

# Sir Roger Manwood's School

Inspection report for boarding school

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<b>Inspector</b>	Mark Blesky
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<b>Registered person</b>	Sir Roger Manwood's School
<b>Head / Principal</b>	Christopher Morgan
<b>Nominated person</b>	Christopher Morgan
<b>Date of last inspection</b>	6 February 2006

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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

The Sir Roger Manwood's School is located in Sandwich near to the seaside towns of Deal, Thanet and Dover. It provides education and flexible boarding for fifty boarders between the ages of eleven to eighteen years. The boarding provision is organised in two separate houses within the school grounds, one for girls and one for boys. Each house has a resident houseparent, matron and tutor in addition to non-resident house tutors. The school aims 'to provide a caring, bright and stimulating environment wherein young people can feel secure, develop friendships and grow happy in themselves with the ability to enjoy life'.

The boarding houses are set in large pleasant grounds which offer facilities such as playing fields, an astroturf area for hockey, five-a-side football and tennis courts, an open air swimming pool, information technology facilities, arts and music rooms and a drama studio amongst others.

### Summary

This inspection looked at the key standards and re-visited areas where previous recommendations had been made. This is a well managed school with a senior management team providing good leadership. House parents are motivated and enthusiastic in their approach to providing for the boarders welfare and development. The headteacher is supportive of the inspection process and along with his deputy keen to demonstrate commitment to improvement.

There are a number of systems now in place to ensure that the boarders' views and comments are promoted. Boarders are able to represent themselves in health and safety, catering and a forum is provided for them to make representations. Boarders are happy and content, they feel safe and well looked after.

The overall quality rating is good.

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

### Improvements since the last inspection

The headteacher was asked at the last inspection in 2006 to ensure that the matron's and those providing support to the boarders healthcare were provided with appropriate guidance. A review was to take place regarding fire safety along with improved supervision of the use of electrical extensions and multi-plugs by boarders. Action has taken place to address all these areas with improved guidance for matrons. A fire safety review and improvements, along with risk assessment of boarding house electrical appliances has also taken place.

The headteacher was also asked to ensure that boarder's privacy was respected by boarding house staff knocking on doors before entering. The use of the internet was to be risk assessed along with boarders being allowed to use bicycles. Greater representation by boarders at formal school meetings was recommended along with some areas in the school needing refurbishment. The school has worked hard to address these previous recommendations and demonstrated a thoughtful and insightful programme of action. Areas where recommendations were made have been well managed by the school and improvement is clearly apparent. This has included improvement in procedures and material improvement to the building.

The headteacher has taken appropriate steps to improve the quality of boarding for young people.

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

The provision is good.

The school ensures that policies and procedures are in place to counter any risks to health and welfare. Personal, social and health education is well managed and the house staff are aware of the importance of promoting healthy lifestyles. Procedures and policies are in place to counter the use of alcohol and any illegal substances. Education in health matters is supported by the one to one support provided by house parents. The school matrons address any matters that are more related to personal health and ensure that all boarders are supported with any specific health interventions. Any matters that are of a serious concern to health are overseen by the headteacher and safeguarding co-ordinator.

First aid treatments are available for all boarders and this is typically administered by the school matrons. All boarders are registered with the appropriate healthcare services when they join the school. The general practitioner (GP), dentist, and ophthalmic services are made available to all boarders and more specific healthcare is planned if necessary. There are no registered nurses in the school, but medical staff and house parents receive appropriate guidance on the administration of first aid. Matrons have additional training in administration, care, and control of medications. The school regularly liaises with medical staff from the primary healthcare trust and a named GP is available for consultation that is more specific. Boarders are able to choose either a male or a female GP. In addition, any more specific or diverse healthcare request is given appropriate consideration. The school has developed self-administration policies and procedures to ensure that boarders are enabled to administer and store their medication safely. It was noted during the tour of the school that boarders are leaving medication accessible to other boarders. Although there is clear guidance for staff and boarders regarding self administration it is not being followed. These circumstances bring into question the effectiveness of school's procedures and practices to safely assist boarders with the management of their own medication. There is secure storage in both boarding houses, however it was noted that security in one house could be improved. More robust locking of the cabinet, along with dedicated storage would improve current practices. All administrations are detailed in each boarding house and the matrons say that the systems that they use provide adequate management of administration recording.

Dissatisfaction with the meals was raised in the pre-inspection surveys. However, all boarders spoken to both in groups and individually stated that the meals are generally well prepared and served. They say that sometimes evening meals are somewhat bland, but there are choices available. Meals presented and taken during the inspection were well prepared, wholesome, and nutritious. The school also convenes a food council, surveys, regular house meetings and assemblies to promote views and representations on all boarding provisions. There is no evidence to support any significant dissatisfaction.

It was noted that although environmental health inspect the kitchen and food preparation areas in the school, they do not currently visit areas in the boarding houses, which are used for similar purposes. Although there is no evidence of unhygienic areas in the boarding areas, assessment by environmental health would provide more robust food preparation and hygiene planning.

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

The provision is good.

An anti-bullying policy has been developed by the school and was revised in September 2009. This policy is detailed and comprehensive. The document contains definitions, the types of bullying that may occur and expectations on staff and the boarders to counter bullying. This document provides an insightful guide to boarding staff and boarders. Boarders say that bullying is not a feature in this school and say that they would feel supported, by all staff if they needed to report bullying.

Detailed safeguarding procedures are in place and staff are fully aware of the expectations placed upon them if they discover an allegation of this nature. All staff in the school undertake safeguarding training with key staff receiving increased instruction. The procedure for safeguarding is endorsed by the local authority and underpins child protection philosophies.

The school maintains a behaviour and discipline policy, detailing the guidance for staff in managing behaviour. In addition, boarders have guidance of expectations upon behaviour and discipline in order that they understand the rules in the school. There are no inappropriate sanctions or sanctions designed to cause humiliation or undue stress. However, some records of unacceptable behaviour and resulting sanctions are not clear which brings into question the effectiveness of any evaluation the school might undertake in relation to its approach to behaviour management. Improved recording would also enhance the headteacher's ability to provide oversight of the behaviour control under national minimum standards 23.

The school maintains an appropriate complaints policy to ensure that all boarders are supported in any representation or complaint. In addition, all boarders have access to the school's complaint pro-forma, which can be used to raise a matter of complaint. Complaints are taken seriously and boarders say that house parents act promptly to address any matter of concern. The school council also offers boarders the opportunity to make more general or collective representations to the headteacher and boarding staff.

The boarding staff ensure that regular fire evacuation drills are held at different times of the day. The fire safety equipment in the boarding houses have recently been reviewed resulting in updated equipment and procedures. Boarding staff and domestic staff are aware of their responsibilities under health and safety and fire safety.

Staff do not intrude on boarders' privacy. Staff knock on doors and wait before entering. Personal conversations between boarders and staff take place in suitably private areas. Boarders say that all staff are aware of their need for privacy and that staff allow them time alone and free time. The boarders say that the staff treat them with respect and care.

Recruitment and reference checks are maintained by the school administrator. All boarding staff have detailed records of previous employment along with details of experience and qualifications. Identity checks are maintained and evidence of Criminal Records Bureau (CRB) checks is present on all files. All interview records are maintained with clear job descriptions for all boarding staff.

Files contained the appropriate information, but information was generally bundled together making navigation unnecessarily cumbersome. It was also noted that an adult partner of a

house parent awaited a CRB check. Unnecessary delay had taken place, however it is acknowledged this person resides on site, but not in a boarding area.

The school maintains security for all boarders both day and night. Entry to the main school is gained through a reception area where all visitors sign in. Information of the visitor is given to the school and this information is worn by visitors as they make their way round the school. Entry to boarding areas is by a security keypad and no visitor is allowed unsupervised access to any boarding area. House parents are aware of their responsibilities for maintaining security and any unknown visitor will be challenged. Guidance within the school procedures is provided for house parents to address locking of the buildings at night and general security of the campus.

Risk assessment is conducted by the boarding staff and house parents and any concern for risk is brought to the attention of the bursar. Hazards are identified in each of the boarding areas and staff raise any concerns for safety formally at assembly meetings. The indoor and outdoor recreational areas are also risk assessed and any maintenance or action taken is communicated formally to the maintenance team. The school's bursar and business manager oversees all maintenance that presents hazard or risk to boarders, house parents, and staff.

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

The provision is good.

All boarders receive adequate support from their house parents and matrons. Boarders say that they can approach any members of the boarding team any teacher or senior staff member. They say that they can also approach the headteacher if they feel that other staff not supportive. The school's boarding guide details support and personal one to one assistance that is available for all boarders. In addition, the school provides information regarding outside help and support agencies and will make a telephone available if any boarder wished to speak to their parents or guardian. An independent visitor has also been identified by the school. This person will visit the school regularly, but can also be contacted outside of these visits by boarders and staff.

The school staff are aware of the need to consider discrimination and difference and this matter features regularly at house parent briefings. Young people say that there are two distinct ethnic groups in the school at the present time and they all get along with one another. The school makes clear statements across a range of procedures of the need to consider diversity and difference. These considerations feature specifically in the complaints and bullying documents and more generally in the broader procedures.

All boarders have a range of areas where they can partake in recreational activities ranging from socialising to specific sporting activities. There is ample space outside for football, cricket, tennis as well as a range of sporting events. The boy's house is significantly bigger than the girl's house and therefore lends itself to a greater range of indoor activities. On significant occasions, girls can use the boy's common areas and a recent celebration of Nigerian Independence day was enjoyed by all. Both houses have pleasant common areas where boarders can watch TV, play indoor games, and socialise. Appropriate adult supervision is maintained for any mixed gender occasions or activities that carry an inherent risk.

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

The provision is good.

Suggestion boxes are in place in both boarding houses for boarders to make comment or indeed complaint. Boarders say that if they feel that they wish to contribute or make any suggestions they may speak directly to the house parents or may raise the matter more formally with their student representative. House parents say that if any matter arises or boarders raise matters collectively they will ensure this is passed to the student meeting's and shared with senior staff. The school encourages student boarding representation on the health and safety committee, which meets at the school regularly. This provides all the boarders the opportunity to be represented at these important meetings and raise any matters that they wish. Procedures are also in place to ensure that students are able to report defective equipment or provisions and also make suggestions for improvement. The school retains the services of a health and safety consultant for advice and this consultant reports regularly to the school's business manager.

Boarders say that they are able to contact their parents as often as they wish. The school ensures that there is material for postage and email facilities are set up for this contact. House parents say that a phone can be made available at any reasonable time. Where international time zones for parents differ significantly, house parents will make phones available for matters that are more urgent. Boarders are encouraged and supported to maintain contact with families and the school works hard to ensure appropriate travel arrangements are in place to achieve this. Any matter or significant welfare concern is communicated to the parent or guardian as a priority.

### **Achieving economic wellbeing**

The provision is good.

Boarders are able to store valuables and personal possessions safely. Lockers are provided for the boarders and they may also entrust the house parents to look after items if they wish. The school takes appropriate care of and provides guidance to boarders regarding safekeeping of possessions.

Accommodation is of good standard and the school work hard to ensure that standards are kept at this level. Boarding and common areas are pleasantly decorated with good quality furnishings and the school has recently carried out refurbishment to key areas of the boarding areas. Boarders say that they are happy with their boarding facilities. A number of girls felt that their boarding area did not have as many recreational areas as the boy's house. As already stated the boy's house is indeed a larger building with more space, however, both houses have their own qualities, and there is no major discrepancy of quality of boarding provision or variation in furnishings in either house. Bedding and furnishings in the boarding houses are of good quality and provisions are adequate.

Maintenance is typically addressed promptly however, it was noted that some outstanding areas for maintenance had taken longer than necessary. Communication between boarding areas and maintenance teams to report and resolve outstanding repairs could be more robust.

Adequate toilet facilities are available in both boarding houses. Whilst showers function correctly, when demand is high the water pressure and temperature is compromised. Whilst it is acknowledged that the buildings are old and may struggle to cope with the demand, the supply of water to the necessary temperature is sometimes not good enough.

### **Organisation**

The organisation is good.



The promotion of equality and diversity is good. A suitable statement of the school's boarding principles and practice is available to parents, boarders and staff with the school's handbook and published documents.

Risk assessment is carried out for a number of activities in the boarding areas. Hazards are identified and action is taken to address these matters and minimise risk. Some examples provided well managed assessment, identification, and then reduction of risk. However, some areas of risk assessment were somewhat vague and incomplete with no reference to any action being taken to address the risk. It was noted that no consistent risk assessment procedure is in place for building works on the school campus or to boarding houses. Consequently, the assessments do not fully inform the school about risks or how to minimise them.

The potential for trailing electrical flexes and the overloading electrical sockets remains high and staff maintain vigilance in this important area. A matter of the use of electrical flexes was brought to the attention of the headteacher and promptly addressed. Currently, this particular area of risk is not assessed routinely or frequently enough to ensure boarders are safe.

Good levels of supervision are provided for all boarders, boarders say that they feel safe and well looked after by their houseparent's and matrons. There is adequate staff on duty to meet the needs of the boarders after school. Appropriate supervision is provided during mealtimes, prep times, and formal assemblies. In the event of staff sickness, there are sufficient staff that can cover and maintain the boarding supervision.

All boarding staff have regular training and formal supervision commensurate with their roles and responsibilities. Performance evaluation takes place at regular intervals and the headteacher oversees boarding staff performance. Boarding staff have detailed job descriptions, which define the expectations of their role. Broad guidance is provided for all boarding duties and specific guidance is published for key responsibilities to ensure appropriate procedures are followed.

## 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 adequate provisions and recording of boarders medication is in place in order to monitor the use and safe keeping of medication in boarding houses (National Minimum Standards 15.11)
- ensure that prescribed and 'household' medication, other than that kept by individual boarders able to administer and control their own medication, is kept securely (National Minimum Standards 15.10)

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- ensure that appropriate environmental health checks are made in areas where boarders store food and prepare their own hot and cold snacks and drinks National Minimum Standards 25
  - ensure that offences and punishments are recorded with sufficient detail in accordance with the school's procedures and the (National Minimum Standards 4)
  - ensure that staff records are maintained and presented as clear legible documents, which are easy to navigate. Ensure that where there are adults living on the same premises as children/students, but are not employed by the school, there is a verifiable Criminal Records Bureau check completed at the standard level (National Minimum Standards 38)
  - ensure that maintenance requests and action is effective and all maintenance is appropriately prioritised and carried out promptly (National Minimum Standards 40)
  - ensure shower facilities for all boarders provides adequate hot water with adequate water pressure for all boarders (National Minimum Standards 44)
  - ensure that the school has an effective system of risk assessment, with written records to identify and reduce risk to boarders from hazards. This should include the school buildings, activities, grounds and include hazards that boarders may access without permission. Such risk assessment should include consideration of risks from outside contractors and equipment. (National Minimum Standards 47)