage their own finances and accept responsibility for them. Most have a cash point card and are able to obtain money from banks in the local town. Where money is held on behalf of a young person, any deposits and withdrawals are recorded on the envelope in which the money is held together with the signature of the person issuing the money. This record could easily be lost and unavailable to refer to should a complaint ever be made about misappropriation of funds. There is evidence of good communication between house staff and parents to seek agreement for the amount of money to be issued. Parents responding to questionnaires expressed that it was their responsibility and not the school's to educate their children about financial matters. The difference in age of boarding houses leads to differences in standard of accommodation provided to boarders. A programme of refurbishment has commenced with the aim of improving facilities and reducing the differentials between boarding houses. Since the last inspection, the total refurbishment and redecoration

of several boarding houses has been completed. These are now decorated, equipped and furnished to a good standard. Another boarding house is scheduled for refurbishment during the Easter holidays. The school acknowledges the poor standard of accommodation in the premises currently being used to accommodate overseas students and it is intended to address this during the summer holidays by either renovating the existing premises or with the erection of a new boarding house. Due to the age and design of some of the properties, even when the programme of refurbishment is complete some variation in the standard of provision will remain. Those boarding houses built more recently, offer a higher ratio of bathroom facilities to the number of boarders living in the house and a few dormitories have en suite facilities. However boarders are loyal to the boarding houses in which they are accommodated and those living in older properties express a liking for the 'traditional character and homely feel'. Problems are being experienced with the bathrooms in several of the houses. A bathroom in Ward's is out of use as the floor is unsafe, one of the showers in Lampeter (girl's) is reported as only having cold water. These matters are in the process of being addressed as part of the ongoing maintenance programme. Otherwise boarders express satisfaction with the availability of toilet and bathroom facilities and report no shortage of hot water. The school has a shop on site from which boarders can purchase items of school uniform. Boarders are encouraged to assume responsibility for supplying and purchasing their own toiletries and items of stationery. They are able to obtain these during home visits or purchase them from the shops located in close proximity to the school. Boarders say that 'some supplies are kept in the boarding house should we run out'.

Organisation

The organisation is good.

The profile of boarding in the school has been raised with the appointment of a Director of Pastoral Care. This appointment clearly defines the responsibility for the development and leadership of boarding. Extensive literature is published that defines the provision and operation of boarding in the school. The school's statement of boarding principles and practice were reviewed in September 2007, to take into account changes in the management structure of the school. Information about boarding practices is distributed to parents and boarders as they join the school, together with information about key policies such as child protection and complaints. Formal monitoring systems include the regular reporting of matters to the school's welfare and governing bodies. A governor has designated responsibility for welfare in the school and conducts regular visits to the school to assess that the welfare of boarders is being promoted. Management systems at the school include monitoring of records to identify any patterns that emerge so that suitable action can be taken to prevent re-occurrences. An example was given of medical centre staff now providing a 'pitch-side presence' during sporting fixtures in response to the number of accidents sustained. Staffing arrangements in boarding houses ensure that boarders are appropriately supervised. Either a housemaster/house mistress has overall responsibility for the organisation and management of the house. They are supported in their role by a team of matrons and ancillary staff who attend to the domestic arrangements. All teaching staff are attached to boarding houses and perform duties each week as part of a rota system. Written information is available in boarding houses and on the school's intranet to inform staff about their roles and responsibilities. A bi-annual assessment for teaching staff is a well-established part of the school's process. This incorporates a review of their role in boarding. A formal appraisal system is in the process of being introduced for house matrons and ancillary staff. Those that have already participated in this process, report that they have found it valuable. A good percentage of staff with responsibility for boarding houses have

either completed or are in the process of completing professional training with the Boarding School Association to equip them for their role. This training is also being extended to matrons. Regular in-house training is provided to all staff to ensure they are familiar with the school's policies, procedures and practice. There is a good system in place for the organisation and management of students in lodgings. Appropriate checks completed on host families and their children ensure that students are placed in safe environments. There is evidence of frequent communication with host families and students, to offer support and to review the continuing appropriateness of the placement.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

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

- ensure that recommendations made following the visit by the local fire officer are fully implemented and that checks of emergency lighting are completed at least monthly in each boarding house (NMS 26)
- ensure that the schools' risk assessment process includes the: regular assessment and recording of hazards in boarding houses and the regular review and updating of risk assessments to show actions taken (NMS 47)
- ensure that when staff commence working at the school, prior to receipt of references and checks with the Criminal Records Bureau, an individual written assessment is completed that takes into account the matters specified in the Safeguarding children and Safer Recruitment In Education published by the Department of Education and Skills (sections 4.24-4.25)(NMS 38)
- ensure that written agreement is established between the school and any adult not employed by the school but living in the same building as boarding accommodation (eg adult members of staff households) (NMS 39.4)
- ensure that frosting is fitted to shower cubicles in Lampeter, to promote the privacy of boarders using the shower (NMS 37)
- extend parental consent form to include the administration of first aid;ensure refusals of medication are reported to the medical centre;introduce a written procedure for assessing a boarder's competence to self-medicate (NMS 15)
- ensure that taps providing drinking water are clearly marked and consider the installation of water fountains in boarding houses in response to requests from students (NMS 25)
- ensure that any system for the distribution of pocket money includes the keeping of a proper written record (NMS 20.2)

- extend the range of activities available to boarders at the week-end (NMS 14)
- ensure that policy documentation, including the school's child protection procedures, are regularly updated to include changes in legislation (NMS 35)

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.