



*Making Social Care
Better for People*

inspection report

Boarding School

Mount School The

Dalton Terrace

York

YO24 4DD

21st February 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION

Name of School

The Mount School

Address

Dalton Terrace, York, YO24 4DD

Tel No:

01904 667500

Fax No:

Email Address

Name of Governing body, Person or Authority responsible for the school

The Mount School

Name of Head

Mrs Diana Gant

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

28th Feb
2001

Date of Inspection Visit		21st February 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Lynne Busby	098365
Name of CSCI Inspector	2	Irene Ward	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Myra Rodgers	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		DIANA GANT & IONA MCLEOD	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OFSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of The Mount School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

The Mount School is an independent school situated in York. It is positioned close to the centre of the city of York enabling easy access to shops, leisure facilities and public transport. It is a short walk to the railway station.

The boarding facilities are available to female boarders only ranging from 11 to 19 years of age. The pupils are accommodated in two boarding houses: one for younger pupils, which is located on the first and second floor of the main school building and one for older pupils which is located across a small road adjacent to the school.

The school is well equipped with a sports hall, swimming pool, fitness suite and sports fields along with a range of internal facilities. These are all accessible to all the boarding pupils.

The school operates term time only, with boarding pupils expected to return to a home base during holidays.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school ensures that the education and boarding side of the school are integrated. Pupils are treated as individuals. The school has a number of children from different countries and the boarding pupils from overseas are integrated well into the school.

Relationships between boarding house staff and boarding pupils' were very positive. The school has a proactive approach to seeking boarding pupils views and responds quickly to any concerns identified. Staff demonstrated a high level of commitment to the care, welfare and development of boarding pupils.

The support structures for pupils are good, with the availability of a visiting counsellor, a number of suitable contacts within the school and availability of contact information for a number of agencies.

There is a clear development plan for the future improvement of the school, with particular reference to the environment and updating the boarding accommodation. The school takes security of the building and grounds seriously and has developed strategies for the use of the schools sports facilities by the public that protect access to the boarding facilities.

The boarding staff are provided with a handbook which includes policies and procedures for boarding and a weekly schedule for boarding. The handbook is produced in a clear format and provides staff with good information to refer to if required.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The inspectors found that the school is aware of the need to ensure the safety of pupils. However, the inspectors found a shortfall in the recruitment process of staff, especially the recruitment of ancillary staff. The school is required to develop its recruitment and selection procedure and practice and ensure it is robust. There was evidence that the school had made some steps towards contacting taxi firms regarding Criminal Records Bureau checks- this needs to be followed up. The school had child protection procedures and these are available to all staff. The school needs to develop a whistle blowing policy.

The boarding accommodation in communal areas is generally well decorated and furnished. The sleeping accommodation is beginning to look tired and in need of redecoration and some carpets require replacing. The school has identified these shortfalls and a plan is in place to update the accommodation beginning in College House. The maintenance is ongoing and areas that need attention are identified in the report.

The majority of policies and procedures required have been produced; those still required are identified in the body of the report and should be provided.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors found that the management team and staff were proactive in wanting to meet the National Minimum Standards and any recommendations made were positively received.

The inspection team had an opportunity to speak to over half of the boarding pupils. Pupils were eager to put forward their views on life as a boarder. The inspectors received 56 completed pupil questionnaires. Many of the comments received were relating to the positive support available from the boarding staff. Any negative comments made tended to be individual to a particular issue.

A letter was sent to all parents of boarding pupils, inviting comments. Five parents responded with useful comments about the experiences their daughters had of boarding and many of the comments were positive. All issues raised were discussed in an anonymous manner with the school management team and some recommendations were made in regard to these.

This is the first inspection carried out by the Commission for Social Care Inspection against the National Minimum Standards for Boarding Schools and as a result there are a number of recommended actions and advisory recommendations. It is expected that this number will fall. In fact a number of the general recommendations made by the inspectors during the inspection process had been completed before the end of the inspection.

In conclusion, the Mount School is developing practice in welfare for boarding. The management team are receptive to change and are providing a positive experience for all its pupils.

The inspectors would like to thank all staff, pupils and parents and other professionals who contributed to this inspection.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS3	All ancillary staff should have a briefing or training on responding to allegations of abuse.	1 st September 2005
2	BS3 Appendix 1	The school should have a policy and procedure on whistle blowing.	1 st June 2005
3	BS5	Details of the Commission for Social Care Inspection should be included in any complaints information made available to parents and boarders.	1 st June 2005
4	BS9	The school should revise the planned responses to a range of foreseeable major incidents and crisis.	1 st June 2005
5	BS20	There should be lockable storage for each pupil provided in the boarding houses.	1 st September 2005
6	BS26	The fire policy should include the identity of the senior person to dial 999	1 st June 2005
7	BS26	Records should include the fire induction for staff.	1 st June 2005
8	BS38	The schools policy on recruitment and selection and Criminal Record Bureau checks should be updated. Recruitment information on staff should be available on individual staff files and should meet the standards.	1 st June 2005

9	BS39	<p>The school should contact taxi firms again regarding Criminal Records Bureau checks.</p> <p>The school must not allow any member of staff to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.</p>	1 st June 2005
10	BS47	<p>The windows identified in College House above the ground floor level should be fitted with window restrictors.</p> <p>The large windows in School House should be made of safety glass or otherwise suitably protected.</p>	1 st June 2005

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS4	Sanctions should be recorded separately in the boarding houses.
2	BS4	The physical restraint policy should be available for all staff to follow.
3	BS4	The information for new entrants should be available in the boarding houses.
4	BS15	The school should confirm on appointment that nurses are registered with the Nursing and Midwifery Council.
5	BS19	The school should review the privacy of telephones and the decoration in the telephone booth.
6	BS19	The procedure on mobile phones should be updated to include the changes in practice.
7	BS23	To demonstrate that records are monitored these should be signed twice a term to indicate auditing has occurred.
8	BS31	When only one person is on duty a second named person on call should be included on the duty rota.
9	BS32	The school should review the policy for safety and supervision of boarders during journeys.
10	BS34	The induction training provided to newly appointed staff should be recorded.

11	BS38	The school should consider holding one file for each staff member.
12	BS42	The school should review the use of bunk beds in line with standard 42.5.
13	BS47	Boarding staff should sign the COSHH records
14	BS49	The laundry should remain locked when not attended by a staff member.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	NO
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with boarding pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	21/02/05
Time of Inspection	9.30
Duration of Inspection (hrs.)	27
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:

AGE RANGE OF BOARDING BOARDING PUPILS

**FRO
M**

11

TO

19

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:

Boys	0
Girls	77
Total	77
Number of separate Boarding Houses	2

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
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"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

There is available a suitable statement of the boarding principles and practice. This information is available in a number of publications including a prospectus, a new entrants' handbook and other leaflets. The information is up to date and is available to prospective parents, staff and boarders.

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

There is an anti-bullying policy, which is implemented in practice. This includes a definition of bullying. This is available to staff, boarding pupils and parents. The inspectors spoke to a large number of boarding pupils during the inspection and were informed that bullying rarely happens in the school. On occasions when it had occurred it had been dealt with and those boarding pupils who had been bullied were suitably supported. During discussions with staff they demonstrated a commitment to ensure the policy on bullying was implemented in practice. There are no 'initiation ceremonies' in the school.

PERCENTAGE OF BOARDING PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

90

%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

2

The school has copies of both the York and North Yorkshire local Area Child Protection procedures available. In addition the school have produced their own child protection policies and procedures. These are available to all staff and a copy is available in the boarding school staff handbook. There is a designated staff member who coordinates child protection. The staff member advised the inspectors that they have close liaison with social services and the police. Training is provided by the child protection coordinator to all staff on a yearly basis; this has included the domestic staff but not the maintenance staff. It is recommended that all ancillary staff undertake training and there is a rolling programme of training to include staff who do not start at the beginning of term.

The child protection coordinator advised the inspectors that the school is to host a child protection training day with Social Services later in the year. The school have had no major child protection issues. Staff demonstrated an awareness of child protection procedures. There was no evidence of a whistle blowing policy in line with standard 3.4. The inspectors were informed that this was covered in training.

The senior boarding pupils advised the inspectors that they had been given information on appropriate action to take should they receive any allegations of abuse. The school have produced a policy for searching for and if necessary reporting any boarder missing from the school.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?**

3

The school has a policy on sanctions and behaviour that is expected by boarding pupils within the school. This does not include a statement on any restraint that may be used. The inspectors were informed that the boarding pupils behaviour was generally satisfactory. The boarding pupils questionnaires indicated that 85% felt that sanctions are generally fair or very fair. Sanctions are recorded in the boarding houses in daily diaries. It is recommended that these be recorded separately.

The school provides each pupil with a booklet for new entrants. This includes a code of conduct. In discussion with the boarding pupils, inspectors were informed that the boarding pupils do not have easy access to these and some could not remember receiving a copy. It is recommended that copies are available in the boarding houses so boarding pupils can access this information easily.

The school does not have prefects but has form seniors, a head girl and three deputies, these senior boarders do not have any powers to discipline other boarding pupils and this was clearly understood by the boarding pupils. Any major punishments are recorded in writing and held by the head teacher.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
There is a complaints procedure available for boarders and parents. The documentation to parents identifies the means for parents to raise complaints and concerns. There have been no recorded complaints made to the school since 2002. However, those complaints made were clearly documented with the outcome recorded. The policy indicates that complainants will be contacted within five working days. There was no evidence to suggest that boarding pupils would be penalised for making a complaint in good faith. During the inspection it was observed that, where boarding pupils identified concerns they were dealt with quickly and sensitively. There was no evidence that boarding pupils and parents were informed by the school how they can contact the Commission for Social Care Inspection (CSCI) regarding any complaint.		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
The school have two nurses who work in the weekdays and offer a positive health care service for all boarding pupils. The health of the boarders is promoted through a whole school approach. Boarding pupils complete PSHE in classes and one of the nurses specialises in women's health education. The boarding pupils have access to a female GP and can access her two mornings a week, which are allocated to the school. The school have policies on alcohol; smoking and illegal substance abuse by boarders and staff follow the policy in practice.		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
The staff keep health records of individual boarding pupils. The parents complete a health questionnaire when boarding pupils join the school. This indicates any significant drug reactions, major allergies and notable medical condition. Emergency contact details are recorded and contact details of parents. Information on the health and welfare needs of boarders is available to staff who need to know that information. All records are held securely and confidentiality of information is protected.		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

The school has a director of boarding who provides management and leadership of practice and development of boarding. The senior boarding staff have attended inset training. One member of staff has completed a BSA course. The inspectors were informed that it is intended that all house staff will have an opportunity to undertake BSA training in the near future. The inspectors were informed by the chair of governors that the school's governing body have a system to monitor the provision of the school.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

2

There is a crisis management policy available; this includes information on the school's planned responses and overall promotion of boarders and boarding pupils welfare in some areas. This requires further development to include serious allegations or complaints, death of a pupil and significant accidents.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence

Standard met?

3

The school has two boarding houses and the organisation of the houses ensures that this is not an issue. There are no major discrepancies of quality of boarding provision or standards of welfare between the two houses. The inspectors were informed that the boarding provision is on the school's maintenance plan for up grading over the next academic year.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?**

4

There is a range of activities for boarding pupils to access in their free time each day. There is a sports hall, fitness suite and swimming pool that boarding pupils can access at certain times. At weekends supervised activities are arranged including shopping trips and visiting places of interest. The boarding pupils informed the inspectors that during 'dispersed weekends' there are activities organised for those boarding pupils who remain at school. There is free time timetabled into each day and boarding pupils can have tea, town and cinema leave. There is a clear procedure for boarding pupils who go out of school in their free time. The boarding pupils, in discussion with the inspectors, had a clear understanding of these procedures. The boarders do have access to the internet and the inspectors were informed that safeguards are in place to counter access to inappropriate material.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?**

4

The boarders have an opportunity to have their views, suggestions and concerns represented at the school council and food council meetings. The inspectors were informed by the boarding pupils that their views are taken seriously and any items arising from the meetings are actioned or if suggestions made are not possible the boarding pupils are advised why. The boarding pupils also advised the inspectors that they felt listened to by the staff both in the meetings and during more informal discussions. It was observed during the inspection that when areas of concern are identified by the boarding pupils they are acted upon quickly.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?**

3

The school do not have a prefect system as such. The older pupils have the role of form seniors. In additions there is a head girl and three deputies. These are selected by a voting system by both the staff and boarding pupils. The form seniors are given an induction that outlines their responsibilities and boundaries to their role and includes how to respond to allegations of abuse. The senior boarding pupils do not have any powers to give sanctions to boarding pupils. The inspectors were informed that regular meetings are held with staff.

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?**

3

There are a number of staff both boarding and teaching whom boarding pupils may go to for personal guidance or with a personal problem. In addition the school has a personal tutor system available where sixth form boarding pupils can discuss welfare issues as well as academic matters. The school has appointed a school counsellor who is available every week. This service is accessed through the health centre and is confidential. In discussions with the counsellor, the inspectors were advised that various ways had been debated on how this service may be offered confidentially. There is a leaflet available throughout the school. The counsellor also introduces herself at the beginning of term in the morning meeting. She has also had some input into the training day for senior boarding pupils on boundaries to their role. The counsellor has had a Criminal Records Bureau (CRB) check completed.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's boarding pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

3

The school have employed two nurses to ensure that the health care needs of each pupil are provided for. The school had confirmed PIN numbers with the nurses when they were employed. It is recommended that the school confirm on appointment that they are registered with the Nursing and Midwifery Council. The nurse has access to a named doctor for consultation. All boarding pupils have access to a local community GP who is the designated school doctor. The inspectors were informed that dental treatment is now only offered for emergencies. Parents are requested to make routine appointments. Medication is stored and appropriately recorded. Boarding staff administers any medication to the boarding pupils. Permission slips to seek medical attention and administer first aid are held which are signed by parents/guardians. A number of staff hold a first aid qualification. There was evidence that any accidents are recorded.

Standard 16 (16.1 - 16.3) Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.		
Key Findings and Evidence	Standard met?	4
A medical centre is available in the main body of the school for boarding pupils who may be ill with appropriate supervision and assistance being available. The boarding pupils informed the inspectors both in School House and College House that if they were ill during the night the staff responded very quickly. During the inspection several boarding pupils were ill and the inspectors observed that the boarding pupils were dealt with in a sensitive and caring manner.		

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	3
The boarding staff and health care staff identify any significant health or personal problems of individual boarders. The inspectors were informed that, at the present time, there are no boarding pupils who require a welfare plan and no boarding pupil has a Statement of Special Educational Needs. Any boarder undergoing times of personal stress including being homesick is suitably supported in the school.		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	4
The Mount is a Quaker school and the ethos permeates throughout in a calm manner. There are a number of boarding pupils of various cultural backgrounds and religious beliefs attending the school. It was observed by the inspectors that the school supports any minority groups and that all boarding pupils are fully integrated in all aspects of the day. All boarding staff demonstrated sensitivity to the differing needs of the boarding pupils and support boarding pupils who for any reason may not 'fit in' to the pupil group. Boarding pupils informed the inspectors that they could follow their own religious beliefs and attend places of worship if they wish. The pupils' dietary requirements are also observed.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>The boarding pupils are able to contact their parents or guardians. Telephones are available which can be used by the purchase of a phone card or using money. Appropriate telephone contact numbers for outside agencies were posted adjacent to all pupil telephones. It was noted by the inspectors that the telephones did not offer a great deal of privacy. In College House there is a telephone housed in a small room. However, the decoration in this room was very poor. A number of boarding pupils also have their own mobile phones. The school has a policy on the use of mobile phones. The procedure has recently changed in that mobile phones have to be given to staff at night for safekeeping. This change in practice should to be reflected in the written procedure. The boarding pupils are also able to have their own dedicated e-mail accounts through which they are able to maintain contact. The post is delivered to the school and then sorted by senior boarding pupils. All boarding pupils receive their post unopened.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	2
<p>There is a system in place for distributing pocket money and a suitable written record is kept of this. A number of boarding pupils choose to be responsible for their own monies. The boarding pupils were asked to supply a suitable secure box for storing personal possessions and valuables. However, this had not happened in practice. It is recommended that the school provide each boarder with a suitably secure accessible place to store valuables.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The school has an induction system that gives each new boarder a mentor to assist in settling in and to give information on the boarding routines. This was observed in practice during the inspection. In discussion with some newer boarding pupils they advised there was information about boarding that they had not been aware of. As identified in standard 4 it would be beneficial to have the written information for new boarders available so they can revisit this information when required.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of boarding pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>The school do not appoint guardians. There is written guidance available for parents on guardians and this makes it clear that the parents are responsible for the arrangements made and thus the welfare of the child. The school are aware that if any guardians are appointed by the school they should be subject to the same recruitment checks as staff and their care of boarding pupils should be monitored.</p>		

Standard 23 (23.1 - 23.4)
The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence	Standard met?	3
<p>The head teacher informed the inspectors that designated senior members of staff monitor some of the records. The head teacher monitors complaints and major punishments. There was evidence that reasonable action is taken to reduce risks and evidence indicated that risk assessments are in place. It would be good practice to sign the documents indicating that the twice termly auditing has occurred.</p>		

Standard 24 (24.1 - 24.8)
Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence	Standard met?	3
<p>The meals are provided by a contract caterer. On the whole the meals provided were found to be varied with vegetarian and healthy choice options. A number of boarding pupils felt that the meals at the weekends were not as good and vegetarian options were often based around quorn. The menus are on a 14-week rota and are displayed each day in the dining room. Any specific dietary needs would be catered for. The school has a food council where boarding pupils can identify any concerns they have and this is brought to the attention of the catering staff.</p> <p>Meals are taken in the main dining room, which is bright and well decorated. There is sufficient crockery and cutlery available. The meals at lunchtime are taken in two sittings to avoid excessive waiting times and overcrowding. The catering staff have all undertaken training in food handling and hygiene. There are no significant outstanding recommendations from the environmental health service.</p>		

Standard 25 (25.1 - 25.5)
Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence	Standard met?	3
<p>Drinking water is available throughout the school. Snacks and food for supper is provided by the kitchens to be taken back to the boarding houses each day. Fresh fruit was also available in both boarding houses. Boarding pupils are able to purchase their own snacks to bring into the houses and have when they wish.</p>		

Standard 26 (26.1 - 26.5)
Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence	Standard met?	2
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The school is having the fire system updated and the maintenance staff advised the inspectors that there is liaison with the fire department. The fire officer has recently visited and inspected School House but College House is to be inspected at a later date. The staff and boarders were clear about the evacuation procedures. However, there were no clear records kept of staff receiving fire awareness training. There is a fire policy but this should include the identity of the senior person to dial 999. This was identified at the last inspection. The school has a fire risk assessment. Fire alarm tests are held weekly in addition to fire evacuations held in the boarding house.

Standard 27 (27.1 - 27.3)
Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	3
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There was no evidence of any onerous demands on boarding pupils. There was reasonable free time available for boarders alongside other demands on their time.

Standard 28 (28.1 - 28.2)
The welfare of any children accommodated at the school, other than boarding pupils, is protected.

Key Findings and Evidence	Standard met?	3
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The only children who are accommodated other than the school's own boarding pupils are once a year when the school exchange occurs. These groups have teaching staff accompanying them.

Standard 29 (29.1 - 29.6)
Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence	Standard met?	3
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Risk assessments are carried out on all high-risk activities. The inspectors were informed that appropriately qualified instructors are utilised for identified high-risk activities, and where boarders attend an activities centre the school checks on licensing. The staff advised the inspectors that parental permission is obtained in advance for boarders to take part in high-risk activities.

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

Key Findings and Evidence**Standard met?****3**

The boarders have access to newspapers, television and radio within the school. Information regarding external events to the school is freely available. There is a clear policy, which was observed in practice, on boarding pupils leaving the site without staff. Pupils are required to sign out. The boarding pupils are in age appropriate groupings.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	3
<p>The school have a duty rota available for both boarding houses. The rota presently includes an on call person in addition to the person on duty during the night also sleeping in the boarding house. It is recommended that when only one person is on duty a second named person who is on call should be included on the duty rota. Staff are available during early mornings, breaks, prep and at weekends. The boarding pupils are aware of who is responsible for them at all times. Staff have the means to call for and receive staff back up if necessary, both from other boarding staff and senior staff in the school. Boarding pupils can remain in school accommodation only during the 'dispersed weekend'. At all other holidays boarding pupils go home or to guardians.</p>		

Standard 32 (32.1 - 32.5) Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.		
Key Findings and Evidence	Standard met?	2
The contact arrangements for pupils who are temporarily off site are satisfactory. Each of the boarding houses has a signing in and out system in operation. The inspectors were informed that the number of staff accompanying boarders and in charge of boarders on organised trips away from the school site would at least satisfy DfES guidance on minimum ratios. The school has a policy should a disaster happens on a school excursion. There needs to be a policy that covers safety and supervision of boarders during journeys in line with standard 32.4.		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
There is one member of staff on duty who is sleeping-in the boarding house. In addition, there is a second member of staff on call in the house from 10.30 pm. The boarders can contact staff at night and this was confirmed in discussion with the boarding pupils. Staff are aware of who is in each boarding house at night. Any boarding pupil wishing to stay overnight elsewhere has to have their parent's permission and suitable documentation is completed.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
Staff have a job description that reflects their boarding duties. In discussion with newly appointed staff, inspectors were informed that an induction had been carried out and includes child protection. However, there was no recorded evidence of this. The Head teacher and Bursar agreed to implement a system for recording induction training for newly appointed staff. There are presently no spouses or partners who have a role within the boarding houses. The school have introduced an appraisal system for each member of boarding staff. The inspectors were informed that there were opportunities for training and updating of boarding practice available to staff. The staff had been on training days and there were plans for newly appointed staff to attend future training events.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
The staff who have boarding duties have a copy of a staff handbook that contains up to date guidance on the school's boarding policies and practices. This is in a user-friendly format and includes information on the promotion of boarders' welfare covering all aspects of standard 35.3. It also includes a weekly schedule. The inspectors commended this. There are staff disciplinary procedures, which include provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
There was evidence from discussions with boarding pupils and observations throughout the inspection that the relationships between the staff and boarding pupils were very positive. The inspectors spoke to over 40 boarders and received 56 questionnaires and the general view of boarders is that staff look after them well and that they listen to their views. A small number of questionnaires indicated that the pupils felt that some staff had not handled issues fairly. In discussions with pupils they informed the inspectors that they felt listened to by staff and could go to them with any concerns.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Evidence from observation and discussion with the boarders indicated that the supervision of boarders by staff was carried out without intruding unnecessarily on boarders' privacy.		

Standard 38 (38.1 - 38.10)
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence	Standard met?	2
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The school has a policy on recruitment and selection and the obtaining of Criminal Records Bureau (CRB) checks. These both need to be reviewed in line with the National Minimum Standards. The inspectors checked a number of files including, those of both boarding and ancillary staff. It was found that in the boarding staff most of the files contained 2 written references and CRB clearance. The ancillary files did have CRB clearance. However, this was received in most cases a month after the appointment and references were not always sought. The inspectors were informed that the three ancillary staff had previously worked for the school. In the course of the inspection the school were aware of the shortfall and had already begun to change practice. A new proforma for checking new applications was produced that covers all of the areas identified in standard 38.2. The head teacher and staff are very aware for the need for a robust system that protects the pupils. The staff files are held in two separate areas with information split between the two. It is recommended that all information be held centrally in one file.

There was evidence that the school had contacted taxi drivers regarding undertaking Criminal Records Bureau checks. Only one firm had responded. It is recommended that this be followed up again.

Standard 39 (39.1 - 39.4)
The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence	Standard met?	2
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There was evidence that ancillary staff had begun work prior to the Criminal Records Bureau checks being received. It was difficult to assess if these staff had been supervised. There is a signing in system for all visitors including maintenance personnel to prevent unsupervised access to boarding accommodation. There is one person the school uses for journeys to the airport who would have unsupervised access to the boarders. It was unclear at the inspection if this person had been CRB cleared. Subsequent information obtained from the school confirmed this had taken place. There is presently no adult living in the boarding accommodation who is not employed by the school. If this occurs the school will need to have written agreement with the adult in line with standard 39.4.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

3

The boarding houses are adequately lit, heated and ventilated. A number of comments from boarding pupils were made on the questionnaires regarding the fluctuating temperature around the building. During the inspection the weather was extremely cold and the inspectors did not find that there were very cold areas in any parts of the boarding accommodation. The boarding houses were clean. The decoration and furnishings were adequate. However, the school has a clear plan to refurbish the accommodation, particularly College House. There are presently no boarders with disabilities who require the accommodation to be adapted.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

3

The boarding facilities including sleeping and living areas are reserved for those boarders who are designated to use it. There are suitable security measures in place with security locks and restrictors on vulnerable windows. Designated staff that have the responsibility for security and checking the grounds in the evening, and that gates are locked at certain times to restrict access. The sports facilities are accessible by members of the public. The school have taken reasonable steps to ensure this does not establish substantial and unsupervised access to boarders or boarding accommodation. CCTV cameras are used but these do not intrude on the privacy of boarders.

Standard 42 (42.1 - 42.14)		
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>Generally both boarding houses were of sufficient size for the number of pupils accommodated. The sleeping accommodation in School House is four or five in a room and there is one room with six beds. The boarding pupils commented in the questionnaires that these rooms did not always allow for privacy for dressing. There are some pupils in bunk beds over year 8. In discussion with the pupils there were no negative comments regarding the use of bunk beds. However, this is an area the school needs to review to ensure the standard is met. The College House has pupils sharing mainly in twos and threes, and some have a room to themselves. The sleeping accommodation decoration and particularly the carpets are beginning to show wear and tear in both boarding houses. New curtains were being introduced to the rooms in College House. The school's maintenance programme indicates that the decoration is to be updated starting in College House.</p> <p>In both boarding houses there is a room that is not allocated to specific boarders and is used for pupils wanting a quiet or early night. Pupils are able to personalise their rooms with posters and personal items. Any adult sleeping accommodation is separate from that of the boarding pupils and a separate entrance is also available to the staff's private accommodation. The pupils advised the inspectors that they can request to change rooms and at the beginning of term they complete a form to advise the staff whom they would like to share with, and that this is honoured.</p>		

Standard 43 (43.1 - 43.2)		
Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>There are separate facilities for the boarders for organised and private study. These are mainly in the school building with some separate rooms in College House being available with computer access. There are no study areas available in the bedrooms. The school's policy is that the pupils should have the opportunity to have a clear separation between study time and free time. There are plans for refurbishment of these study areas.</p>		

Standard 44 (44.1 - 44.10)		
Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>There is suitable WC, bathing and washing facilities available in both boarding houses. In School House each room has a washbasin. There are individual showers and baths all are separated into individual cubicles. The pupils advised the inspectors that there were no significant queues at peak times. The pupils' questionnaires indicated that some toilets were not clean. During the inspection this was identified as the main school toilets and not the boarding provision. The staff were informed of this. There are separate toilet facilities for staff and other adults.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
The school provides suitable changing facilities during the day. These are provided in the sports facilities and are clean and offer privacy. The changing facilities include suitably private toilets and washing provision.		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
There is a range of outdoor activities available. There is a sports field, swimming pool and fitness suite available at suitable times. During the inspection there had been a snowfall and the sports field was being used for tobogganing. There are a variety of common rooms available in both boarding houses that are comfortably furnished and have a 'homely' feel. There was no evidence that the boarders have access to the staff accommodation.		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
There was evidence of risk assessments in place for all aspects of the building. The school carry out portable equipment testing and there was a gas maintenance certificate. There were two windows identified in College House that require fitting with suitable opening restrictors or alternative safety measures. The large windows in School House should be made of safety glass or otherwise suitably protected. The school have a health and safety policy available to staff. It is recommended that the boarding staff sign the COSHH records.		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
There is suitable accommodation for pupils who are ill. During the day pupils have a designated sick bay that is supervised by the nursing staff. In the evening the boarders can return to their own rooms or if they need to be isolated they can be accommodated in the quiet room. This was observed in practice during the inspection.		

Standard 49 (49.1 - 49.3)		
Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The laundry provision is adequate. There is a designated staff member who is responsible for the main laundry. Some boarding pupils reported things had been lost but items had not always been clearly labelled. There is a separate laundry area in College House for boarding pupils who wish to do their own laundry. The inspectors were informed by the pupils that this works well. The main laundry in the school stores some cleaning materials and it is recommended that this be kept locked when not attended.		

Standard 50 (50.1 - 50.2)		
Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
There is a school tuck shop that stocks minor personal toiletries. These are held in both of the boarding houses and the boarding staff take responsibility for stocking these. Stationery can be obtained from nearby shops.		

Standard 51 (51.1 - 51.11)		
Any lodgings arranged by the school to accommodate boarding pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
This standard is not applicable to the school, therefore has not been assessed.		

Standard 52 (52.1 - 52.8)		
Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The inspectors were informed by staff that undertake exchanges that any off site accommodation used by the school is checked prior to use by the school. All activities would be supervised and parental permissions obtained. Where boarding pupils are on exchange schemes there are arrangements for boarders to contact a member of staff.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

N/A

Lay Assessor N/A **Signature** _____

Date _____

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 21st February 2005 of and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include providers responses in the published report. In the mean time responses are available on request.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Diana Gant of The Mount School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above dates and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I, Diana Gant of the Mount School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above dates for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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