Boarding School

Farlington School

Strood Park

Horsham

West Sussex

RH12 3PN

11th October 2004

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.	NMS 15	The school currently has a medical consent form, this does however need to be expanded to include all medical services and those medicines used within the school that are provided to the students.
2.	NMS 15	The current system within the medical centre that records medication given to the girls needs to include information as to why the medication was administered.
3.	NMS 26	The school need to ensure that fire records are correctly and accurately kept up to date.
4.	NMS 38	The school should ensure that all staff have the required references and that domestic staff records are clearly up to date and kept within one place.
5.	NMS 47	The school needs to implement a policy that looks at the potential high risk areas of the school as stated in Standard 47.6.

*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	
• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with 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	11/10/04
Time of Inspection	9.00AM
Duration of Inspection (hrs.)	46
Number of Inspector Days spent on site	2

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 PUPILS	FROM	8	TO	18

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

Boys	0
Girls	43
Total	43
Number of separate Boarding Houses	1

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)
2 - Standard Almost Met	(Minor Shortfalls)
1 - Standard Not Met	(Major Shortfalls)

"0" 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.

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

The prospectus and the information leaflet cover the required guidance for the parents and other visiting professionals.

The information does reflect the current practice within the school this was confirmed by both the children, staff and through the observations of the inspector's.

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

The school has a policy regarding bullying that is available in the staff handbook. It covers measures both to prevent bullying and to respond to observed or reported bullying, and also includes a definition of bullying.

The policy is provided to parents of boarders and is summarised in the children's homework diary. The policy is clearly written and provides guidance for both the bully and the victim. The inspectors were informed of the very low incidences of bullying that occur in the school. Pupils did not identify bullying as a problem at the school.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	91	%

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 a child protection policy in place which is available to staff. The policy is not covered in sufficient detail and a recommendation has been made for the policy to be reviewed and amended to include all elements of this Standard. Mrs Mawer is the lead for child protection in the school and through discussion with Mrs Mawer, it was evident that close effective relationships exist with the local Social Services Child Protection team. There is a policy, known to staff and used in practice, for searching for and, if necessary reporting, any boarder missing from school, the action taken, and any reasons given by the pupil for being missing. The inspectors noted the schools commitment to protecting children. A recommendation has been that staff at all levels receive training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.		

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 behaviour, discipline and use of punishments, which is known to boarders, staff and parents. Boarders were very informed of the behaviour expected of them. By discussion with boarders and staff, the inspectors gained the view that any sanctions used are appropriate to the age and misdemeanour. The school expects high standards of behaviour and through observation the inspectors noted that this is achieved. Commendations are given as rewards for good behaviour.		

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
The school has a complaints procedure that is issued to parents and made available to all staff. The inspectors noted that boarders are able to enter complaints in the suggestions and complaints book. Mrs Mawer keeps a written record of serious complaints and their outcome. A recommendation has been made that reference be made to the CSCI in the schools complaints policy of how parents and boarders may contact the CSCI regarding concerns about the welfare of their children at school. The present policy does not indicate this.		
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?**	4
The Inspectors felt that the school covered the area of Health Education in a comprehensive manner with a range of information available to the girls outside of the classroom. The matrons within the surgery have access to several professional groups that are used for advice. The girls indicated to the Inspectors that they had been given and could access any required information covering all areas of health.		

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 medical centre keeps records on individual pupils health and welfare needs. Relevant information is passed onto boarding staff, for example allergies and drug reactions. Records identify the person with parental responsibility for each boarder together with emergency contact details. The inspector viewed records that were stored and respected in a confidential manner.		

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 board of governors, one of which is responsible for checking the welfare of the young people. The headmistress has regular meetings both formal and informal with the governors concerning the development of the school.

The senior boarding staff are offered training with the British Schools Association. The Senior Housemistress is very experienced and has made some significant changes since taking up the position. With the questionnaires and discussion groups the girls reflected that life within the boarding house had changed for the better with the new senior housemistress.

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

The school currently does not have a Foreseeable Crisis Plan in place, however there is guidance within the Health and Safety Policy and the staff are aware of plans if such an occurrence should happen.

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?**	4

The boarding provision within the school is within the main house and is based within one unit. The standard of the facilities is maintained to a high standard and none of the girls have less provision.

The sixth formers and year 11 have separate corridors from the younger students. The younger girls share larger rooms but do have sufficient space and storage. The Inspectors did discuss this with the girls whom felt happy at that stage of boarding to be with the other pupils for company and support, especially at night times.

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

The inspectors noted that a wide range of activities is available for the boarders. Boarders have sufficient and suitably timed free time each day.

The children are consulted about suggestions for activities. On-site activities include board games, drama and sports. The school farm is a resource used by the children.

Examples of local activities and facilities accessed include shopping, museums, bowling, ice-skating, cinemas and theatre trips. Boarders are supported to attend church on Sundays if this is their wish.

Risk assessments are completed for activities, which are appropriately supervised by staff. The school has a policy statement on access to the Internet to counter risks of 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 inspectors noted that the nature of the school environment enables pupils to approach any member of the school staff at more or less any time. Boarders told the inspectors that they are able to speak to a member of staff of their choice.

A very important avenue for them to express their views is via the school council, with meetings held once a term. The children gave positive feedback about the school council and its function.

The inspectors noted by reading the minutes of meetings and speaking with boarders and staff, that boarders views are taken into account and used to effect change if at all possible.

The school also consults with children about the meals provided and menus are discussed regularly by the food council.

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 does not have a prefect system in place. There are Senior and Junior Head boarders and when spoken to during this inspection were very well of their duties and responsibilities. The inspectors saw or heard of no abuse of their status.
Head borders are supervised by the Housemistress.

Work is underway by the school, who have recognised that any duties, responsibilities and any powers of Head boarders need to be clearly stated in writing to those appointed.

Mrs Mawer is organising Childline to visit the school to run some training for Head borders in listening skills.

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

The school provides information to boarders regarding whom they can contact with personal problems. This can be someone from within or someone independent to the school.

Within school the boarders have many people they can turn to for help including Mrs Mawer, the Housemistress and the School Nurses.

An independent listener may be contacted directly about personal problems or concerns at school. Pupils are also able to request to see a counsellor who visits the school weekly. Lists of helpline telephone numbers are displayed by the pay phones.

Through discussions the inspectors noted no concerns relating to this Standard.

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 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

All boarders are registered with the School Medical Officer, who is a local GP, and who holds a weekly surgery at the school. Students can chose to see the doctor at the local surgery. All records pertaining to the girls are securely stored in a locked cabinet, to which only the Medical Officer, the Matron, Assistant Matron and Senior House Mistress have access. The school has a named dentist and optician although most of the girls receive treatment whilst at home.

The Matron and Assistant Matron are Registered Nurses and provide on-call cover at all times. The Matron advised the Inspector that all school staff receive certificated first-aid training.

Medication is stored in a locked medicine cabinet in the medical room. Records of administration are satisfactory but do need to contain the reason why medication has been given.

A satisfactory system is in place to record all significant illnesses, accidents or injuries to boarders. The accident book is shown to the Health and Safety Committee once a term.

A written protocol should be implemented that addresses the provision of non-prescription 'household' medication to boarders. (Standard 15.9).

The school have in place a medical information sheet for each student which is a comprehensive document. However the form does need to be extended to cover all issues of the administration of first aid and non-prescription medication to boarders, and to seek medical, dental or optical treatment when required. (Standard 15.14).

The Matrons have daily handovers to look at any current issues, any concerns are fed back to the Senior Housemistress and Assistant Housemistress.

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?**	3

The school has satisfactory sick bay facilities, in fulfilment of the requirements of this standard. The room is within the boarding house and any students using the room can access the matrons through a walkie-talkie system, the school is going to update this to use mobile phones. The Matron and Assistant Matron provide on-call cover at all times. The Inspector was advised that boarders could also be cared for in their own rooms if appropriate.

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?**	4

The school has recently implemented Welfare Plans which cover any personal or health issues being experienced by the students. The documents were comprehensive and looked at the relevant issues and the action plan for dealing with the situation.

Some of the plans had been agreed with the carers/parents. One plan had not but this was due to the need for the sensitive handling of the issue. The school does have a counsellor in place but any other information required is sort from professional agencies.

Any health issues are highlighted and provision is made for each individual student as appropriate.

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?**	3

The school has an equal opportunities policy and a commitment to ensuring there is no inappropriate discrimination. The school also has policies on Disability, Special Needs, Gifted and Talented Pupils, and a Spiritual, Moral, Cultural and Social Policy.
Support is provided for boarders for whom English is not their first language.

The inspectors saw no evidence of inappropriate discrimination on the grounds of gender, disability, race, religion, linguistic background, sexual orientation or cultural background.

The school issues a guide to the procedures at Farlington for parents of international students. The inspectors noted that booklets are handed out to pupils where applicable of useful phrases in English and Chinese.

Standard 19 (19.1 - 19.6) **Boarders are enabled to contact their parents and families in private.**		
Key Findings and Evidence	**Standard met?**	3

Boarders are encouraged to write letters and e-mails home and to receive letters and e-mails from home.

If the school had any significant welfare concerns parents would be contacted.
The inspectors noted that boarders are able to contact family by telephone in private at reasonable times without having to seek permission from, or inform staff.

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?**	3
The inspectors noted that records of pocket money received and issued are maintained. Each boarder has a lockable drawer and/or trunk in which to keep personal possessions.		

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
The school has a policy on the induction of new pupils. Induction booklets are issued to new children and they are helped to settle in by a more experienced boarder. Inspectors were informed that the school intends to make the induction booklets more child-friendly.		

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 pupils should be monitored.		
Key Findings and Evidence	**Standard met?**	9
This standard is not applicable to the school.		

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?**	2
Within the boarding practices at the school there is a clear system of records being monitored by the Senior House Mistress and the Head Mistress. These are reviewed each half term. Any incidents or issues are addressed on a weekly basis both through formal and informal meetings. The school has in place a Health and Safety Committee where issues are addressed on an immediate and long-term basis. However in regard to the risk assessments there is not a central system and there are gaps within the current system. The Inspector has recommended that the process of risk assessments is overhauled.		

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
The inspectors reviewed the menus and sampled two of the meals provided to boarders. Provision is made for special dietary, medical or religious needs. The school offers choices of food at every meal. Boarders were complimentary about the food provided. There is sufficient time at mealtimes for boarders to finish their meals. Staff involved in preparing food have been trained in food handling and hygiene. The cook confirmed that are no outstanding requirements from the Environmental Health Department's inspection.		

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
Inspectors noted that water dispensers are located around the school. Children are able to help themselves to a plentiful supply of fresh fruit throughout the day. Boarders are provided with snacks at reasonable times other than main mealtimes. They are also able to make snacks and drinks in their own small kitchen, which is centrally located in the boarding house.		

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?**	3
The boarding house keeps a daily register that acts as part of the fire evacuation process. Fire drills are kept within each of the rooms used for sleeping accommodations. Responsibility for fire safety precautions in the school is held by the Estate Manager. Satisfactory and up-to-date records of equipment tests and fire drills were seen by the Inspectors. The records pertaining to the fire evacuation drills had not been completed in full and records did not co-inside.		

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
The inspectors saw or heard of no onerous demands placed on the boarders during this inspection. All boarders have free time each day according to age.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	**Standard met?**	9
This standard was not applicable to the school.		

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
The inspectors examined the risk assessments for high-risk activities and concluded that reasonable measures are taken to minimise unnecessary risks. Written permission is obtained form parents in advance for boarders to participate in identifiable high-risk activities run by the school or arranged by the school with other groups or organisations. Where the school takes boarder to a centre providing activities requiring licensing under the Adventure Activities Licensing Regulations, the school has checked that the centre is so licensed. The school is recommended to further develop the risk assessments relating to the outdoor environment.		

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
Sixth Form boarders are allowed off the school site unaccompanied, with taxis ordered by the school.		

Daily newspapers and a weekly magazine are available. Boarders have access to television, but they told the inspectors that they enjoy participating in activities.

Appropriate supervision is provided for boarders' use of local facilities outside school as appropriate to the age of the boarders involved, and the facilities used are of a suitable type without unreasonable risk to boarders.

Any community service activities by boarders outside the school are suitable and suitably supervised with acceptable levels of safety.

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

Within the boarding house there is not a set duty rota. However on a daily basis the house is supervised by one of the gap staff and one of the House-Mistresses. The staff are available at all times to the students and live within the boarding house in separate accommodation.

All of the pupils are accommodated away from the school during exeat weekend, half term and longer holidays. If the overseas students do not go home for the holidays they have guardians which are arranged by their parents. On some occasions arrangements are made for the girls to stay with friends from the school.

The boarding staff are mainly female due to the school being for girls only. The Senior Housemistresses husband also plays a role within the boarding house the girls can both speak and spend time with him when appropriate.

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?**	3
The school adheres to the DfES advice in regards pupil/staff ratios for trips. Gap students are not left alone in charge of boarders without a supervising member of staff contactable on site or accompanying them when they are away from the school. The school has and follows, a satisfactory policy for the safety and supervision of boarders during journeys, which covers the use of school transport.		

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
The school has a well-organised staffing system for night- time staff cover. Boarders were well informed of whom to contact at night. Due to the family style boarding practice and the good communication systems in place all staff know who is sleeping in the boarding house each night. The inspectors have no concerns about night- time supervision.		

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?	2

There are job descriptions for each of the positions that are in the back of the boarding handbook 2004. There is an induction programme for each individual role.

The Senior House Mistress and her husband both work within the boarding house, his role is the position of assistant house -master and there is a job description attached.

Each of the boarding house staff have clear lines of accountability and are aware of whom they seek support and supervision from. Appraisals are undertaken on a yearly basis.

The school has a training programme in place which includes Child Protection and British Schools Association for house staff. The Matron's receive appropriate relevant training in order to maintain their nursing qualifications.

However the gap students and domestic staff have not received the appropriate training in line with their positions within the school.

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 school have a staff handbook in place that includes the guidance for the boarding houses and its policies and procedures.

The handbook has comprehensive guidance to all issues such as aspects of boarding practice, bullying and the use of sanctions. The handbook includes guidance to complaints from parents and the young people.

All the staff are given a disciplinary/grievance procedure. The guidelines are fully comprehensive of all issues surrounding the possible scenarios of action taken against staff.

Standard 36 (36.1 - 36.4)
There are sound staff/boarder relationships.

Key Findings and Evidence	Standard met?	4

Standard 36 (Score of 4)
The school has a policy on staff/pupil relations.

The inspectors saw very positive staff/boarder relationships during the inspection. The boarders told inspectors that staff look after them very well.

The boarders felt respected and confirmed there was no inappropriate favouritism or antipathy of staff towards individuals or groups.

Standard 37 (37.1 - 37.2)
Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

Key Findings and Evidence	Standard met?	3

Boarders did not raise any concerns in this area. They thought appropriate monitoring and patrolling was carried out, with no inappropriate intrusions.

Staff were aware of inappropriate practices.

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?	3

The inspector who reviewed the staff files at the school found them to be complete with a variance of information, police checks and CRB's. Since the Welfare Visit in February 04 the school have undertaken to complete retrospective CRB checks.
The staff who have worked within the school on a long-term basis do have the appropriate documentation in place.

The recruitment procedure in place ensures that staff do not start work at the school until all the appropriate checks have been received. All new staff have undertaken a CRB check.

The school employs two Gap Students, the school ensures that the appropriate checks are in place and these are kept on record. The Gap Students do not undertake any duties within the boarding dorms and do not undertake any responsibilities in regard to the students without supervision.

The school do need to consider the issue of references for the domestic staff as the Inspector did not see these documents and there was some confusion as to where they were kept.

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?	3

The school ensures that all adults that come into contact with the students are appropriately checked and do not have access to the children without being supervised by an adult employed by the school. All visitors to the school are signed in and provided with a name

badge.

The school does not have any people living within the school that are not employed at the establishment.

The taxi firm used by the school has been police checked. A letter was in place to advise the school that the drivers had all been CRB checked by the company.

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?	4

The boarding facilities within the school have undergone some renovation over the last year that has made the house into a warm comfortable living space. There is good provision of storage and sufficient space for each boarder.

The boarding facilities offer the girls a homely atmosphere this was reflected by them within the questionnaires and discussion groups.

The common room which is used by all of the boarders had been decorated over the summer holiday it now provides a relaxing comfortable space. There are fish within the room that are a pet for all of the boarders adding to the feeling of the house becoming a home environment.

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 sleeping accommodation is used exclusively for the boarders. There is a separate room in the boarding house which is used as the sick bay for all pupils.

The school site has been assessed for the safety of the students and the grounds have both safety lighting and CCTV.

The school has a public footpath that runs directly through the grounds. This has been clearly marked and the girls identified the out of bounds area. The school does not have the related risk assessments that look at dangerous areas within the grounds.

At the weekends if the girls are at the farm or within other parts of the ground a mobile phone is given to them so contact can be made with the main boarding house.

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

The sixth formers and year 11 have separate corridors from the younger students. The younger girls share larger rooms but do have sufficient space and storage. The Inspectors did discuss this with the girls whom felt happy at that stage of boarding to be with the other pupils for company and support, especially at night times.

The bedrooms have recently been renovated and are kept clean and tidy. Each girl supplies her own bedding and the rooms have en-suite facilities that are appropriate for the number of girls sharing.

The girls are able to personalise their bed spaces or rooms with posters, pictures and photographs. Dormitory spaces and rooms are chosen with guidance of the house staff.

The staff accommodation is located within the boarding house but is separated from the girls bedrooms.

The younger girls in their discussion group did raise the issue of the age groups of pupils sharing one room. Although not inappropriate due to age group one pupil is in year seven and this has caused some issues about the turning off of lights and settling down at night. The senior housemistress does and is addressing this problem as the school year progresses.

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
All of the students are given areas for study. The younger pupils undertake their homework within a classroom setting or in the library which is situated within the boarding house. The older students can chose to undertake there home work within their room or within the Sixth Form Centre. Students are required to sign in and out of the boarding house when studying at other facilities.		

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?**	4
The standard of the toilet and washing facilities within the boarding house have been maintained and renovated to a high standard and meet the requirements of ratios of provision. The school have ensured within the limit space of the boarding house that there are appropriate showering/bathing facilities for each age group.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	**Standard met?**	3
Within the school there is a main locker room/changing facility which did present as untidy and with outdated facilities. However within the sports hall there are new changing rooms that are up to date with excellent provision of toilets, washing/showering facilities.		

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?**	4
Boarders have access to one main attractive, modern and homely common room, with access to other rooms in the school and other recreational areas. The school has extensive grounds, which the boarders are able to use for outdoor activities. Boarders have reasonable access to the boarding house outside school time.		

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

The Inspectors observed the boarding house and sleeping accommodation appear to be free from significant risk or hazard. Electrical goods brought in by the pupils are checked at the beginning of each term.

The school have recently been assessed for the safety of the glass around the building and are awaiting the survey results, it is felt that the school will need to replace a majority of its current glass to meet the required standard in the boarding house. Within the boarding house the Inspectors noticed that some of the windows did not have sufficient restrictors on them this needs to be addressed immediately by the school as there could be possible risk to the students.

The main campus of the school is well lit and a system of safety lighting has been installed alongside the CCTV cameras.

Within the discussion groups it was clear that the girls do have the knowledge of what areas of the school are out of bounds and there are signs to indicate were these areas are in the grounds. However the school does not have the required risk assessments in place that cover high risk areas within the grounds including the lake, the public footpath, the farm, the main road and the flat roof.

The school does have a current Health and Safety policy which is a comprehensive document and available to all the staff. The school however does need to develop a policy that looks at the various high- risk areas around the school as recommended in Standard 47.6.

The school does look to ensure the safety of the pupils and has had surveys undertaken on such areas as the trees around the school and the safety level of asbestos.

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

The school has recently implemented a new sick bay for the use of both day and boarding pupils. The room has a single bed and its own en-suite facilities. This has improved the situation from the day girls using the common room and the boarders spoke to the Inspectors about how much happier they are with the new system.

The room is currently a little bare but it is to receive new facilities such as a television, book etc in the near future.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	**Standard met?**	3
The inspectors viewed a clear system in place for laundry provision. Boarders' personal laundry is done on site. Regular and frequent laundering is undertaken and older boarders are able to do their own laundry.		

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
The school has a school shop, which sells items of stationery and personal items. Boarders told inspectors that regular trips to the local supermarket have proved popular.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate 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.		

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
Accommodation used by the school for school trips is closely monitored and risk assessments are carried out. The headmistress is committed to ensuring children are not put at risk and protected whilst staying at any off site accommodation.		

PART C	LAY ASSESSOR'S SUMMARY
(where applicable)	

Lay Assessor		Signature	
Date			

Lead Inspector	Ms Gaynor Moorey	Signature	G Moorey
Second Inspector		Signature	
Regulation Manager	Mrs Judith Chandler	Signature	J Chandler
Date	12th November 2004		

PART D HEAD'S RESPONSE

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 11th October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

I accept in principle the Draft report on Farlington School's Boarding House. There are however, four Factual errors to which I would like to draw your attention:
1 Page 5 – Farlington has 477 pupils (not 435 as stated).
2. Page 5 – The bedrooms are set within two corridors and five rooms (not two rooms as stated).
3 Page 18 – Standard *, 2nd Line – should read headmistress (not headmaster as stated).
4. Page 30 – Standard 34 last paragraph, a word appears to be missing between "appropriate" and "in-line".

I Disagree with two statements in the report, both of which appear on Page 7 'What the school should do better'.

Point 2 para 2 – We do build risk assesments and COSHH training into out Health and Safety Procedures. No mention was made of any shortfall in this area during the inspection.
Point 2 para 3 – We do have a centralised system of monitoring and storing risk assessments. Risk assessments are held by the Bursar, and all documentation regularly reviews by the Senior Staff Group (this point is mentioned again in Part 4g 'Recommended Actions '(page11), and under Standard 23(Page24).

Work has already been carried out in 3 Areas.
1.NMS 15 - Medical records in the Clinic now include brief information on why the medication was administered.
2. NMS 26 – Action has been taken to ensure that fire records are correctly and accurately kept up- to- date.
3. NMS 38. – References are now being taken up on all employees, including domestic staff when first engaged.

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

Amendments to the report were necessary	YES
Comments were received from the Head	YES
Head's comments/factual amendments were incorporated into the final inspection report	YES
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	

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.

D.2 Please provide the Commission with a written Action Plan by 7th January 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

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

D.3 HEAD'S AGREEMENT

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

D.3.1 I Petrina M Mawer of Farlington 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 date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	PETRINA M MAWER
Signature	Signed
Designation	Headmistress
Date	6/12/04

Or

D.3.2 I of Farlington 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 date(s) 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.

Farlington School / 11th October 2004

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