



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **The Prebendal School**

53 West Street

Chichester

West Sussex

P019 1RP

4th May 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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



**SCHOOL INFORMATION**

**Name of School**

The Prebendal School

**Address**

53 West Street, Chichester, West Sussex, PO19 1RP

**Tel No:**

01243 782026

**Fax No:**

01243 771821

**Email Address**

bursar.prebendal@btconnect.com

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

Dean & Chapter of Chichester Cathedral

**Name of Head**

Reverend Canon G C Hall

**CSCI Classification**

Boarding School

**Type of school**

**Date of last boarding welfare inspection**

<b>Date of Inspection Visit</b>		4th May 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mrs S Rodgers	074592
<b>Name of CSCI Inspector</b>	<b>2</b>	Ms G Moorey	106133
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			<input type="text"/>
<b>Name of Establishment Representative at the time of inspection</b>			

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Boarding Provision**

#### **Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

#### **Part B: Inspection Methods Used & Findings**

##### **Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

#### **Part C: Lay Assessor's Summary (where applicable)**

#### **Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

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

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

The Prebendal School is an independent day and boarding school situated in the centre of Chichester and is adjacent to the Cathedral, whose choristers are all boarders at the school. The head master is the Reverend Canon G Hall.

The Prebendal School offers day and boarding facilities for boys and girls between 7 to 13 years of age. The school can accommodate fulltime and weekly boarders. There are designated staff who work in the boarding houses. Teaching staff also carry out boarding duties during the evenings and weekends. Boarding accommodation is provided in the main school building. Pupils are placed in boarding accommodation with pupils of approximately the same age.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There is a positive sense of community between the children with in the school. All children spoken with were confident and were able to express their views to the inspectors.

The school has a good anti bullying policy that pupils were aware of and fully understood. Staff, pupil relationships were observed to be relaxed, positive and respectful. Both staff and pupils were positive towards the inspection and showed openness to all areas with in the school.

The continuation of the development of the Child Protection Procedures.

### WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school needs to ensure that pupils have access to an independent listener or councillor. The headmaster needs to look at strategies for the organisational use of the school phone so that pupils can contact their parents/relative in private. Parents should also be informed. Introduce a school council that includes the lower years within the school. Implementation of a development plan of boarding and communal areas, i.e. refurbishment. Consent forms from parents/next of kin to medicate and to administer First Aid to pupils. A formal crises and management plan must be developed.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**



The inspection was undertaken over two days by two inspectors. This was the first inspection undertaken by the National Care Standards Commission, when the school was inspected according to the National Minimum Standards for Boarding Schools.

The headmaster is requested to return an action plan by the 15<sup>th</sup> June 2004 indicating action to be taken with regards the recommendations identified in the inspection report.

### **Welfare and Policies.**

A number of letters were received from parents. Parents are generally satisfied with the service provided and there were no adverse comments. The school has a general prospectus for the school and a statement of boarding principles which is given to parents, the head confirmed that he is in the process of developing a statement of boarding principles for pupils that will be given to new boarders. The school has policies on Child Protection and a Bullying policy. Pupils were conversant with the policy and confirmed to the inspectors that there is minimal bullying with in the school and that bullying mainly consists of name-calling. Appropriate training is in place for staff regarding child protection.

### **Organisation and Management**

The school has a board of governors. There are no significant discrepancies with in the boarding accommodation. Separation of boarders by age and gender is appropriate. The management of the boarding facilities is appropriate. A range of activities are available to boarders outside teaching time. Senior pupils have the opportunity to contribute their views to the headmaster via their school council meeting. Currently the school does not have a written Foreseeable Crisis Plan in place.

### **Welfare Support to Boarders**

The standard of welfare support for children is generally of a good quality. Records of significant needs of pupils are recorded as required. The food provided is of a good standard and is varied and plentiful. Staff and pupils confirmed that the standard of food provided has improved over the last few months. Consideration should be given to ensuring privacy for pupils using the land telephone line. Appropriate records are held regarding the health and welfare of pupils. Parental permission with regards administering medication and First Aid should be sought.

### **Staffing**

The resident staff for the boarding houses are on duty for a majority of the week during term time. Night duty in the boarding dorms is covered mainly by the resident staff living on site. A matron is on duty for twenty- four hours. The school have a staff handbook in place that includes the guidance for the boarding houses and its policies and procedures. The recruitment procedure in place ensures that staff do not start work at the school until all the appropriate checks have been received. 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.

### **Premises**

Boarding accommodation is provided in the main school building. Dormitories and the boarder's common room would benefit from redecoration and with regards the common room consideration should be given to providing more homely furnishings. Boarders are accommodated according to age and gender. Washing bathing and WC facilities are provided in sufficient numbers. Risk assessment have been carried out on indoor and outdoor areas used by pupils.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

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

NO

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

NO

NO

**The grounds for any Notification to be made are:**

--

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

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

NA

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS14	An independent listener or councillor whom the pupils can contact directly about personal problems and concerns at the school.	15.06.04
2	BS9	A written crises management plan should be developed.	15.06.04
3	BS15	Parental permission for the administration of first aid and non-proscription medication should be sought.	15.06.04
4	BS19	A strategy should be developed enabling pupils to contact parents/relative in private.	15.06.04
5	BS40	A development plan should be devised with regards redecoration and refurbishment of boarding areas.	15.06.04
6	BS12	Consideration should be given to implementing school council meetings for pupils in the lower part of the school.	15.06.04

## 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	BS18	The school does not have written equal opportunities policy, or guidance in relation to racism or discrimination. The school should formalise their equal opportunities policy via written document.

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

**PART B****INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person or Counsellor</li> <li>• Chair of Governors</li> </ul>	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	04/04/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	36
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 

7
---

 TO 

13
----

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

<b>Boys</b>	35
<b>Girls</b>	11
<b>Total</b>	46
<b>Number of separate Boarding Houses</b>	X

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 information in the prospectus covers the required guidance for the parents and other visiting professionals.

The ethos and guidance within the prospectus was an accurate account of the procedures and practices undertaken within the school.

The school is currently developing a Children's Handbook to be given to the young people for their own information on their new school placement.

### 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 guidance within the staff handbook and a comprehensive policy and procedure on bullying. A version of this will be included in the new Pupil Handbook.

In discussions with the young people and through the questionnaires they identified that bullying was not a major issue and identified verbal bullying as the main problem. The young people felt staff would deal with any problems immediately. The children and young people feel safe and secure within the school.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

24

%

**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?**

3

The school has comprehensive policy on Child Protection, the school also has copies of the Department of Health Guidelines and the West Sussex Local Authority Child Protection Guidelines.

The staff receive training on Child Protection and have yearly updates including sessions with both Social Services and the representatives from the Church.  
The Headmaster is the recognised Child Protection Officer.

The school has recently introduced a new reporting system and format that includes a new form that looks at any reportable concerns which will be dealt with by the Headmaster. The school has a separate file in which any incidents and outcomes are recorded.

There is guidance within the Staff Handbook on the procedure to use if a child or young person were to go missing. This would be recorded on an incident form.

**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 full and comprehensive guidance in the Staff Handbook and within a separate policy to the procedures in regard to the use of sanctions and discipline.

Both in the questionnaires and in the discussion groups with the children and young people the issue of sanctions was explored and generally the results showed the young people felt they were treated fairly when punished.

There are clear guidelines for staff as to what sanctions are permissible with disciplining the children and young people.

Any major incidents or use of the more serious punishments is recorded within the system of incidents and information held by the Headmaster.

The issue of appropriate handling of the young people was raised by one of the inspector with the staff and there had been training given and guidance was written in to the staff handbook.



<b>Standard 5 (5.1 - 5.7)</b> The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has a complaints process that is in the staff handbook but not included in the information leaflet for parents.</p> <p>The young people felt they could speak about and complain to the members of staff who cared for them, but seemed unaware of the official complaints procedure within the school.</p> <p>The Headmaster maintains written records of any complaints made and how the issue was dealt with, this information was kept within a file in his office.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Policies regarding countering major risk to health including alcohol, smoking and substance abuse were available. These should be added to the boarding pupils handbook that is in the process of being developed. Personal Social Health and Educational Programme is conducted informally, pupils have access to appropriate literature in the schools resource room.</p>		

<b>Standard 7 (7.1 - 7.5)</b> Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The inspectors were satisfied that relevant health and welfare information on each pupil was available and that all efforts had been taken to safeguard and promote the boarder's health and welfare. Records were maintained in an environment that protected the confidentiality of the boarder's personal information.</p>		

## 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. The board of governors meet with the Headmaster regularly on a termly basis. The Head Master has frequent and regular contact with the Chairman of the Governors

The school offers the staff whom have direct duties within the boarding houses a varied range of training. However there is not a direct training programme for the matrons.

### 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

Currently the school does not have a written Foreseeable Crisis Plan in place, however the inspector did see the proposed plan that is waiting approval before being put into place.

The school does have a comprehensive risk assessment system that looks at any probable problems that could occur.

<b>Standard 10 (10.1 - 10.5)</b> <b>The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarding accommodation is provided in the main school building. There are no significant discrepancies with in the boarding accommodation. Separation of boarders by age and gender is appropriate.		

<b>Standard 11 (11.1 - 11.6)</b> <b>There should be an appropriate range and choice of activities for boarders outside teaching time.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A range of activities are available to boarders outside teaching time. The majority of pupils spoken with felt that the number of activities were appropriate however, some comments were made with regards having some less structured free time as they felt that having teachers present all the time was restricting especially if they only wished to talk amongst themselves.		

<b>Standard 12 (12.1 - 12.2)</b> <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The Headmaster meets with the sixth form group of boarders on a regular basis and within this forum they can raise any changes or issues they may like to consider for implementation or have concerns about.</p> <p>The younger children do not have any such forum or school counsel, on speaking to this group of young people it would be suggested that a system be put into place.</p> <p>Generally the pupils did feel they had access to both staff and the Headmaster if needed and could express their opinions and be listened too.</p>		

<b>Standard 13 (13.1 - 13.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard is not applicable.		

**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?**

**2**

The school does not employ a counsellor who the young people can access and currently do not have an independent listener. The school have a chaplain in place who is also the Deputy Head, on speaking to the Chaplain it was felt that the children would possibly not use him for the purpose of a listener.

Most of the staff are available for the young people and the Headmaster has an open door policy where possible.

Through the questionnaires and discussions the young people mainly identified their friends or parents as those they would speak to about problems initially.

Within the dinning area the school have posters and phone numbers of various help agencies, including Child-Line.

## 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?

2

Arrangements have been made to ensure that boarders receive first aid and health care as necessary. There are effective arrangements to secure medical, dental and optical attention for boarders. There are appropriate arrangements made for the storage and administration of both homely and prescribed medication and records are kept accordingly. There was no evidence of written parental permission for the administration of first aid and non-prescription medication.

<b>Standard 16 (16.1 - 16.3)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is a two-bedded sickbay unit, which is adequately equipped. The matron confirmed that should a child become ill and need to be in the sick bay the matron on duty would check the pupil at regular intervals.		

<b>Standard 17 (17.1 - 17.8)</b> Significant health and personal problems of individual boarders should be identified and managed appropriately.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Significant health and personal problems of individual boarders are identified and strategies for their management are put in place.		

<b>Standard 18 (18.1 - 18.6)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The school does not have an equal opportunities policy, or guidance in relation to racism or discrimination. This issue needs to be addressed in the bullying policy and information for staff, parents and children.</p> <p>The school would respect any cultural needs including festivals, food and worship. Any discrimination would be dealt with according to the guidance given within the school's bullying policy.</p> <p>The school do encourage children to discuss and bring in any items for class in relation to their culture or religion.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The school provides a payphone on which pupils can contact their parents. Due to the location of the telephone pupils are not able to make calls in complete privacy. The inspectors advised the head master that a system should be developed where by pupils can make their call in relative privacy and pupil's queuing for the telephone can be reduced.</p>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupils have a lockable cupboard in their rooms, the inspectors were advised by staff that pupils have to purchase their own padlocks. A system is in place for boarder's money or valuables to be looked after by the school.</p>		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school operates an induction scheme whereby new boarders are provided with a pilot pupil who is responsible for introducing and guiding new boarders in the procedures and operations of boarding life. The headmaster advised the inspectors that a pupil's handbook is in the process of being developed. This document will be distributed to all new pupils.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>This standard is not applicable</p>		

<b>Standard 23 (23.1 - 23.4)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The inspectors saw evidence in the files that the headmaster checks the contents and the issues, then investigates any incidents that may have happened within the student group or individually to any young person.</p> <p>The school has implemented a range of risk assessments that concern areas of potential concern. The inspector also saw risk assessments relating to any activities taking place outside of the school.</p>		

<b>Standard 24 (24.1 - 24.8)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The inspectors ate with pupils over the whole range of meals provided. They found the meals to be varied, well balanced and that there was a good choice of menu. Pupils and staff confirmed that the meals have improved in recent months. An outside catering company provides the school with catering staff. Records seen indicate that they receive appropriate training in food hygiene procedures. The most recent Environmental Health Officers inspection was carried out on the 9<sup>th</sup> May 2003.</p>		

<b>Standard 25 (25.1 - 25.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>Boarders confirmed that they have access to drinking water and that snacks are provided by the school in addition to main meals.</p>		

<b>Standard 26 (26.1 - 26.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>The inspector was informed that the school had planned evacuations three to four times a year; this was evidenced in the records kept in the Fire Safety File. The inspector also records for the testing of all other equipment related to the fire procedures.</p>		



The inspection saw the latest Fire Brigade Safety Report that indicated that the school had no outstanding requirements.

**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

At the school there are twelve Choristers and six Probationers, all of whom are full boarders. The young people enter the school on a choral scholarship within this situation the boys have a different structures to their time within school that does include extra duties and practices, also time spent within the school during the holidays. Through discussion and the questionnaires the boys did not identify any problems within the expectations placed upon them in their role as Choristers.

The school provides activities within the pastoral care and organises trips and holidays for the children.

A parent contacted the lead inspector after the inspection had taken place to raise concerns regarding activities for choristers. The inspector advised that this issue had been discussed with pupils and did not present as an issue of concern The inspector advised the parent to contact the head to discuss the issues with him directly.

**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 is not applicable.

**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 school undertakes general activities and school trips; these are all risk assessed and viewed by the inspector. A general consent form is sought from all parents and a more detailed format is used for more extensive activities

**Standard 30 (30.1 - 30.5)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

Boarders have access to newspapers, television and other information regarding local activities. They have good access to the local amenities and are able to go to the shops once a week.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
<p>The resident staff for the boarding houses are on duty for a majority of the week during term time.</p> <p>The school provides adequate trips and activities. This is not hampered by a lack of staff.</p> <p>The houses are split into gender; the boy's house is staffed mainly by men and the girls by the matrons apart from personal care time for the younger boys.</p> <p>One of the three matrons is always on duty. Covering the times of the young people being within the boarding dorms is operated on a rota basis and two members of staff are always present or on night duty.</p>		

<b>Standard 32 (32.1 - 32.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has a comprehensive overview of trips and concerts throughout the year, one member of staff will hold responsibility for the organisation of the trip and will make sure that enough staff are taken including someone with first aid training to ensure the safety of the young people.</p> <p>The vehicles and school transport are regularly checked and all trips are risk assessed. The staff who drive the vehicles undergo training for driving the minibuses this is undertaken by the bursar.</p> <p>The school operates a signing in and out system for when the young people go into town.</p>		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Night duty in the boarding dorms is covered mainly by the resident staff living on site. A matron is on duty for twenty- four hours.</p> <p>The house is checked at the end of each night before the doors are locked, the school has also installed two CCTV cameras on the outside of the building.</p>		

<b>Standard 34 (34.1 - 34.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>All the staff are given job descriptions at the beginning of their employment copies of which are kept within the staff files.</p> <p>Training in the school is undertaken, in discussions held with staff it was established that the school undertakes sessions such as child protection, restraint and health and safety. The matrons do not have any training that could lead to professional qualifications.</p> <p>The staff receive yearly appraisals these are undertaken by the headmaster.</p> <p>Currently none of the present staff have partners living at the school.</p>		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school have a staff handbook in place that includes the guidance for the boarding houses and its policies and procedures.</p> <p>The handbook has comprehensive guidance to all issues such as child protection, bullying and the use of sanctions. The handbook includes guidance to complaints from parents, the young people and also the whistle blowing procedure.</p> <p>All the staff are given the disciplinary procedure when they commence employment at the school.</p>		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Within the questionnaires and discussions with the young people they identified that they felt safe and secure at the school and felt that staff were approachable and that they were treated as individuals with rights, and that they were listened too.</p> <p>Any disagreements among the young people are dealt with quickly and fairly by staff, any serious incidents are recorded and kept in the Headmaster's office.</p> <p>The young people did not identify any favouritism or antipathy towards individual or groups of children from the staff.</p>		

<b>Standard 37 (37.1 - 37.2)</b> Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Within the questionnaires and interviews the young people did not feel that the staff were intrusive or invaded their privacy during such times as bathing and dressing.</p> <p>However the staff are around to give adequate supervision and keep the young people safe.</p>		

**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.

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 and since 2003 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.

**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.

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

## 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?

2

Dormitories appeared appropriately lit, heated and ventilated on the day of inspection, however the pupils did inform the inspectors that some rooms could get cold in the winter this they explained was due to the age and layout of the building. They did confirm that extra blankets are available as required. The inspectors noted that some dormitories and the communal sitting room would benefit from redecoration and in respect of the sitting room more homely furnishings.

### 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

Pupils confirmed that dormitories are reserved for the users of boarders. 6<sup>th</sup> form day pupils have access to the communal sitting room during the day.

<b>Standard 42 (42.1 - 42.14)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Sleeping accommodation is suitably furnished and of adequate size for the ages of boarders accommodated. Boarders are appropriately separated according to age and gender.		

<b>Standard 43 (43.1 - 43.2)</b> Suitable facilities for both organised and private study are available to boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
This standard is not applicable as all study is carried out in prep time with in classrooms.		

<b>Standard 44 (44.1 - 44.10)</b> Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There are adequate toilet and washing facilities for boarders. Shower facilities seen do provide pupils with the means to maintain their privacy.		

<b>Standard 45 (45.1 - 45.3)</b> Suitable changing provision is provided for use by day.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Suitable changing facilities are provided for pupils to change into P.E. clothes during the day.		

<b>Standard 46 (46.1 - 46.6)</b> Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Recreation areas are provided both indoors and outdoors. Pupils confirmed that they can use the school playground and the computer room under supervision, and that the resource room and sitting room are available.		



<b>Standard 47 (47.1 - 47.9)</b> Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Risk assessments have been undertaken to ensure that indoor and outdoor areas used by boarders are reasonably free of hazards.		

<b>Standard 48 (48.1 - 48.4)</b> Suitable accommodation should be available for the separate care of boarders who are ill.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
A two-bedded sick bay is provided for separate care of boarders who are ill. However due to parents generally living locally sick pupils tend to go home when ill		

<b>Standard 49 (49.1 - 49.3)</b> Adequate laundry provision is made for boarders' clothing and bedding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Laundry facilities are adequate for the laundering of boarders clothing and bedding		

<b>Standard 50 (50.1 - 50.2)</b> Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Should a pupil require personal or stationary items they are able to go into the local shops, under supervision of staff if younger pupils to purchase their goods.		

<b>Standard 51 (51.1 - 51.11)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
This standard is not applicable.		

**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

Records seen at the inspection indicate that appropriate checks are carried out on off site accommodation.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Lead Inspector** Mrs S Rodgers **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## 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 4 and 5 May 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We found the inspection to be a positive one conducted in a fair and positive manner. The report is a fair and accurate one.

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

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

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by 15<sup>th</sup> June 2004, 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	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I Cannon Godfrey Hall of The Prebendal 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** CANNON GODFREY HALL  
**Signature** Signed  
**Designation** Head Master  
**Date** 10 June 2004

**Or**

**D.3.2 I of The Prebendal 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.