

Moulsford Preparatory School

Inspection report for boarding school

Unique reference number	SC013025
Inspection date	23 January 2008
Inspector	Christopher Garrett
Type of Inspection	Key

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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

Moultsford Preparatory School is located in a rural location in South Oxfordshire approximately four miles south of Wallingford. The school is for boys and has nearly 200 day pupils. There is a small boarding provision which can accommodate a maximum of 44 boarders. There is one boarding house located on two floors of the main school building. The accommodation comprises of a common room, games room, toilet and shower facilities and six dormitories. The number of boarders varies across the school year with day pupils taking the opportunity to sample boarding, this is especially true in the summer term when the boarding house is at it fullest. The boarding accommodation is satisfactory with plenty of recreational activities being provided. The boarding house has a good staffing structure, with sufficient numbers of staff being available at all times to meet the needs of the boarders.

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 jointly with the Independent School Inspectorate. The standard of care for the boarders at the school is good. The overall feeling expressed by the boarders is that they enjoy their boarding experience and think that it is a lot of fun. Staff are fully aware of the roles and responsibilities in regards to keeping boarders safe. This is supported by good policies and procedures. There are good systems in place which ensure that all relevant staff are provided with information on pupils' health concerns and vulnerabilities, such as allergies and intolerances. Bullying is not an issue within the school and any concerns are dealt with promptly. Boarders and pupils are encouraged to become actively involved in delivering the school's anti-bullying message. They have been responsible for drawing up the school's anti-bullying charter which sets out an agreed code of conduct for all of the school. Older pupils are encouraged to offer support to younger children through the Buddy System. There is a clear expectation of what behaviour is acceptable in the school and there is an emphasis on staff acknowledging, encouraging, praising and rewarding good behaviour. Discipline is perceived by the boarders as being fair and any sanctions given as being proportionate and appropriate. The school helps to ensure the safety of the boarders by applying robust and consistent systems for the recruitment and vetting of staff and have completed respective checks on all of its staff. 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 completed fire and security risk assessments and health and safety checks on the premises, accommodation and activities. These need further review to ensure that all potential risks and significant safety hazards have been identified and are appropriately dealt with. The school has a positive attitude to boarders being able to maintain contact with their parents and family and allows boarders to have mobile phones at school. The arrangements for those boarders without their own phones needs to be reviewed. The school council is a strong feature of the school and provides a dynamic forum for pupils and boarders to contribute views on issues that effect them within the school and boarding provision. It has the full support of the senior members of staff. Boarders feel that the school council works in practice and it has helped to initiate changes and secure additional facilities and equipment. The overall standard of the boarding accommodation is satisfactory. The organisation and layout of the dormitories needs to be reviewed. 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. The majority

of boarders are satisfied that they are able to talk to staff about concerns and that these will be listened to. A number of the staff have completed first aid training and this ensures that boarders can have access to a suitably qualified first aider at all times.

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 February 2003. Details of how these had been addressed were provided during a follow up visit undertaken by the Commission of Social Care Inspection. No further recommendations were made at that time. One recommendation regarding improvements to the daytime changing facilities had not been acted upon at that time. This has now been addressed as part of an excellent sports complex that has recently been built.

Helping children to be healthy

The provision is good.

The boarders' health education is primarily promoted through a good comprehensive Personal, Social and Health Education (PSHE) programme. This is delivered through regular lessons timetabled in the school. This programme is supported during tutorial periods and through regular pastorally focused assemblies. Several initiatives such as the Buddy Programme and the Bullying Charter have emerged from the programme. These provide the boarders the opportunity to take an active part in issues that affect their daily life and to take responsibility for helping others. Boarding at the school is a weekly arrangement with all boarders returning home at weekends and at holidays. Consequently, boarders remain registered with their own family Doctors. Parents are responsible for overseeing medical, dental and optical check ups. The school can arrange emergency medical treatment if required. The school's medical policy and health care arrangements are the responsibility of the Matrons whose rotas are devised to ensure that at least one of them is on duty at all times. All boarding staff have undertaken some level of first aid training which ensures that the boarders can have access to a suitably qualified person at all times. The boarders indicate that overall they are very satisfied with the arrangements for looking after them if they are hurt or feeling unwell. Boarders identify the Matrons as being approachable and a source of comfort and support. One boarder commented that 'Matron is very good,' and explained, 'If you are unwell in the evening you can wake up the boarding staff'. Another felt that, 'Matron is always helpful and always has a solution.' 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. Appropriate consent is obtained for boarding staff to administer first aid, authorise emergency treatment and to dispense prescribed and agreed non-prescribed medication to boarders. Medication is well organised and stored in lockable cabinets in the Matron's room. Pupils and boarders who are unwell are normally sent home. Pupils waiting for their parents may be put to bed in the Matron's rooms. The fridge that is used to occasionally store medications is not lockable. These arrangements and the practice of routinely leaving the door to the room open, compromise the current level of security regarding the storage of medication. Good systems are in place for recording the receipt and dispensing of medication, but there no system of stock control. Accidents to boarders are routinely recorded either in

the accident book or on a Health and Safety record sheet dependant on the severity of the accident. There is no evidence that the accident book is being routinely monitored so potential issues trends or patterns can be identified so this information used to inform practice and/or risk assessments.

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. 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 the school's PSHE programme, school assemblies and tutorial groups. The school's anti-bullying message has been made meaningful to the pupils and boarders by them being able to take some ownership and responsibility for increasing awareness about bullying and being involved in initiatives to address it. The school's anti-bullying charter sets out an agreed code of conduct and has been devised by the pupils. Older pupils are encouraged to offer support to younger children through the Buddy System and the school council has identified strategies to help those pupils who prefer an alternative to the normal outside breaks. The school ensures that boarders are aware of the range of support available to them and how to access this, if they feel they are a victim of or have witnessed bullying. Information provided in the Boarder's Handbook and on notices on display in and around school and boarding accommodation provides details of staff and the Independent Listener who boarders can discuss concerns with, along with details of national helpline numbers. The school is committed to ensuring that the boarders and pupils at the school are protected from abuse and that all staff are aware of their roles and responsibilities in regards to child protection and responding to disclosure or allegations of abuse. All staff receive child protection training and have access to appropriate guidance and support from senior staff. Whole staff inset training is provided on a three yearly cycle and staff who join the school during this time including the Gap students are given a briefing by the Headmaster and/or the Housemaster. The Headmaster and the Deputy Headmaster (Pastoral Care) are the school's designated people and coordinate the response to child protection issues. Both of the designated staff have received appropriate training. A clear policy and guidance on child protection has been devised by the school and is made available to all members of staff. The Headmaster confirms that there have been no recent, or are there, any current child protection issues within the school. Arrangements have not yet been made for the Independent Listener to receive child protection training. The policies on behaviour, discipline, punishments, rewards are very clear. Boarders are fully aware what standard of behaviour is expected from them and the consequence of breaking school rules or breaches in discipline. The management of behaviour is based on an active encouragement of acceptable behaviour. The use of reward systems in the boarding time helps to reinforce good behaviour by recognising and celebrating when a boarder makes a special effort and or shows consideration to others above and beyond what would normally be expected. Boarders who demonstrate consistent good behaviour receive public recognition by having their names and photographs posted on the school website. The majority of parents indicate that they feel the school achieves high standards of behaviour. The sanctions used in the boarding time differ from those used in school. Boarders advise that they think that the boarding sanctions are fair and proportionate. Boarders spoken to stated that they are encouraged by the staff to reflect on their behaviour and are given warnings if it is becoming a cause for concern or unacceptable. The use of sanctions is minimal,

always appropriate and dependent on the severity of the issue recorded either in the House Diary or in the Pupil Sanctions Book held by the Headmaster. Any issues of concern including behavioural matters are recorded on individual records that are posted on the school intranet. These can be accessed by the staff and are routinely monitored by senior staff. Members of the staff advise that they do not have reason to use any form of physical intervention. The school use prefects and dorm captains to help supervise the pupils and boarders, but they are not delegated any disciplinary powers. The school has developed and implemented a clear complaints procedure and information about this is available to boarders and their parents. The majority of parents indicate that the school handles concerns well. Records show that issues raised by parents are dealt with at an informal level. Boarders spoken to indicate that they feel they can take any concerns or worries to members of staff and that these will be listened to. They are aware of the role and service offered by the Independent Listener and the contact arrangements for Childline. There is a good awareness amongst boarding staff and boarders regarding the school's fire safety precautions. All boarders and staff are given written details and practical guidance on the boarding house evacuation procedures. Fire drills are regularly carried out for both the school and for the boarding house and these along with any false alarms are recorded in the Fire Logbook. There are some inconsistencies in how these different events are recorded and it is unclear whether some false alarms or school practices are being counted as being a full boarding evacuation. All of the resident boarding staff have completed fire marshal training. However, none of the current non-resident staff have undertaken any level of training. The Housemaster is the nominated School Fire Officer and has primary responsibility for completing the school's fire risk assessment. An examination of this shows that it has not been recently updated and there are some shortfalls and omissions. There is a lack of clarity regarding fire exits through staff accommodation and whether the fire escapes from these areas are fit for purpose and adequately lit. Specific risks relating to the use of electric oil filled heaters have not been assessed. The routine practice of propping open of a fire door to the laundry/boiler area has not been identified and the risk posed by this practice has not been assessed. Records show that the emergency lighting, fire alarms and fire extinguishers are being routinely serviced and tested as required. There is no procedure for routine visual checks on fire fighting equipment to be undertaken and recorded. Emergency door closers are said to be checked on a regular basis but there are no records of when these have taken place. Boarding staff show a regard for the privacy of the boarders and knock on dormitory doors before entering. The staff are aware of sensitive times such as showering, washing and changing and take steps to ensure that their supervision at these and other times is not intrusive. Boarders do not report any concerns regarding their personal privacy. The school has generally robust and consistent systems in place for the recruitment and vetting of boarding staff and other adults including "gap" student staff. These include the submission of a CV and Medical History Form, the obtaining of Criminal Record Bureau (CRB) checks, references, telephone verification with referees, interviews and the retaining of interview notes. Where relevant overseas police checks have been sought. Full checking of the school staff team has been undertaken, including retrospective CRB checking for all of staff employed prior to implementation of the National Minimum Standards. A minor inconsistency is noted. Assurances are given that gaps in applicants' CVs are checked but details of these are not recorded and placed on file. The overall responsibility for the recruitment of staff to the school is principally that of the Headmaster for academic and overseas staff, and the Bursar for domestic and maintenance staff. The Bursar is responsible for overseeing all vetting and confirmed that CRB clearances are obtained for all staff with boarding duties prior to them taking up their appointment. A CRB check has been obtained for the driver of the coach that transports day

pupils to and from the school and for the Independent Listener The school has made arrangements that help to minimise the occasions that boarders have contact with adults who have not been subject to the school's vetting and checking procedures. The Bursar advises that whenever possible 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. Contractors visiting the site during term times are not allowed to work in areas where the children are present unless they are being supervised by a member of staff. They are requested to wear something that easily identifies them as a external contractor. 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. Boarders spoken to explained that they have been told not to approach strangers and that they should report all strangers to a member of staff. The school has taken measures to ensure that boarders' accommodation is secure and reserved for their own use. The boarders' sleeping areas, common rooms, and washing and toilet facilities are located on the first and second floor of the main house. The accommodation is accessed from the ground floor. Following a recent review of security to the site a number of the external doors on the ground floor have been fitted with keypads which are operated by a code known to staff, pupils and boarders. An occasional insecure access was identified during the inspection and immediate steps are being made to make this secure. All windows to the main building have been fitted with restrictors which helps to improve the safety and security of the building and boarding areas. At the time of the inspection additional external lights are being fitted to the outside of the main building. Lighting throughout the rest of the school site is satisfactory. The school's security risk assessment does not satisfactorily address all of the school's security issues. A current review of security at the school has led to improvements being made to the access to the other school building, grounds and to other parts of the campus. However, some of the measures taken require further consideration. A public footpath bisects one area of the school grounds. The erection of new gates and fences acts as a visual and a partial practical deterrent against unauthorised members of the public entering the grounds. However, these gates are not routinely locked and there is little signage advising the public that the grounds are private. The current security risk assessment includes details of a procedure in which older boarders assist staff by checking the security of the school before they go to bed. This is a duty that some boarders feel unsafe doing despite the measures taken to ensure that they are always in contact with staff. The school has risk assessments for some aspects of safety of the premises and grounds and boarders' activities, and has taken some steps to ensure that all areas used by boarders are free from avoidable safety hazards. The responsibility for compiling and monitoring the risk assessments is that of the Bursar and the Housemaster. Both have developed their own different systems for assessing risk. These are not directly compatible and fail to satisfactorily cover or address all potential risks and hazards to the boarders. Accidents and damages that occur within the boarding house are not routinely reviewed or followed up with a risk assessment. Significant hazards noted include the use of unguarded wall mounted electric heaters located behind bunk beds and in an area used by boarders to store their bags. The main kitchen area and the downstairs cleaning store are left unlocked at all times. Some specific responsibilities undertaken by boarders or pupils have not been assessed. These include assisting in the serving of hot food and locking up the classrooms at night. There is evidence that all sports and play equipment, electrical installations and appliances, water system, boilers and mini buses are routinely checked and serviced. Staff are only allowed to drive the school mini buses if they have the appropriate class of vehicle on their licence or have completed a mini

bus driving course and test. The school is located next to the River Thames and the school grounds' fields adjacent to this are prone to flooding. Boarders confirm that they are fully aware that these areas are out of bounds and access to the river can only be under the supervision of staff.

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 spoken to identified at least one adult within the school that they could approach if they had any personal concerns. The general consensus is that staff are interested and willing to listen and help. One boarder commented that, 'Staff are very friendly and comforting,' and another stated that there is, 'always someone to talk to.' Boarders and pupils also accept responsibility for offering help to others. The Buddy System encourages older pupils to befriend and offer support and advice to younger pupils. Tutorial time provides an opportunity for boarders to discuss welfare issues. A new Independent Listener has recently been appointed by the school. Boarders have been introduced to the Independent Listener, and are aware of her role. Contact details for national helplines and the Independent Listener are included in the boarder's handbook and on notices in the boarding house. The school has an approach that takes full account of the diverse needs of its boarders, pupils and staff. The school's equal opportunity policy that is aimed at all children, parents and staff, states that the school 'will not discriminate against anyone on grounds of their racial, or ethnic origin, religious beliefs or, where practical, disabilities'. School documentation demonstrates a commitment to this aim and avoids using language or expressing sentiment that can be viewed as discriminatory in any form. The school's PSHE programme addresses issues of moral, social, cultural and spiritual awareness. The school views itself as a community and places a great emphasis on rewarding and publicly acknowledging when pupils and boarders show consideration for others.

Helping children make a positive contribution

The provision is good.

The school council is a strong feature of the school and provides a dynamic forum for pupils and boarders to contribute views on issues that affect them within the school and boarding provision. The majority of boarders view the council as being a vehicle for securing some change and improvements in the school and boarding house. The school council is made up from a representative for each of the classes and the boarding provision. The council members are encouraged to canvass their groups and bring forward issues for discussion and consideration. One of the boarders commented that, 'Everyone can give in their ideas'. Items are discussed in the meetings and action agreed. This may involve further consultation with pupils, boarders and staff. Final suggestions are presented to the Headmaster for his consideration. Boarders feel that the council does make a difference and are particularly satisfied that they are given feedback about what happens in the meetings and the decisions that had been made. Minutes of the council meeting and the Headmaster's response are posted on the school website. The boarders gave examples of recent changes initiated through the school council which include the introduction of theme nights (meals) and changes to menus and activities. The school council has also been able to successfully request for additional sports equipment and the installation of water fountain. The school demonstrates its commitment to this process of consultation by making funding available to support approved ideas. Being a member of the school council provides individual representatives the opportunity to take on responsibility,

learn skills including leadership, delegation and negotiation and to consider issues raised by others in an objective manner. The boarding house is provided with funds for new equipment and games from a variety of sources. Boarders confirm that they are able to have a say in how this money is spent. Boarding at the school is a weekly arrangement and consequently boarders are able to see their parents and family at the weekends. However, the school has a positive attitude to boarders being able to maintain contact with their parents and family during the boarding period. Boarders are able to bring in their own mobile phones and these are made available to them at a specific time in the evening. Boarders are able to take/make their calls privately and are not under the direct supervision of staff. Boarders with their own mobiles stated that they were generally satisfied with current arrangements and that they were normally able to make contact with their parents during the specified period that they have access to their mobiles. Boarders who do not have a mobile phone are able to access a phone located in the Matron's room. This requires a boarder first obtaining permission from a member of staff. Parents are able to call into the school and the boarders are able to receive calls on one of the school extensions located in the Matron's room and the Housemaster's flat. Incoming calls may not always be received in private. Boarders are able to write and receive letters. There is some lack of clarity regarding being able to access e-mails from home with a number of the boarders advising that this facility is not available to them.

Achieving economic wellbeing

The provision is satisfactory.

The school does not arrange lodgings for any of the boarders and this key standard was not inspected. Additional standards relating to the boarding accommodation and toilet and washing provision were inspected. The judgement for this outcome has been made based on findings relating to these standards. The boarding accommodation is located on the first and second floors of the main school building. The resident house staff and the gap students' accommodation is separate from that of the boarders. Boarding is primarily on a weekly basis and at the time of this inspection there are 24 boarders being accommodated. Boarding is available to boarders of any age, but pupils do not normally board until they are in Year 6. The maximum capacity of the house is 44 and this number is normally reached in the summer term when new boarders join before going into their final year. Occasional boarding is on offer and day pupils sometimes stay overnight. Consequently, although only occasionally running at full capacity the accommodation is set up for maximum numbers all year around. Lighting within the boarding house is satisfactory. All windows are restricted but ventilation is good. Heating is provided using a mixture of electric radiators and hot water systems. Some aspects of the existing systems pose potential health and safety risks to the boarders. In some areas large heating pipes run close to the skirting, are surface mounted or are suspended from the ceiling. The electric radiators are unguarded, very hot to touch and are not placed in the most suitable location. One electric radiator is loose. There is no evidence whether these heating systems have been subject to any level of risk assessment. Boarders have access to a common room and a games room. Furniture in these areas is domestic in style, standard and in a good state of repair. The boarding accommodation is clean and tidy. The standard of decoration is inconsistent between communal areas and some of the dormitories. Sleeping accommodation is spread between six dormitories. These are furnished with bunk beds providing bed spaces for between four to 10 boarders. Each of the dormitories is permanently furnished for maximum occupancy. There is limited storage for belongings but it is adequate for the needs of a weekly boarder. None of the dormitories are of an adequate size for when they are fully occupied. Accommodation within those rooms with the larger number of boarders is particularly compact.

Boarders bring in their own quilts, but the opportunity to personalise the rest of the bed space is limited. Some of the boarders spoken to commented that, 'The dormitories can become quite crowded during the summer term when a number of pupils start boarding in preparation for the September term.' The school has upgraded some of its toilet and washing facilities. There are sufficient numbers of toilets, showers and washbasins to meet the current needs of the boarders and when the boarding provision is operating at full capacity. Washing and toilet facilities are distributed amongst the two floors. Two of the smaller dormitories have their own hand wash basin. All of toilets provide a good level of privacy and all locks are operable. Toilets are clean and free from offensive odour. Some of the shower facilities have been reorganised and power showers have been fitted to the top floor. One of the shower rooms has a offensive smell. Two of the showers are in need of attention to the tiling and seals to the door.

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. All of this information is made available to staff and parents. A statement of boarding principles and practice is included in the Boarding House Handbook which has recently been updated. Both the school prospectus and Boarder's Handbook are in the process of being reviewed. The Boarder's Handbook is produced in an accessible colourful format and provides a wide range of information for new boarders. All new parents receive an information booklet which includes a copy Medical Information Form and details of the school complaints procedures. The website has secure areas for parents that provide access to a regularly updated newsletter and other information relating to the school. 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 previously been recommended to review its process for monitoring records. Specific responsibilities are said to have been delegated to senior members of staff but there is no evidence on when monitoring and reviewing is taking place. The current arrangements are not robust and failed to identify shortfalls in the scope and manner in which risk assessments have been undertaken and in the security to the site. There are no arrangements for low level accidents to be monitored allowing any potential issues, trends or patterns to be identified and used to inform practice and/or risk assessments. Boarding is provided in accommodation located in the main school building. Boarders are not normally allowed in the boarding area during the day and the period of time that they are there is generally restricted to the period from rise until breakfast in the morning and free time in the evening and bedtimes. During the day boarders are supervised along with the day pupils by members of the education team. The current arrangement for the deployment of staff with boarding responsibilities ensures that there are sufficient numbers for the age, number and needs of the boarders. Boarders are supervised by a small team of staff led by the Housemaster. The boarding team consists of a resident Housemaster, assistant Housemaster and Matron, and two non-resident Matrons. The team receives support from a number of duty staff and three boarding assistants. The Gap student is available to assist with supervision during free time and prep periods. The rota is organised so that there is normally three staff supervising the period that the boarders are in the boarding provision. Boarders are able to have access to a Matron during the day and at night. Boarders' feeling of security is enhanced by them all being aware which member of staff is on call through the night time. There are good relationships between the boarders and the boarding staff. Interaction is good and appropriate boundaries are maintained. The majority of the boarders feel that they are well cared for. One boarder commented, 'I feel that someone

is trying you make everything fun for me' and another feels that, 'The boarding house is a home from home. Everyone is happy and cheery.' 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 Housemaster and assistant Housemaster. Guidance on boarding routines and practice is provided in the boarding house handbook. The Housemaster advises that there is no current formal induction programme for new staff or the gap students. The gap student explained that time was allocated to him so that he could read the school documentation and discuss key policies and guidance including child protection and fire procedures with the Housemaster. Records show that the boarding staff have undertaken or are about to complete training in child protection, fire marshal training and first aid. Some of the duty staff have not undertaken training in fire awareness. The boarding house rota is arranged so that suitably qualified staff are on duty at all times. The Housemaster has 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.

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 arrangements for the security and storage of medicine. (NMS 15.)
- implement a system for recording the amount of medication being stored in the school. (NMS 15.)
- review and fully implement the school's fire risk assessment. (NMS 26.)
- re-evaluate the school's security measures and revise the security risk assessment. (NMS 41.)
- ensure that all areas used by boarders are free from avoidable safety hazards and that identifiable risks are appropriately assessed. (NMS47.)
- review the arrangements for the security and storage of cleaning materials. (NMS47.)
- review the arrangements for all boarders to make and receive private telephone calls. (NMS 19.)
- review the boarders' sleeping accommodation. (NMS 42.)
- ensure that all shower facilities are free from offensive odours and are in a good state of repair. (NMS 44.)
- ensure that all records are regularly monitored by a senior member of staff. (NMS 23)

- ensure that all staff with boarding duties have received training in fire awareness. (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.