



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Wycliffe Preparatory School

**Ryeford Hall
Stonehouse
Gloucestershire
GL10 2LD**

Lead Inspector
Sarah Talbott

Key Announced Inspection
10th October 2006 09:30

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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 Wycliffe Preparatory School

Address Ryeford Hall
Stonehouse
Gloucestershire
GL10 2LD

Telephone number 01453 820470

Fax number

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Major-General Fawcus

Name of Head Mr Adrian Palmer

Name of Head of Care Mrs Lynda Askey

**Age range of boarding
pupils** 7-13 years

**Date of last welfare
inspection** 19.05.03 and 21.01.04

Brief Description of the School:

Wycliffe Preparatory School is situated close to the small town of Stonehouse in Gloucestershire. It currently offers boarding accommodation to both boys and girls between the ages of 7 and 13 years on a flexi, weekly or full time basis. At the time of inspection the school had a total of 61 full time boarders. There are an additional 244 day pupils attending the school.

The boarders live in one of two houses. Pennwood being the boys boarding house, with Windrush accommodating the girls. The boarding houses overlook the school's playing fields and are situated across the Old Stroud Road and opposite to the main school campus. Access to the school campus is made via a footbridge.

While attending the Preparatory School all children, are allocated to one of four teams or houses (Grenfell, Lincoln, Scott or Shaftesbury). Their welfare is attended to by tutors, and additionally in the case of boarders, by matrons and by resident housemistresses.

SUMMARY

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

This was an announced inspection of the boarding school, meaning that inspectors wrote to the Head master to tell him the date they were going to visit.

Two inspectors spent two days at the school with one inspector spending a third day at the school. They were able to interview staff including Mrs Burnet-Ward, Mr Palmer, housemistresses, school nurses, kitchen staff and gap students. They were also able to meet with you, the boarders.

The inspectors had access to school files and records and they visited both Pennwood and Windrush boarding houses and the school grounds.

The ratings in this report have been made from evidence the inspectors gathered during the inspection and they take into account your views and those of your parents who completed inspection questionnaires.

This and the following summaries have been written in a child friendly way.

What the school does well:

The inspectors feel that the school does these things well:

- Boarders are able to get medical treatment quickly and a school nurse is available at all times (both day and night).
- Food at the school is very good, and kitchen staff work hard to make sure that those who need special food get it.

- Bullying at the school is not an issue because school staff will react quickly if they learn of any incidents of bullying.
- Boarders understand the use of rewards and punishments and think that punishments given by staff are fair.
- Staff and boarders understand why fire safety is important. The school works hard to make sure all areas used by boarders do not have hazards that could be avoided.
- The school has good ways of listening to the views of boarders and their parents, and boarders like the support and advice that they get from staff.
- The school makes sure that when new students join the school they are made to feel welcome. Other older students also help new students to feel settled in the school.

What has improved since the last inspection?

The inspectors feel that these things have improved since the last inspection:

- The Head master has introduced a different style of management, and because of this there are a number of new staff who help boarders.
- The Head master has introduced a number of meetings for boarders and their parents so that they can all talk to him about things that concern them.
- The school has made sure that in Windrush boarding house, boarders can have private telephone talks with their parents.

What they could do better:

The inspectors feel that these things could be done better:

- Although the school has a clear complaints procedure, all students including boarders should be told what to do if they want to make a complaint in writing.
- Staff must respect boarders privacy and make sure that they knock on dorm doors and wait for an answer before going into the room.
- The school must make sure that all showers provide privacy for students. The lock on a toilet door in Windrush boarding house must also be changed so that staff can get into them from the outside, in the case of an emergency.

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.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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)

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

6,7,15,16,17,24,25,48,49

Boarders have ready access to medical treatment and first aid, with a registered nurse or trained first aider available at all times for the treatment of minor illness. The school operates an appropriate policy on the administration and recording of prescribed and non-prescribed medication. School nurses report involvement in the school's PSHE programme.

The school has obtained accreditation for the teaching of dyslexic pupils.

Catering provision is very good. Students benefit from a balanced diet and care is taken to accommodate those requiring special diets. Boarders have access to drinking water and snacks. Older pupils are able to use facilities to prepare their own drinks and snacks.

Quality in this outcome area is excellent. This judgement has been made using available evidence.

EVIDENCE:

While attending the Preparatory School all children, are allocated to one of four teams or houses (Grenfell, Lincoln, Scott or Shaftesbury). Their welfare is attended to by tutors, and in the case of boarders, by matrons and by resident housemistresses. The house matron is responsible for the physical welfare of the boarders with the housemistress assuming pastoral care responsibilities.

All boarders are registered with a local GP. The school's medical centre, with ready access to the GP surgery provides 24 hour cover, and is staffed by registered nurses and those with first aid training, (PIN numbers were shared with an inspector). In the event however that a child is taken ill, the school nurse undertakes to visit the boarding house rather than requiring the child to automatically attend the school's medical centre. Staff report an ongoing programme of training and are able to request specific training as and when needed

The school's policy on the administration of medication by non-nursing staff is considered appropriate and satisfactory. Authorisations provided by parents for the administration of both prescribed and non-prescribed medication were found in the records reviewed by an inspector and records detailing the administration of medication were found to be complete. Self administration of medication, apart from the use of inhalers for asthma, is not encouraged for boarders.

Inspectors consider that the location of emergency medication in the kitchen in the event that a child experiences a food induced allergic reaction, to be good practice.

School nurses report involvement in the school's PSHE (Personal, social and Health Education) programme. The school's policies on eating disorders, sex and relationships, alcohol, drugs and smoking were shared with inspectors and considered appropriate and satisfactory.

Special educational needs are well addressed, and inspectors note that the school has obtained accreditation for the teaching of dyslexic pupils. The needs of these students may be highlighted by parents prior to admission, or alternatively staff may alert the school's SEN department to any student experiencing particular problems. Where necessary the school also reports seeking additional support from an Educational Psychologist. The use of welfare plans by the school which allows for easy monitoring of individual welfare needs, emotional or behavioural difficulties was however not observed. The issue was subsequently discussed with the Head master who undertakes to introduce same

Catering at the school is managed by the external company Aramark. Currently the school is a "flagship" for the company with other schools invited to view provision. Catering staff are trained by the company and certificates are displayed in the kitchen. An ongoing training programme for staff is also provided by the company.

The school operates a four week rolling menu which is changed in the summer term. Special diets are particularly well catered for by the kitchen, with photographs of the children and details of their diets kept on the wall of the kitchen office. Currently the kitchen operates a "No Nut" policy, but any meals that may possibly contain nuts are clearly labelled as such. Salt has also been removed from dining tables.

Inspectors note that boarders were universally positive about the school's catering, with comments such as "... they always have a vegetarian and meat selection and they have vegetables and salad all the time" and "... the teachers/staff check we have enough on our plate" and "... the cook give(s) us fresh food and yummy food" being typical !

Under the new rating system operated by Environmental Health, inspectors are informed that the school has achieved four stars. The recording of refrigerator and freezer temperatures is routinely undertaken.

In boarding houses the children are well provided with additional food supplies. It is noted however, that only older boarders (Years 7 and 8) may use house toasters, kettles or microwaves and that all younger boarders are helped to prepare hot drinks etc. While boarders are able to purchase tuck (sweets) twice a week from the not-for-profit tuck shop based in Pennwood, fizzy drinks are not allowed on the school campus.

Personal laundry is undertaken on a daily basis, with bedding changed weekly.

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)

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

2,3,4,5,13,22,26,37,41,47

Boarders confirm that bullying is not an issue within the school and that staff respond quickly to reported incidents. Consideration should however be given to expanding access to the school's policy.

The school has a clear procedure for responding to child protection concerns. Training for staff is provided, and older pupils in positions of responsibility also receive appropriate guidance.

The school's policies on the use of rewards and sanctions are clear and understood by boarders. Staff training on the use of physical restraint is however considered necessary.

The school has a clear complaints procedure, but consideration should be given to expanding access to the school's policy. Parents and boarders must be informed that they may contact CSCI in the event of wanting to make a welfare complaint.

There is an appropriate awareness among staff and boarders of fire safety precautions. The school has also developed risk assessments for the external and internal school environment and has ensured that all areas used by boarders are free from avoidable hazards.

Full regard for the privacy of boarders is to be addressed by the Head master.

The very recent introduction of a new system for the selection and recruitment of care staff means that impact of same cannot be assessed at this point.

Quality in this outcome area is good. However the areas noted above must receive attention in order to prevent a detrimental impact upon the welfare of boarders. The inspector is confident however that the school will address these issues promptly. This judgement has been made using available evidence.

EVIDENCE:

A copy of the school's Anti-Bullying Policy is included in the Wycliffe Preparatory School Handbook and routinely made available to all parents. Inspectors note that the policy is a whole school policy, and that an ongoing training programme on bullying procedures exists for staff and also for school prefects. Regular involvement of all students through informal discussion during PSHE classes, in House and in Tutor periods is seen as inspiring confidence in students and is recognised as good practice by inspectors. Three questionnaires of fifty three completed by boarders detailed that bullying has occurred, however the behaviour is not seen to be widespread and boarders spoken to by an inspector consider that it would be quickly dealt with by staff. Bullying is addressed in the Year 8 Pupils Handbook. However consideration should also be given to expanding access to the policy by including information in an appropriate format in A Pupils Guide to Boarding.

The school operates a point system (in addition to rewards in boarding houses), in order to encourage good behaviour. Sanctions for breaking boarding house rules are detailed in the school's Handbook, and include being sent to bed early. These are reported as fair by the boarders and are recorded in the boarding house log. The school's policy on behaviour and discipline is available to staff and additional guidance on control and physical intervention is found in the policy detailing codes of safe practice. While the school's policy

on physical restraint details that training is to be provided for staff, no evidence however was available to indicate that this had been undertaken. This is considered necessary, and subsequent discussion with the headmaster has reviewed the proposed content of a future training programme.

While a copy of the school's Complaints Procedure is included in the Preparatory School Handbook, it assumes that only parents would wish to make a formal complaint. Boarders report that staff deal quickly with problems, but consideration must be given to ensuring that all students are aware of whom they should contact in the event of wanting to make a complaint, the procedure to be followed and the time taken to address same. As detailed in the inspection report of 2004, parents and boarders must also be informed that they may contact the Commission for Social Care Inspection should they have a welfare complaint.

The school has a designated and named Child Protection Officer who has been responsible for the development of the school's policy on child protection. The policy was shared with the inspector and is recognised as thorough and comprehensive and to have included points identified by the 2004 inspection report. It is reviewed annually. The policy should however be shared with the local Area Child Protection Committee, thereby ensuring that it is consistent with local procedures.

The Child Protection INSET training programme for 2006/07 is extended to teaching and non teaching staff, including school Prefects and college taxi drivers. (School prefects are not given explicit instruction, but receive guidance on how to respond to issues of concern raised with them).

The inspector is aware of two child protection incidents occurring in the reporting period, both of which have been appropriately addressed by the school. Inspectors are also aware that in response to parental requests, the school has introduced photo boards in boarding houses, which displaying photographs of pastoral care staff allows parents to easily identify staff when students are returned to the houses after holidays/breaks.

Inspectors were informed that students may begin to assume additional responsibilities while still in Year 7. Appointment however to full Prefect status in Year 8, is the result of staff discussion and agreement. Wearing the Prefect badge entails specific duties and the ability to provide an effective role model to younger students. Boarders spoken to by inspectors report that prefects (8 in total) are fair and appear to take their role seriously. Prefects are not allowed to impose sanctions on other students.

Boarding staff and pupils are aware that boarding accommodation is for the exclusive use of full time, weekly and flexi boarders and that the public is not permitted access to the accommodation. Key pads were observed on all

boarding house doors. The school's security company is also responsible for patrolling the campus at night.

A tour of the campus finds that appropriate measures have been taken to ensure that the site is free from hazards with risk assessments to both the internal and external environment considered to be thorough. Guidance on electrical appliances that may be brought into the school is available, with items checked for safety by the school's maintenance department before use. The school's Fire Policy and logs detailing the recording of routine checks were reviewed by an inspector and found to be satisfactory. In line with the school's policy which requires that fire practice be undertaken at the beginning of each term, documentary evidence of same was also provided. The inspector is informed that on admission to the school, students are instructed in the school's fire procedure with regular fire practise thereafter seen to reinforce same.

It was reported to an inspector that some staff have walked into dorms, and although staff now knock on the dorm door, they may not wait for an answer before entering. The behaviour which intrudes on privacy was subsequently discussed with the Head master and is to be addressed.

Although working with two guardianship agencies the school advises parents that responsibility for arranging the guardianship and for monitoring services provided by the agency rests with them.

Internet use by students is closely monitored and requires a member of staff to be present. Use of internet blocks restrict access to certain sites.

The inspector reviewed four personnel records. Gaps in the records were observed i.e lack of references, failure to provide proofs of qualifications and evidence that employment had commenced prior to receipt of CRB clearance. The inspector is aware however that a new system for the selection and recruitment of care staff has been recently introduced, making its impact difficult to assess. The school's Personnel Manager was advised that a three yearly renewal of all CRB checks is seen as good practice. The school obtains certificates of good conduct for gap students who have lived outside the UK.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

11,18,27,43,46

The school provides an acceptable range of activities outside of class time.

Inspectors observed no discrimination but consider that the Statement of Principle could be expanded in order to alert all students to the principal of equal opportunity promoted by the school.

Inspectors are not aware that the school places any onerous demands on boarders or that these adversely affect welfare.

Facilities for private study by older boarders, is considered good.

Quality in this outcome area is good. This judgement has been made using available evidence.

EVIDENCE:

The school offers a wide range of activities to its students including various sports and drama activities. The school also has its own Cub pack. However some parents and boarders report that there is too little to do at weekends, although the Headmaster has reportedly instructed staff accordingly. Boys also report that there is limited space to play in winter.

Inspectors are not aware that the school places any onerous demands on boarders or that these adversely affect welfare.

Inspectors observe that Year 8 boarders have been given individual desks in their dorms in order that they can complete the extra prep that is expected of

them. For younger students, the school has installed one desk in each dorm which students are expected to share.

The school currently has four overseas students. Inspectors observed no inappropriate discrimination of students, but consider that the Statement of Principle could be expanded to detail respect for all regardless of disability, race, religion, cultural or linguistic background or academic or sporting ability; thereby alerting all students to the principal of equal opportunity promoted by the school.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

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

12,14,19,21,30,36

Systems for listening to and obtaining the views of boarders and their parents have now been integrated into the running of the school. Staff respond to boarders in a caring and supportive way and boarders speak positively about their relationship with staff.

The school is careful to ensure that the induction of new boarders is carried out in a way that is sensitive to their needs and results in new boarders feeling well informed and warmly welcomed.

The school ensures that telephone contact between the boarder and his/her family and friends can be made in private.

Quality in this outcome area is excellent. This judgement has been made using available evidence.

EVIDENCE:

The Head master reports a conscious decision to separate the academic activities of the school day from the social and leisure activities of the boarding house. However the schedule of school meetings ensures that both academic and pastoral care staff are fully aware of behaviour in their colleagues' areas of responsibility. The use of handover books and the daily log further ensures that pastoral care staff are aware of behaviour, activities and issues occurring in the boarding house, before they assume shift responsibilities.

The introduction of the Boarders Parents Forum which is held each term, provides an informal opportunity for parents to meet and discuss issues with the Head master. Also introduced by the Head master, is the Boarder Pupils Forum which provides a similar opportunity for students. (Parents of day pupils are able to voice their concerns through the activities of the Prep School Voice).

The school also operates a Boarders Committee and a School Council which afford further opportunities for discussion. The school council meeting is minuted, with minutes sent to the Boarders Committee for discussion.

Boarders report excellent support from staff and the observed relationship between staff and students appears as one of the strengths of the school. Staff are reported as friendly and students feel that they can talk to anyone about personal problems. As one boarder notes "If your (sic) homesick they will listen and comfort you and make you feel good" . As others state "... there (sic) really kind and there's always someone to talk to", and "I feel that I can talk to teachers and staff at any point"..

A pay phone exists in each House to facilitate contact between students and their family. Although the arrangement in Windrush did not previously permit private conversation, this has now been addressed. Where boarders have a personal mobile telephone it must to be handed to house staff at bedtime. The school also provides each student with an email address, facilitating email contact with family and friends.

Boarders report that as new students at the school they had been made to feel welcome, and that the school's practice of "buddying" new boarders with existing boarders worked well and had been experienced as helpful and friendly. Several boarders spoken to by an inspector also reported attending "trial days" and "trial nights" before formal admission to the school. The introduction in the reporting period of "A Pupils Guide to Boarding" is seen to provide a child friendly introduction to boarding. As detailed above however, consideration should be given to expanding this document to include information on the school's policy on bullying.

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)

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

20,40,42,44,50

The school provides in general a high standard of accommodation for its boarders, although attention must now be given to ensuring the privacy of all boarders when using boarding house showers. The lock on one toilet door in Windrush must ensure external access in the event of an emergency.

The school has appropriate systems for ensuring that boarders' money and possessions are kept safe.

Boarders are able to purchase stationery and personal items.

Quality in this outcome area is good. However the areas noted above must receive attention in order to prevent a detrimental impact upon the welfare of boarders. The inspector is confident however that the school will address these issues promptly. This judgement has been made using available evidence.

EVIDENCE:

In the inspection period Windrush boarding house for girls has been refurbished. Inspectors are also informed of the intention to double glaze windows in both boarding houses in the summer of 2007.

Boarders sleeping accommodation is considered to be of a high standard and an efficient system of repair and maintenance ensures that necessary work to houses is quickly undertaken. It has however been reported to the inspectors that one of the girls' dorm's is uncomfortably hot, being sited above the boiler room. This was subsequently reported to the Head master. Concern

expressed by a member of staff about drama costumes stored in the boiler room presenting as a fire hazard has reportedly been addressed.

Many boarders (both boys and girls) dislike the boarding house shower arrangement. As one parent records "The showers ... have little or no privacy. There are shower curtains which separate the showers themselves but no curtains across the ends so there is no privacy which is particularly unpleasant for the older boys in Years 7 and 8". The issue and the need to ensure privacy of students when showering, was subsequently discussed with the Headmaster. With the 2004 inspection report also drawing attention to limited privacy when using showers, the situation must now be resolved. Immediate attention must also be given to the lock on one toilet door in Windrush as it does not allow for access in the event of an emergency.

Boarders spoken to by an inspector reported that they had not experienced the stealing or "borrowing" of personal possessions. Money handed to Housemistresses at the beginning of term is given out on Saturdays or before school outings.

As the 2004 inspection report records, the school's boarding routine allows boarders to visit the town of Stonehouse and the nearby shopping centre once a week. This visit allows for the purchase of personal and stationery items. At other times house staff will make purchases of personal items on behalf of the pupils.

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 placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1,8,10,31,32,33,34,35

The school has a clear and detailed statement of principles and aims. Consideration should however be given to expanding access to this, ensuring that older pupils at least are also informed of same.

The management of boarding provision has a high profile in the school and the welfare of boarders is considered a priority. The school communicates this approach clearly to staff and boarders.

The organisation of both boarding houses gives full consideration to safeguarding the welfare of boarders. Boarders are familiar with the shifts worked by house staff and with the roles assumed by individual staff.

The school ensures that all new boarding staff receive a thorough induction, and participate in an ongoing training programme. Supervision and bi-annual appraisal of boarding practice has now been introduced for all boarding house and ancillary staff.

Quality in this outcome area is excellent. This judgement has been made using available evidence.

EVIDENCE:

The school's Statement of Principles and Statement of Aims is routinely made available to parents and found in the Wycliffe Preparatory School Handbook. Consideration should however be given to including this information in an appropriate format in the Year 8 Handbook, thereby ensuring that older pupils at least are also informed of the school's principles and aims.

As Boarding Principles and Practices are not specific to the Preparatory School and apply across the college, they are not found in the Preparatory School Handbook. However consideration might be given to including these in the parental guide to boarding.

Inspectors consider that information on school procedures contained in A Pupil's Guide to Boarding and in the Years 3 and 4 Guide, provide age appropriate information for students in a child friendly style. Both documents have been introduced in the reporting period.

Leadership in the school is considered good, with a number of staff reporting a more open style of management. A changed ethos is also apparent to inspectors who note for example that in the inspection period both boarding house mistresses have assumed full time pastoral care responsibility for boarders. New posts created in the inspection period and seen to reinforce the emphasis placed on pastoral care, include Head of Pastoral Care and Head of Boarding, (the latter with responsibilities across the entire college).

Inspectors also note that the Head master has introduced a range of meetings (referred to above) with staff, parents of boarders, boarders and day pupils in a clear effort to improve communication and responsiveness. The success of this strategy is perhaps best illustrated by a boarder who writes " .. I think boarding is great" !

Although currently ensuring that boarders are adequately supervised and that one member of staff has sleep-in responsibilities in the boarding house at night, the Head master reports intending to introduce an additional member of staff at night in each boarding house.

A duty roster identifies staff members on duty in boarding houses each day and boarders report being familiar with the shifts worked by each staff member and with the roles assumed by individual staff.

Boarding staff confirmed that they had received a copy of the staff handbook which contains information on school procedures. Documentary evidence in personnel records was also seen of job descriptions and these outlined where

appropriate, specific roles and responsibilities in regard to boarders. In line with the inspection report of 2004, inspectors were also informed that supervision and bi-annual appraisal of boarding practice has now been introduced for all boarding house and ancillary staff.

Gap students reported that they were well informed and supported.

Care staff spoken to by an inspector report that the school provides good induction for new staff and this includes the school's child protection policy. Staff INSET days provide additional training in First Aid and Effective Communication. One matron reports that she is currently undertaking a counselling course with Gloucester City Council. House mistresses also report that they are encouraged to attend BSA courses.

The school emphasises the supervision of boarders who because of their age are not allowed away from the school premises unless accompanied by a member of staff. The school reports employing a ratio of 1:8 for trips and GAP students only assume responsibility for the care of pupils in the presence of staff. Staff with a designated responsibility for organising trips and outings are required to complete a risk assessment, providing details of the trip. This is then authorised in advance of the event.

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	3
7	3
15	4
16	3
17	2
24	4
25	4
48	3
49	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	2
18	3
27	3
43	3
46	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	3
19	3
21	4
30	3
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	3
42	3
44	1
45	X
50	3

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	4
9	X
10	3
23	3
31	3
32	3
33	3
34	3
35	3
51	N/A
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.	BS17	The school should consider the introduction of individual welfare plans in order to facilitate monitoring of welfare needs, significant emotional or behavioural difficulties.	31/12/06
2.	BS2	The school should expand access to its policy on bullying by including information in an appropriate format in the students guide to boarding.	31/12/06
3.	BS4	The school must ensure that staff receive training on the use of physical restraint.	31/12/06
4.	BS5	The school must ensure that boarders are fully informed of the school's complaints procedure. Parents and boarders must also be informed that they may contact the Commission for Social Care Inspection should they have a welfare complaint.	31/12/06
5.	BS3	The school's child protection policy should be shared with the local Area Child Protection Committee in order to ensure that it is consistent with local procedures.	31/12/06
6.	BS37	The school must ensure that staff supervision of boarders avoids unnecessary intrusion on their privacy.	31/12/06
7.	BS44	The school must ensure that toilets and showers used by boarders provide appropriate privacy.	31/12/06
8.	BS44	The school must ensure that all locks to toilet doors provide external access in the event of an	31/12/06

		emergency.	
9.	BS1	The school's should include information on its Statement of Principles and Statement of Aims in the Year 8 Handbook, thereby ensuring that older pupils at least are also informed of the school's principles and aims.	31/12/06

Commission for Social Care Inspection

Gloucester Office

Unit 1210

Lansdowne Court

Gloucester Business Park

Brockworth

Gloucester, GL3 4AB

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI