



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

City Of London Freemen`s School

**Ashtead Park
Surrey
KT21 1ET**

Lead Inspector
Ruth Coler

Announced Inspection
27th November 2006 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school City Of London Freeman`s School

Address Ashtead Park
Surrey
KT21 1ET

Telephone number 01372 277933

Fax number 01372 276165

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** The City of London Corporation

Name of Head Mr David C Haywood

Name of Head of Care

**Age range of boarding
pupils** 13 – 19 years

**Date of last welfare
inspection** December 2003

Brief Description of the School:

City of London Freeman's School has a large population of day pupils, 794 in comparison to those who board which is twenty eight boys and eighteen girls who are full boarders, and one girl who is a flexi boarder. These figures were accurate at the time the pre-inspection questionnaire was completed in December 2006.

The school describes all boarders as full boarders but there is flexibility to return home at weekends if the pupil's home is local to the school.

The school has specific links to local services including those to a church with a Chinese congregation. Many of the pupils who boarded at the time of inspection were from China, specifically from Hong Kong.

There are two boarding houses, with the boys' house accommodating 28 pupils and the girls' house accommodating a maximum of 24 pupils.

In the information leaflet for parents it states the following:

The aim of the houses is to provide an environment in which the children can live and work together in a family-like atmosphere. The older boarders take on some responsibilities for the day-to day running of the house routine under the leadership of the Senior Boarding House Prefect (Boys' Boarding House).

SUMMARY

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

Two Regulatory Inspectors and one Boarding School Professional Inspector inspected the service over two days. The inspectors interviewed management and staff, undertook formal and informal discussions with pupils, visited boarding houses to assess the standard of premises and observe pastoral care in the evening and inspected policies, procedures and records.

In addition all pupils who board at the school were asked to complete a questionnaire, and all 47 boarding pupils had completed and returned the questionnaires.

The inspectors wish to thank all the pupils, staff and management for their warm welcome and assistance in undertaking the inspection.

What the school does well:

The school has an excellent variety of policies and procedures relating to how the school will promote pupils' health. This is mainly promoted through the school curriculum however, the policy and guidance gives clear expectations as to how other parts of the school practice interlink with this programme and cross references other relevant policies and procedures, such as lone working. This aspect of the school operation is commended.

A sound policy was available with regard to anti-bullying that had been reviewed in January 2006.

Pupils did not report that they had concerns about bullying within the school. Discussions with members of staff identified examples of bullying or incidents that may have grown into bullying incidents; that were resolved by members of staff and the subsequent action that they had taken.

Detailed policies and procedures with regard to safeguarding children were in place, these included policies with regard to how staff should safeguard themselves and the pupils during the school day and boarding time, guidance on how to respond to a disclosure or concern of abuse, how the school will respond in the event that an allegation is made against a member of staff and the role of the Child Protection Liaison Officer. Sixty percent of pupils responded in questionnaires that they always felt protected from harm by the staff at the school, a further fifteen percent stated they usually felt protected and six percent considered they were sometimes protected.

The school had a whole school behaviour policy, which focused on the rewards and sanctions given during the school day. Boarders met during the inspection were also able to advise the inspectors of what sanctions were used within the boarding houses.

Personnel files sampled during the inspection contained all of the relevant records, including evidence that Criminal Records Bureau checks had been completed, and that two written references were received.

School staff showed they were knowledgeable about the strengths and areas for development which running a school where there is a diverse pupil population present.

The school covers the information required in the statement of purpose in a variety of documents, which provide clarity regarding all the necessary detail. This sets a good foundation regarding how the school operates.

The management team demonstrated that the school was in the process of reviewing how its pastoral care systems best met the school population as a whole and agreed that as the boarding population has a different makeup to day pupils it would be good to highlight any special areas of need that this group presented.

There was evidence that monitoring systems were in available for example risk assessments. The Head Teacher also demonstrated that these were used to inform the development plan for the school. The school management team had organised to complete a check of how the school records complied with the Data Protection Act 1998 shortly following the inspection.

The numbers of staff on duty to support staff was extremely good and supported the smooth operation of the school.

What has improved since the last inspection?

Four of the six recommendations and all four advisory recommendations had been completed. These recommendations included the areas of bullying, child protection, induction programmes for staff and pupils, staff recruitment, complaints and guidance to staff.

What they could do better:

Ensure that the school's policy regarding privacy is implemented in every area of practice. For example, the bathing facilities for the male GAP student should be separate from those of pupils.

Written policies and procedures regarding the management of medication throughout the school must be produced. Whilst the school has copies of Surrey County Council's guidance for management of medication in schools this does not constitute a school policy and procedure. Please see detail in the report for further information.

Written welfare plans as described in Standard 17.2 of The National Minimum Standards for Boarding Schools should be completed and guidance for staff as to how to decide if welfare plans should be in place needs to be produced.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

The Commission considers Standards 6 and 15 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

6 and 15

Quality in this outcome area is **adequate**. This judgement has been made using available evidence including a visit to this service.

Whilst there is evidence to demonstrate that pupils' health is promoted by the operation of the school and the school is commended for their policies and procedures in relation to this, the school must ensure that written medication administration policies and procedures are in place.

EVIDENCE:

The school has an excellent variety of policies and procedures relating to how the school will promote pupils' health. This is mainly promoted through the school curriculum however, the policy and guidance gives clear expectations as to how other parts of the school practice interlink with this programme and cross references other relevant policies and procedures, such as lone working. This aspect of the school operation is commended.

Thirty-eight of the responses from pupils in questionnaires stated someone at the school always helped them if they felt unwell and another forty three percent said that this was usually the case. No pupil reported that this was never the case.

The school has Surrey County Council's guidance regarding medication management in schools but does not have a school policy or procedure in place. This is necessary to ensure that all staff are clear about the ways in which medication will be managed throughout the school. The policy should also include the level of training necessary for the administration of medicines by any staff and a policy and risk assessment procedure for pupils who self-medicate.

The above document would underpin the good practice demonstrated by the school nurses during the site visit. There are clearly understood informal procedures in place for administering medication to pupils. However, in addition to producing a policy and procedure it would be helpful for the school to consider putting into place individual recording sheets for medication administration. This is so as to provide clear information regarding any medication, which has been administered to a pupil that can be kept on a pupil's file. This would also then comply with the requirements of The Data Protection Act 1998.

The school nurse confirmed that they kept their registration as a nurse up to date and re-registered as necessary. Later discussions showed that the school paid for this but did not keep records on file. As there is evidence that the school ensures the registration is up to date no recommendation regarding this is made. However, the school is advised to keep a record of this on the school nurse's personnel file.

Pupils' health records are kept on file in the Health Centre and stored in lockable facilities. Each year parents are asked to confirm that the details remain the same and there is no change. The school nurse also demonstrated that a check was made regarding medication from other countries that are brought to the school by pupils. For example, the school nurse had obtained a copy of MIMs for medicines from Hong Kong. (MIMs is a directory of brand names of medications that confirms what type of medication these fall under.)

The school has proposals to provide the health centre with a computer. This action would support the school nurses in keeping in more direct with recent developments in health, maintain health records on computer and provide easier access with parents who live abroad in differing time zones. The CSCI supports this development and whilst no recommendation is made would urge the school to implement this proposal.

Standard 17 -Management of Health and personal problems of The National Minimum Standards for Boarding Schools was not inspected in depth. The inspectors checked whether the recommendation for welfare plans made at the last inspection had been actioned.

Welfare plans were not available as recommended at the last NCSC inspection in December 2003. Discussions during the inspection indicated that the school had not understood what was required and that following this discussion they understood what should be in place. Discussion also revealed that whilst written plans were not completed informal verbal planning took place. The recommendation has been changed to ask the school to develop guidance for staff regarding when a formal written welfare plan must be written which includes guidance on the kind of information which should be recorded.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 3, 4, 5, 26, 37, 38, 39, 41 and 47

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The school takes safeguarding pupils seriously and the open and inclusive atmosphere of the school supports this well.
Some action is necessary to fully meet all the standards within the safeguarding section of this report.

EVIDENCE:

A sound policy was available with regard to anti-bullying that had been reviewed in January 2006. This policy included a definition of bullying and signs of bullying. The policy stated that the school's aim was "to make it clear to pupils and staff that bullying is always unacceptable," and that "every pupil has the right to be safe and happy in school and to be protected when she/he is feeling vulnerable".

The policy identified that both the bully and the victim would be supported by staff to resolve the incident(s), however counselling would be arranged if a resolution could not be reached.

Eighty-nine percent of pupils reported in questionnaires that they were not bullied at school. The other eleven percent stated they did not know. The school may wish to explore the reasons for the last statistic further with pupils. However, the results confirm that there is at least only minimal bullying occurring in the school.

Pupils did not report that they had concerns about bullying within the school. Discussions with members of staff identified examples of bullying or incidents that may have grown into bullying incidents; that were resolved by members of staff and the subsequent action that they had taken.

Parents would also be involved in the resolution and punishments would be given where persistent incidents of bullying were identified.

The school aimed to review the policy on an annual basis through a pupil questionnaire. The inspectors were advised that this process had begun.

The conclusion is that the school's anti-bullying strategies are effective. This aspect of the school operation is commended.

Detailed policies and procedures with regard to safeguarding children were in place, these included policies with regard to how staff should safeguard themselves and the pupils during the school day and boarding time, guidance on how to respond to a disclosure or concern of abuse, how the school will respond in the event that an allegation is made against a member of staff and the role of the Child Protection Liaison Officer. The main part of the child protection procedures were linked to relevant legislation and the procedure stated that it had been written in conjunction with the Area Child Protection Committee.

Results of the pupil questionnaire were that sixty percent of pupils considered the staff of the school always offered proper protection from harm; fifteen

percent found this usually to be the case and six percent considered this was sometimes the case. Two percent of respondents declined to answer the question.

Members of staff met during the inspection confirmed that they had received training in child protection. The school had used an INSET day in December 2005 to provide child protection training updates, and some staff had received an introduction to child protection during their induction in September.

GAP students stated that they had received training in child protection during their GAP training in London in January 2006. The school must ensure that the GAP students are fully aware of the school's internal procedures.

This oversight was acknowledged by the school who intended to take immediate action to rectify this. The school is advised to consider whether there are other essential school policies and procedures, which should also be discussed with GAP students.

Some staff met during the inspection had a good understanding of the school's procedures, however other staff had less clarity. The Deputy Head Teacher was the school's Child Protection Liaison Officer, and they had attended Surrey's Area Child Protection Committee two day training in June 2006, and were planning to provide a fuller training session to new staff in the New Year. The school must consider expanding the training to include all staff who had not received recent training in safe guarding children, or may need some updated training.

The Child Protection Liaison Officer identified during discussions that they needed to provide some overview training to ancillary staff, the CSCI would support this action. No recommendation is made as the school intend to rectify this matter.

No referrals had been made to the local Safeguarding Board. The Child Protection Liaison Officer was able to provide examples to the inspectors about how they had responded to incidents of concern.

The school had a whole school behaviour policy, which focused on the rewards and sanctions given during the school day. Boarders met during the inspection were also able to advise the inspectors of what sanctions were used within the boarding houses.

For breaches of school rules pupils would be given a sanction slip, which they would have to sign agreement with. An accumulation of these slips would lead to formal sanctions such as loss of privileges or gating.

However, evidence from the pupils' sanction records showed these slips were given out rarely.

Minor sanctions were given out to boarders when a pupil did not follow school rules for example, if a pupil does not get up on time they may be asked to go to bed early, or if the kitchen areas are not tidy pupils would be asked to do kitchen duty for one week.

These sanctions were recorded in the boarding daily log. Again, pupils and staff reported that these types of sanctions were rarely given out.

The sanction policy for boarding houses was attached to the sanction slips that pupils would sign, and the inspectors were advised that pupils were advised of the policy when they joined, however the school would be advised to consider how this policy may be advertised more openly to pupils and parents.

During the inspection pupil behaviour was observed to be good and there were positive interactions with staff. The management and staff clearly work on having good relations with pupils, which enhance pupils' behaviour and set good role models.

The school held a complaints procedure that was available on display in the boarding houses and was detailed within the school guides. The school aimed to resolve complaints and concerns informally wherever possible, however the formal procedures detailed that the school would meet with complaints within 10 days to try to resolve their complaints or concerns, with a final response being made to complainants within 10 days of this meeting. The Head Teacher advised the inspectors that the school had received no formal complaints.

Each boarding house had a complaints/concerns book. The inspectors observed that these books were used by the pupils and that as staff read the concern or complaint they would sign and leave a comment as to what was happening.

The pupils stated that they could raise concerns but that they were not always clear about what, if anything, staff were going to do about their concerns. Inspectors observed from staff responses within the boarding complaints/concerns logs and conversations with staff that staff would acknowledge pupils' concerns, however the school would be advised to give pupils a clear expected time for response/outcome so that pupils could be confident that their comments would be taken seriously.

Evidence was available that regular fire drills were undertaken and these were recorded in the fire log. Staff had a good understanding of the school's fire procedures and the fire drills undertaken. The school kept fire equipment well maintained.

The maintenance of privacy ran throughout the ethos of the school. Pupils were observed knocking on bedroom doors before entering.

The school had fitted solid doors to most of the showers, with only one shower in the female boarding house having a shower curtain. However, there remained concerns about the use of the male boarders' shower facilities by the male GAP student. The inspectors were advised that the school had investigated how facilities could be provided in the male GAP student's bedroom. However, the school was advised by the organisation's builders that this would not be possible. The school continued to investigate how this could be achieved. This must be made a priority, and is a recommendation carried over from the last inspection.

The male boarding house was made up of mainly single bedrooms and where there were shared bedrooms the furniture had been laid out to maximise privacy. The female boarding houses had more shared bedrooms, with three single bedrooms being available for one pupil and the pupil Head and Deputy Head of House. It was noted that some shared bedrooms afforded better privacy than the larger bedrooms. The school should review the layout of these bedrooms to promote better privacy.

The inspectors sampled a range of personnel records during the inspection. The school had introduced a tracking form that was attached to the front of each personnel file. This record demonstrated that the school was monitoring each file to ensure that the relevant records and checks were in place for each member of staff.

Personnel files sampled during the inspection contained all of the relevant records, including evidence that Criminal Records Bureau checks had been completed, and that two written references were received.

There was also evidence that staff were inducted into the school's policies and procedures, received support and supervision. It was less clear that the school's annual review of a member of staffs' performance included any boarding duties they might undertake. Some staff confirmed this was the case others were less clear. The sample of an annual review provided to inspectors demonstrated this had been part of the process. The senior management team is therefore advised to check this has been the case for all staff and ensure this occurs in future.

Visitors to the school are asked to wear a school identification badge and the school management team confirmed that there is guidance for people visiting the school on areas they can and cannot enter.

The standard of boarding accommodation was found to be generally satisfactory for male pupils. Please see comments made above regarding privacy. The school has made some adaptations for pupils with a physical disability but this does not fully include access to boarding accommodation. There was no pupil boarding at the school who had a physical disability at the time of the inspection.

Bathrooms within the female boarding houses presented a challenge to the school as they were within a listed part of the building, and tiling within these bathrooms were part of the listing and could not be removed. However, the inspectors observed that the shower room/WC on the first floor had a ventilation problem and as a result the ceiling and wall around the windows and WCs had mildew and mould. This must be resolved with urgency.

Risk assessments were in place and it was evident that these had been kept under annual review. Maintenance and repairs were programmed on a prioritised basis, and anything identified as high risk would be identified as an urgent repair.

Records of health and safety checks were available and demonstrated these were kept up to date.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14, 18 and 27

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Pupils' enjoyment and achievement is promoted well by the operation of the school.

EVIDENCE:

There is evidence that pupils can take personal or welfare concerns to various members of staff at the school. Staff gave examples of a number of cases where pupils had brought welfare concerns to their attention. However, in questionnaires many of the boarders reported they would go to friends for support rather than staff. Connections with groups in the community who have the same cultural background to some of the pupils have been established and staff whose role is to provide support regarding welfare made themselves known and available each week to pupils.

There are various people in contact with the school who have responsibility for welfare, including the school chaplain who works at the school. The school had leaflets regarding how a pupil could access the school counsellor.

The school management team agreed that this leaflet could be produced in a user-friendlier manner, especially for the overseas pupils and stated this would be reviewed.

The Head Teacher confirmed that any person providing support to the pupils had been subject to a Criminal Records Bureau Check.

There was a school policy regarding equal opportunities, which was not inspected on this occasion. The school has a boarding population, which is made up of a large number of overseas pupils. It was therefore positive to see that the school had recruited a member of staff from one of the countries from which pupils have come. The school is also considering producing information in the languages of the main countries from which pupils arrive. The school was in production of a video to show overseas pupils. Pupils themselves were undertaking this task.

The school has taken into consideration the needs of pupils with a disability and made changes to the premises to take their needs into account. This aspect was not inspected in depth.

School staff showed they were knowledgeable about the strengths and areas for development which running a school where there is a diverse pupil population present. To underpin this further the school is recommended to consider implementing training for all staff regarding a wide range of diversity topics, such as disability awareness training and cultural diversity.

There was no evidence to suggest that onerous demands were placed upon pupils, and pupils did not raise any concerns about the demands put upon them.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

The Commission considers Standards 12 and 19 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 19 and 36

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Pupils are enabled to make a positive contribution to the school.
Their opinions and views are valued.

EVIDENCE:

The school had a central council that dealt with whole school issues. There were also a range of other meetings were available for boarding pupils to voice their opinions, this included formal boarders meetings, food committees, and regular house meetings. The school would be advised to keep minutes for the more formal meetings such as the food committee.

Pupils reported in questionnaires that twenty-six percent of them considered that there were always different ways they could have a say about the school, thirty-six percent considered this was usually the case, twenty-one percent found this sometimes to be the case and eleven percent stated this was never the case. Six percent of pupils declined to answer the question. The senior management team has started to consider the particular needs of pupils who board and if this small group within the school population had any particular needs, it would be helpful to consider this aspect of the school operation within

this review. There are clearly many different ways for pupils to voice their views about the school. It is less clear that all pupils who board know these mechanisms and feel empowered to use them.

Whilst pupils did not always use the systems in place at the school there were mechanisms for the pupils to air their views and it was evident that the school's management team was taking action to increase these systems to meet the needs of boarders.

Pupils confirmed they had access to telephones and emails in order to maintain contact with friends and relatives. Most pupils also had their own mobile telephone, however the inspectors were advised that pupils would generally use the boarding house phone to contact family overseas.

The male boarders' telephone was held within a cubicle which allowed good privacy, however the female boarders' telephone had been moved from its originally, more private location as a way to protect female boarders from being at risk in an isolated area. At the time of the inspection the female boarders' telephone was placed on a table in the main corridor, which did not provide sufficient privacy. The school agreed that they would review the positioning of the telephone with the female boarders in order to promote privacy. Therefore no recommendation is made.

Observations during the inspection evidenced good pupil/staff relationships, however some comment from pupils and responses within questionnaires raised issues that the boys and girls were treated differently. The school was already aware of these concerns and was responding to this.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

No standard in this section of the report was inspected.
Standard 51-The Welfare of boarders placed in lodgings is safeguarded and promoted is not applicable to the operation of the school.

EVIDENCE:

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 23, 31 and 34

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The management of the school is proactive and takes into consideration well aspects of pastoral care.

EVIDENCE:

The school covers the information required in the statement of purpose in a variety of documents, which provide clarity regarding all the necessary detail. This sets a good foundation regarding how the school operates.

The management team demonstrated that the school was in the process of reviewing how its pastoral care systems best met the needs of the school population as a whole and agreed that, as the boarding population has a different makeup to day pupils, it would be good to highlight any special areas of need that this group presented.

There was evidence that monitoring systems were in available for example risk assessments. The Head Teacher also demonstrated that these were used to inform the development plan for the school. The school management team had organised to complete a check of how the school records complied with the Data Protection Act 1998 shortly following the inspection.

The numbers of staff on duty to support staff was extremely good and supported the smooth operation of the school. No person reported that there was any lack of staffing. However, pupils in the girls' boarding considered there were at times too many staff.

The school has made every effort that the staff team providing support are themselves from different genders and from different ethnic groups.

Therefore the supervision of boarders is found to be a very good aspect of the school operation, which generally pupils considered to be accomplished well.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	4
7	X
15	2
16	X
17	2
24	X
25	X
48	X
49	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	4
3	2
4	3
5	3
13	X
22	X
26	3
28	X
29	X
37	3
38	3
39	3
41	3
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	3
18	3
27	3
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	4
19	3
21	X
30	X
36	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	X
42	X
44	X
45	X
50	X
51	X

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	X
9	X
10	X
23	3
31	4
32	X
33	X
34	3
35	X
52	X

Are there any outstanding recommendations from the last inspection? Yes

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS15	The school should develop a comprehensive policy and procedure regarding medication management.	01/03/07
2	BS17	Guidance regarding the implementation of written welfare plans as described in Standard 17.2 of the National Minimum Standards for Boarding Schools should be produced. Recommendation from the NCSC inspection in 2003	01/03/07
3	BS18	The management team should implement a training programme for all staff covering a wide range of diversity topics, such as disability awareness training and cultural diversity.	01/03/07
24	BS37	Bathing facilities for the male GAP student's bedroom should be provided as a matter of urgency. Recommendation from the NCSC inspection in 2003	01/03/07
5	BS37	The school should review its implementation of the overall effectiveness of its policy regarding privacy in light of comments made in the body of the report.	01/03/07

6	BS41	The mildew and mould in the shower room/WC on the first floor must be eliminated as a matter of urgency.	01/01/07
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