



Champions for
Social Care
Improvement

inspection report

Boarding School

Heath Mount School

Woodhall Park

Watton At Stone

Hertfordshire

SG14 3NG

11th March 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**

Heath Mount School

Address

Woodhall Park, Watton At Stone, Hertfordshire, SG14 3NG

Tel No:

01920 830 230

Fax No:

01920 830 357

Email Address**Name of Governing body, Person or Authority responsible for the school****Name of Head****NCSC Classification**

Boarding School

Type of school**Date of last boarding welfare inspection**

x

Date of Inspection Visit		11th March 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Phillipa Quinn	109211
Name of NCSC Inspector	2	Jan Sheppard	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection			

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of Heath Mount School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Heath Mount is an independent co-educational day and boarding school for children between the ages of three and thirteen. The boarding provision is for children from seven to thirteen. The school was founded in 1790 in London and is now owned by a charitable Trust and administered by a governing body. The main school building is a Grade 1 listed Georgian mansion set in beautiful grounds and is leased from the Abel Smith Trust. There is a pre prep department sited in the grounds, but this is run separately does not have boarders so was not included in this inspection. The boarding accommodation is partly in the main school and partly in a renovated house a little distance away on the edge of the estate. The school has large sports field, a swimming pool, extensive woodland and a purpose built sports hall with changing rooms in the grounds.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Heath Mount does much well. The children are well cared for and kept safe. They are encouraged to be individuals but to be caring and to take responsibility for the thoughts and feelings of others. The children are confident and open and at ease with adults, which is a good indication of the way, they are treated and valued. The staff show a good level of commitment to their work and in most cases an exceptional depth of understanding of how to give children a sense of self worth, while stressing the importance of how people interact and impact on the lives of others. The 'no blame' bullying policy while very 'different' seems to be extremely effective and has become part of the underpinning philosophy of the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The issues that were noted during the inspection are the poor shower facilities in the boys house, the shortage of basins in the girls, some need to refresh staff training in the up to date issues and boundaries in child protection. Improved record keeping in recruitment, particularly of non-teaching staff is needed, and consideration of ways to perhaps redress some of the imbalances between the girls and the boys boarding provision. Other issues are the need to action the recommendations of the Fire Service and the need to give children adequate privacy. But these issues should be seen as inevitable imperfections against the background of a very positive inspection

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Both inspectors came away from this inspection with a feeling of optimism; these children are being given a set of values and skills in human interaction that are hopeful, courageous and compassionate. The school does not keep perfect records and the building is beautiful but difficult to maintain and in some ways impractical. There is imbalance between the girls and boys boarding environment and the boys showers are unsuitable. But the children learn compassion and responsibility. The staff foster an atmosphere of caring and non judgemental support. A very positive inspection.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	
		There were none	

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 and any advisory recommendations 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	BS44	The communal boys showers need to be changed in order to offer a reasonable level of privacy.	30/09/4
2	BS47	Recommendations from the Fire Service report need to be actioned.	As soon as possible

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	BS40	Consideration should be given to whether it is possible to make the school accessible for children with disabilities.
2	BS38	Two written references must be reliably attained for all staff including non teaching, and copies of passports and birth certificates kept.
3	BS3	It is recommended that all boarding staff receive a training update in current boundaries and issues in child protection.
4	BS18	It is important to ensure culturally sensitive food options are always available.
5	BS42	It is recommended that some effort is made to redress the imbalances in the boarding houses, particularly the providing of a kitchen facility for the boys.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	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	YES
Individual interviews with pupil(s)	YES

Date of Inspection	11/03/04
Time of Inspection	9
Duration of Inspection (hrs.)	40
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****FRO
M****7****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****55****Girls****36****Total****91****Number of separate Boarding Houses****2**

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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) |
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"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

Heath Mount School has a clear informative statement of boarding principles and practice, which has just been put together. It is clear and well worded and covers all required areas. There is also a staff handbook, which reiterates a lot of the information and supports it with practical information. As will be seen in the rest of the report, the positive framework set out in the schools statement was evidenced as reflective of actual practice though out this very positive inspection. The emphasis on 'skills in communal living' and 'deeper relationships with friends' will particularly be evidenced through out the report both by policy and practice but most importantly by the exceptionally confident, compassionate, and perceptive children the inspectors were privileged to meet on this inspection.

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?	4
<p>Heath Mount has a very specific and innovative policy on countering bullying. They call it the 'no blame' policy'. The method hinges on the belief that there is a good side to be evoked from everyone and once the hurt is pointed out then the 'bullies' have it in them to become part of the pastoral team" the policy also states " reported incidents are not investigated in depth- so that the problem of who is telling the truth or even what the truth is, disappears. The focus is always on the indisputable truth- the victims distress". It was clearly a subject that is openly discussed and the boarders seemed to feel it was as much their responsibility to support each other and to stop it happening as it was the staff. The questionnaires did not reflect a serious problem; partly it would seem to be due to support and monitoring the boarders receive from a particularly committed and supportive team of house parents and tutors, but also the support they receive from each other. Several of the letters received prior to the inspection were supportive of this policy as was the representative of the governors the inspector met with. Even on the initial visit when the children filled in the questionnaires the care taken by the older children to make sure the younger ones had everything they needed, a pencil and something to lean on and where necessary a little help reading the difficult words was impressive. In children so young such open evidence of mutual responsibility was excellent and set the tone for this entire inspection.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	82	%

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
<p>Due to issues that happened at the school some years ago the headmaster has a particular realistic picture of the risk to all children of being abused by the most seemingly responsible and trusted adults. In consequence he ensures child protection has a high profile in the school is openly discussed and children are encouraged to speak honestly and freely. Even the youngest of the children, who were 7 years old showed clear knowledge of who they should speak to, in and out of school, if anything bad was happening to them. The staff spoken to throughout the inspection showed a good level of understanding of the child protection policy and procedures and of its importance. The ancillary staff had had appropriate briefings and other staff full training. There is a CPO for the school who was clearly well trained and knowledgeable and whose name was known to other staff and pupils. They work in co-operation with the local area child protection team. Situations that have happened in the school were documented in detail and the appropriate people informed. There are children currently at the school who are 'at risk' and the school supports them with compassion and discretion. In discussion with the boarding house staff it became clear that their knowledge of current child protection processes and boundaries was a little out of date and the inspectors recommend all boarding staff receive updated Child Protection Training as soon as possible.</p>		

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 children seemed to have a general awareness of the discipline policy, and certainly the boys felt the rules were very strict in the boys' boarding house. Lights out and no talking etc are clearly considered important and transgressions result in early bed the next night or similar punishments related to the offending behaviour. Certainly the school does not seem to have a major discipline problem, the children enjoy the school and in general respect the staff and the beautiful environment in which they attend school. The main hallways of the main school building show exquisite paintings and plasterwork and no sign of damage from exuberant children is evident. On the contrary the group of very young children who were sat on the stairs drawing pictures of the ornate balustrade spoke with amazing enthusiasm and knowledge about what they were drawing and why! Children have opportunities to deal with things they find difficult in appropriate ways thus perhaps reducing the need for the inappropriate. The headmaster spoke very eloquently about the approach to discipline being one of reinforcement of good behaviour and instilling in the children an understanding of how their behaviour good and bad impacts on others thus creating a 'culture' where children want to behave well. The headmaster has an open house on Wednesday evenings where children are invited to his study to share a glass of 'Coke' and talk about school, boarding, issues and complaints. The children spoke too value this session highly. They see it as being listened to and asked and it is the type of practice that will inevitably reduce the need for discipline and punishment.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence**Standard met?**

3

The children's complaints procedure together with the policy on bullying and the outline of the remarkably few school rules are all available to children on all the notice boards throughout the school and boarding houses. The policy is an open and inclusive one and includes a number of different routes for the children to complain. The school has a system of peer group mentoring and these are available if a child does not feel able to go directly to a staff member. In fact the school ethos seems to so successfully build the self-confidence and assertiveness of the pupils that they are able to express opinion, compliant and ideas and positivity very ably. Even the youngest of the children the inspectors spoke to felt able to tell a long complicated story about how someone had poured shampoo in her shoe. They also have a strong feeling of responsibility for each other so if someone was less confident to express themselves another pupil would step in and support. Parents commented about the responsiveness of the school.

Number of complaints, if any, received by NCSC about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

Key Findings and Evidence**Standard met?**

3

The schools open relaxed style encourages difficult issues including potential substance abuse to be discussed in a constructive way. Children felt able to discuss these issues openly with the inspectors especially in the boarders group discussion which provided good evidence of the way the school encourages all parties to approach even the most difficult of subjects. Although the children are all 13 and under it is acknowledged that these issues need to be part of the information and social education available to them. The school has a strong moral and spiritual base and this makes a good foundation for constructive discussion of these issues in a supportive framework.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence**Standard met?**

3

The matron and Assistant Matron look after all health issues. There is a matron on duty Monday to Friday, morning and evening, and one matron sleeps in each night.

Records are kept on all health needs, any treatment given, permissions that have been obtained from parents for first aid treatment and the use over the counter medication such as paracetamol.

The matron stores and gives any prescribed medication the children need, there is a child who has epilepsy and a number of children with varying levels of asthma and a child at risk of anaphylaxis though nut allergies. Also some children at any one time are generally taking antibiotics or other short term treatments. The children go to the matron at the agreed times to take their medication and if they don't come she will send for them. If a child needs medication at night this is given in the boys' house by a matron who is on call all night to deal with sick or, very occasionally unhappy children. In the girls' house, the houseparents fulfil the same role and their records are returned to the matron the following morning.

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 deputy head at the school takes the role of head of boarding and co ordinates the house parents and other boarding staff. She has in her years at the school been a house parent and is thus in a good position to understand the issues that the house parents face. She now does evening duties in boarding houses. The boarding co-ordinator meets with all the house parents and matrons individually on a regular basis and has meetings with them all together at least once every two weeks so that there is opportunity to discuss more general issues and to provide each other with some mutual support, to share new ideas and issues and to receive briefings or training on new policy, legislation or practice as considered useful or necessary.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

As the children are local in the event of a crisis leaving the school unsafe they would simply go home in most cases. If this was not possible they would be taken, as a group, by staff to alternative houses on the estate until their parents could pick them up.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?**

3

There are two boarding houses, one for boys, which is in the main school building, and one for girls that is a little distance away on the edge of the estate, which is a large house that has been completely refurbished for the purpose. This results in the houses having very different atmospheres, partly due to the girl, boy separation, the different settings and the differences in proximity to the school and the different approaches of the house parents. The girls travel by minibus up from the house at the beginning of the day and return, generally after prep, in the evening, while the boy's house is part of the school building, and they have all their meals etc in the school dining room and have no separate kitchen in the house. The children spoken to made lots of comments, good and bad about this situation, which will be looked at further in other standards. The houses cover the full age range of the school boarding provision but within the houses the individual rooms or 'dorms' are arranged by age. The family atmosphere the age ranges promotes was seen as positive by the children and staff and was commented on in several of the letters received from parents prior to the inspection.

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence**Standard met?**

3

The school has an active programme of activities for the children after school. For the girls and the boys the activities primarily take place at the school so the girls don't return to the boarding house until afterwards. Activities include making use of the sports facilities, the art and music rooms, the swimming pool and the extensive grounds. Building 'dens' in the woods which is a popular and sanctioned activity is extremely popular in the summer and is a refreshingly informal. The children who took the inspectors on the tour ensured we explored the woodland around the school thoroughly so we didn't miss a single den! There is a small coffee lounge with a music centre etc in the basement of the school for the older children. Both houses have large comfortable lounges with televisions for more relaxing activities at the end of the day. The children who accompanied the inspectors on the tours of the school were enthusiastic about the activities available to them. Many of the children have specific hobbies and interests, which they are able to pursue in these times. The facilities are not all available all the time due to requirements of supervision and health and safety but a good variety are available on any given evening or weekend and if children express a desire to do something particular staff cover can generally be organised.

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
Each house has boarding house meetings where the boarders are given opportunity to express their views and to bring forwards suggestions and ideas. The children's opinions on how useful these meetings are varied not only house to house but also child to child. Some felt it a somewhat token exercise but not much happened from them, others felt it was valuable and felt listened too and valued. The boarders spoken to were also well aware of the pupils complaints process and of the ethos of the school ensuring all pupils have the right to speak and express opinions within the schools systems.		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
The school does have a system of prefects who are identified by 'gowns' worn at assembly and other formal occasions. The caring and mutually supportive ethos of the school seems to result in prefects being seen as responsible supporters and helpers rather than part of the system of discipline and control.		

Standard 14 (14.1 - 14.6) Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	3
Without exception the children spoken to, both in groups and as individuals, were all able to name at least three different people they could go to if they needed support with personal issues. Who these people were varied, thus providing evidence that the children are encouraged to make individual positive relationships with staff, Gap students and each other. Most were aware of Childline and FRANK and other similar organisations and the numbers were up on notice boards throughout the school. This standard was less well met when talking to the younger children, and it will be a recommendation of this report that some work is done with the younger children to increase there awareness of what there routes are and particularly stressing that the would not be ' told off for calling CHILDLINE' as one boarder told the inspector he felt he would be.		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

3

All the house parents, matrons and resident tutors and most of the teaching staff have had first aid training. The school matron and her assistant are based in the sick bay in the main school and first aid boxes are available in appropriate places though out the school and in the boarding houses. The school has a pleasant sick bay facility, which includes a two-bedded room for boarders to stay if they are unwell. The school has a good relationship with the local GP who provides support for the school matron. Most of the children attend dentists, opticians etc when they are at home, as they are all weekly boarders, but for children were this is not possible the school liaises with parents or guardians to arrange this and will support the children in whatever way necessary (largely dependant an age) to enable them to attend.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

As the children are all reasonably local and only board 1,2,3 or 4 nights a week, if they are unwell they generally go home. If that is not possible for any reason they can stay in the houses and be cared for by house parents or make use of the pleasant sick bay facility. The matrons are not actually resident but one of them sleeps in at the school each night so is readily available at least to the boys house. The girls house is only five minutes away by car and therefore the matron can get there if required. However generally the house parents care for the girls overnight if they become unwell.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

The matron stores emergency medication such as the inhalers for the children who are asthmatic and will be summoned if a child becomes unwell on the sports field or elsewhere in the school. The school has close relationships with most of the children's families; in some cases they attended the school themselves or have sent previous children there. This enables good communication and ensures the school is aware of any particular situations or events that may be impacting on a child so that appropriate support can be given.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

There are currently very few children at the school from ethnic or religious minorities. However from the pre prep stage children are taught to be interested and open to the richness offered to human experience by other cultures. The children spoken to showed a good level of understanding of the issues of discrimination in line with expectations of their given ages. One child who does not eat pork felt he was left with limited choices at a lot of meals and the school is addressing this.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

3

There is a phone available for the children's use in the school and in both boarding houses. If the children need to contact their parents urgently they would be allowed to use the telephones in the various offices with out hesitation. A fund of coins is kept in the school office for children who wish to use the pay phones, which are situated to enable private conversations.

Standard 20 (20.1 - 20.3)

Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.

Key Findings and Evidence**Standard met?**

3

Particularly as children are only boarding for part of the week they are strongly discouraged from bringing valuables to school. Each child has a large drawer but they don't lock and they are in communal rooms so there is nowhere particularly secure available. If necessary valuables will be kept by the school in the safe and a receipt is issued to the child and a record kept.

Standard 21 (21.1 - 21.3)

There is an appropriate process of induction and guidance for new boarders.

Key Findings and Evidence**Standard met?**

3

The school has a strong ethos of pastoral care and encourages children to care and look out for each other. When a new child joins the boarding community the other children are given considerable responsibility in making them feel welcome and to ensure they get to know the routine. The staff monitor this process closely and add any additional support or information they consider necessary. In most cases the children have been at the school some time before they start to board so they know the other children and have friends amongst the existing boarders. As the children are local and only board a maximum of four nights a week they are in the majority boarding from choice, not by necessity or convenience and this tends to result in them having an enthusiastic and positive attitude to boarding that eases the induction process. Only one child spoken to at the inspection did not like boarding and did not want to be there. He is very young and his distress was brought to the attention of the school.

Standard 22 (22.1 - 22.4)

Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.

Key Findings and Evidence**Standard met?**

9

This standard is not applicable as all the children are resident at home reasonably locally and only board up to 4 nights a week.

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence**Standard met?**

3

The head of the school is involved in all aspects of the schools life and the 'head of boarding' is also deputy head and a senior teacher within the school. They monitor and review all risk assessments and the deputy head takes particular responsibility for assessing risks of trips off site. The house parents meet regularly with the head of boarding so that any particular issues including issues of risk can be discussed. The school also reviews regularly the environmental risk assessments the school has in place and seeks advice from external professionals as to how the health and safety at the school can be improved. The estates manager keeps records of all accidents and incidents to staff and the matron anything that happens to children. These are regularly reviewed to see if they keep indicators of ways safety can be improved.

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?**

3

The meals eaten at the school by the inspectors were well cooked and presented, good level of choice was available and the nutritional content was good. Fresh salad is always available, and cold or hot main courses. Portion sizes are generous and the children are offered considerable choices of accompaniments. On the whole children spoken to liked the food but one child who for religious reasons cannot eat pork felt that on some days has limited choice sometimes the main course is sausages or chops and the cold option pork pie or ham. This has been brought to the attention of the headmaster who assured inspectors that it would be addressed and improved efforts will be made to ensure that children are aware of the many choices available The school has occasional themed days when the meals cooked are from a particular place, Thai night, or West Indian for example.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence**Standard met?**

3

This is one of the differences for the boys and girls, which the children were particularly conscious of. The girls house has a large kitchen where snacks can be prepared, they have a microwave etc. The boys do not have a kitchen, eating all their meals including all drinks in the school dining room. There are attempts to address this by the staff, a tradition of 'pot noodles' for the older children has developed and other treats and snacks are made available at various times. There is a small coffee lounge in the basement for the older children but is not used all the time as it is well away from the boarding house so in the evening presents problems for supervision. The boys cannot be given access to the school kitchen due to obvious health and safety reasons.

Standard 26 (26.1 - 26.5)

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

Key Findings and Evidence**Standard met?**

3

Records were seen in both boarding houses and in the general estate management office of fire drills having taken place on a regular basis, with outcomes recorded and actions required highlighted actioned and dated. Children spoken to in both houses knew several alternative safe routes out of the buildings and where they should go and how the need to behave in an emergency situation. Equipment is regularly maintained and certificates were seen of extinguishers etc having been checked within the last year. All records kept by the estate manager are complete, detailed and up to date. An impressive set of risk assessments are in place covering a spectrum of environmental risks on the premises as well as risks from ancillary staff such as using tools etc. Fire risk assessments are in place and a good awareness of fire risks was evidenced.

Standard 27 (27.1 - 27.3)

Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence**Standard met?**

3

The inspectors found no evidence of anything that appeared to be 'onerous' demands. Some of the children learn instruments and are encouraged to practice and other play for school teams etc. There is also a system of prefects, but none of these appeared to be outside normal expectations of a boarding school day and the children stated that they were happy with this, the only exceptions were a few children who felt they got too much prep, (not an unusual complaint perhaps).

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?**

3

Some of the house parents do have young children who attend the school, and one that attends a different school. They appear to very much enjoy living in the boarding houses, have positive relationships with the boarders and do have sufficient private living space to live as a family, not as 'boarders'. This is made easier as the boarders are only there a maximum of four nights a week so at least three nights a week the families can have some privacy. These children are also protected by the same CRB checks and recruitment procedures, as are the boarders and other pupils in the school.

Standard 29 (29.1 - 29.6)

Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence**Standard met?**

3

The policies available include forms, procedure and guidance needed if children are undertaking visits, which involve adventurous activities. These include appropriate risk assessments, parental permission, appropriate staff supervision and numbers and first aid and emergency contact information. For more informal activities the boarders undertake risk assessments are the responsibility of the house parents and as has been highlighted in Standard 47 it is recommended that training in risk assessment and management is arranged for all the house parents.

Standard 30 (30.1 - 30.5)

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

Key Findings and Evidence**Standard met?**

3

The boarding houses both have televisions and newspapers are available in the library. The boarders have access to many computers connected to the internet and all make frequent visits off the school site and seem to have a good awareness of the community outside the school. The boarders all live at home and only board a maximum of 4 nights a week so are part of the communities in which their families live.

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

The boarding houses are well staffed during out of school time. The house parents are supported during the evenings by gap students, matrons and staff members doing evening duties in the houses. All evening activities had adequate staff to supervise although this was done in a very low key 'family' sharing way. The formal activities are planned in advance so as to ensure appropriate staff cover is available, and there are inevitable restrictions on access to some activities such as the swimming pool dependant on sufficient and qualified staff being available.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

Due to the ages of the children at the school they do not leave the school site unless accompanied by staff.

Standard 33 (33.1 - 33.5)

Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence**Standard met?**

3

From 10 pm onwards generally the house parents and a matron are on duty if the children need them, although sometimes they have a night off and this duty is covered by resident tutors. There is always adults sleeping in the boarding houses overnight and additional teaching staff, who are resident on site or nearby would be available to provide additional cover in an emergency.

Standard 34 (34.1 - 34.7)

All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.

Key Findings and Evidence**Standard met?**

3

The job descriptions of the house parents are very clear and comprehensive and include both the responsibilities and role implicit in the job but also the boundaries on that. The resident tutors are generally teaching staff or gap students who live in the boarding houses and take duties to relieve the house parents. Most other teachers in the school do one or two evenings a week as additional support during the busy prep and evening activity times. This is all spelled out in the job descriptions and all staff spoken too were fully aware of the expectations of their job when they took it. Boarding staff do receive formal training on Fire, Health and Safety and First Aid. It is recommended that all boarding staff receive updated Child Protection training as soon as possible as discussion with them did suggest that there understanding of the procedures and boundaries were a little out of date.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence**Standard met?**

3

There is a good handbook for boarding staff containing all the essential policies and procedures. It also includes outlines of the 'rules' and routines in each house and any other particular information that could be useful. All staff new to boarding are given an in depth induction by the house parents and the head of boarding to ensure changes in the staff create as little disruption to the children's routine as possible.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>An impressive aspect of this inspection was the open relationships between most of the staff and the boarders. In most cases the children were relaxed and open in staff presence, spoke respectfully and warmly about them and this was reflected in the questionnaires. There were a couple of exceptions to this, either from a particular pupil or from a group who had concerns about a particular member of staff. This issues have been brought to the attention of the headmaster and head of boarding who set out exactly how he would approach looking in to them and the inspector is confident that this will occur.</p> <p>Additional evidence for this standard is the way staff spoke about the boarders. Particularly the house parents and matrons and other boarding staff had in depth knowledge of each individual child, their needs, preferences, personalities and backgrounds. The staff were clearly committed to the work they do and in most cases are available to the boarders for far more hours that is required of them, and thus have been able to achieve these constructive relationships.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>The age of the children and the fact they are all enjoyed staying in shared rooms suggests that for most of them 'privacy' is not too much of a priority yet. However even the younger boys were very clear that they felt it was an invasion of their privacy to be watched by matron while in the showers and to have to use communal showers. It is important to perhaps explain to the boys the reasons behind these practices, which might make it easier for them pending the change in the facilities.</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?	2
<p>The recruitment procedures have been adjusted to include CRB checks for about the last 6 months and is working well. The recruitment procedure is recorded and follows a clear and appropriate process including the taking up of at least two written references. It is important to ensure that good employment practice always applies including ancillary, part time and volunteer staff to ensure children are protected. Phone references are not satisfactory. Copies of birth certificates and passports need to be seen to obtain CRB checks and copies should be kept on staff files as proof of identity.</p>		

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 acknowledges that this hasn't always happened in the past, particular for people who do voluntary or casual work at the school, but the school now has all the necessary systems in place and all staff including volunteers, ancillary staff, non teaching house parents have been checked or in a couple of cases it has been applied for but not yet received.

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

Both the boarding houses are light, clean, well decorated and maintained. The days of the inspection were extremely cold and snowy and the school buildings and boarding houses felt warm and welcoming firmly evidencing the adequacy of the heating. The children in the boys house however did comment that the heating tended to be a bit 'all or nothing', (over heating or cold). Neither boarding house would be easily accessible to a disabled boarder. Where a child has an injury, as at the inspection one young man was on crutches, they are assisted up and down the stairs but this wouldn't be satisfactory on a long-term basis. The age of the building may make it very difficult to adapt to the needs of a child who uses a wheelchair and this needs to be stated in the schools statement of principles. Maintenance in the school seems to be well organised and happen promptly. The estate manager has efficient systems in place, which are working well, quite a challenging task in a beautiful but old, large and rambling school.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence**Standard met?**

3

The girls boarding house is tucked away on a farm in the corner of the estate. It can only be reached by a long private road and is invisible from the public road and only a small discreet signpost directs visitors to it. This does not describe what it is. The boys house is located on the upper floor of the main school building and cannot be reached directly from the outside. Consequently both houses feel secluded and secure. The school is on a large estate in an extremely rural location and can only be reached by one entrance/exit so also is largely secured from access by the public. The ancillary staff have 'walky talkies' so that they can alert the school to any issues or strangers long before they would reach the school site. The school takes seriously the need to identify all visitors and issues ID cards to inspectors and contractors etc. The children have a good awareness of security, while discouraged from challenging strangers for obvious health and safety reasons they are encouraged to notice and report to the nearest staff member immediately.

Standard 42 (42.1 - 42.14)

Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.

Key Findings and Evidence**Standard met?**

3

The accommodation in both houses is well decorated, light and appropriate. The boys are in larger rooms but all have sufficient space, and a large drawer under their beds for their possessions. Little storage is required as they are part time borders and only keep at the school their basic requirements for the nights they board. The girls have less space each but is still adequate and there are generally fewer girls in each room. Apart from the youngest girls the children are accommodated in bunk beds. The houses for boys and girls are completely separate, over a mile apart by a path, and one half miles by car. There is considerable differences between the two houses. The girls is more homely and cosy and has kitchen facilities and separate showers. The boys are in larger dorms have no child accessible kitchen and are less homely. However the boys have better access to school facilities and more space per child. The accommodation for house parents and matrons is separate from the boarding accommodation but also integral to it in order that close supervision at all times, especially at night is possible.

Standard 43 (43.1 - 43.2)

Suitable facilities for both organised and private study are available to boarders.

Key Findings and Evidence**Standard met?**

3

The children do their prep in the school prior to their evening activities. The children are young so the amount is limited apart from the children who are working towards the entrance exams to the public schools they are hoping to move on to. Private study space is not really available but quiet areas are and staff support the children study needs well.

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?**

2

There are adequate toilet facilities but in both houses there are issues with the washing facilities. In the girls house the issue is a minor one, there are insufficient basins and the girls comment that they have to queue, quotes are currently being obtained by the school to address this. However the shower facilities for boys are completely unsatisfactory. It is a large communal shower in a concrete basin. There are curtains between the showers but all but the oldest children are not allowed to use them and even if they do they offer only a minimal degree of privacy. The matron oversees the younger boys showers to make sure they are clean and to check for bruising etc. Children spoken to were very unhappy with the communal showers and with being watched while they shower. The school is currently costing various alternative plans as to how to address this issue, which has been raised on other inspections. The inspectors strongly recommend this is actioned as soon as is practically possible.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

The school has several changing rooms attached to the various sporting facilities within the school. All are clean, well equipped and appropriate and offer a reasonable degree of privacy. The school has a very sensible system of tracksuits, which all the children have for outdoor activities and games, making the 'suffering' that used to accompany winter outdoor games a thing of the past. The tracksuits are kept in separate girls and boys changing rooms within the school which is also where children put their coats change their shoes etc.

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence**Standard met?**

3

Providing appropriate supervision is available, the boarders have access to all school facilities. A specific programme of activities is run in the evenings and informal access to facilities is available if arranged in advance with staff. As well as the obvious sports and leisure facilities the school has a large piece of woodland, which is greatly used by the children in the summer. Good use is also made of the art, computer and technology rooms to provide activities outside school hours. The school is a lively busy place; enthusiasm and energy abound, not only from the children but also from the staff!

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?****2**

The school has an annual health and safety survey throughout the school that lists any identified risks and action needed. This review is updated through the year with actions taken. The water in the swimming pool is checked for chlorine levels etc 2 hourly throughout the day. Fire equipment is checked annually and documentation was seen dated within the last twelve months. Annual fire training is given to all boarders and the school has a good established relationship with local fire officers. Records were seen of school and boarding house evacuation drills.

However the school has had a recent inspection by the local fire authority and they have made some important recommendations that the school needs to put in place as soon as possible. The fire service wrote in response to a pre inspection enquiry and sent a copy of the report. The main issue of concern is the only direct escape from the first floor dormitories in the boys house is down the main staircase. The fire service has made some very constructive suggestions for actions to improve this situation.

A list of the first aiders within the school was seen. There is a comprehensive set of risk assessments in place for all school activities. In the boarding houses house parents are responsible for environmental risk assessments and although they are in place, having spoken to them about purpose and understanding of the process the inspectors recommend some training in Risk Assessment and management for all house parents and boarding tutors.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

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

The health facilities consist of a clinic room, a large bedroom for un-well children, where the matrons can give close supervision if required. These rooms are of a good size, are light and clean and sufficiently separate from the rest of the children's residential areas to minimise risk of cross infection. There is a separate toilet and bathroom for children in the sickbay and good washing facilities for staff as well as the 'clinical' medical room. If there is not an infection issue the children can remain in their rooms in the boarding houses if they are unwell and if they are supervised by the non-teaching house parent or resident tutors.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The matrons launder both boys' and girls' clothes with the exception of the girls' underwear which is done in the girls' house by the houseparents. The children's cloths are washed, ironed and returned to them often with in the same day. The laundries meet health and safety requirements, are basically domestic in style and provide an excellent service to the children.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
As the children board only a maximum of 4 nights and the majority only 2 or 3 this is not a particular issue. However a small shop is available in the school on Wednesdays where children can purchase small items.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The school often returns to the same accommodation, for a number of years with different groups of children. A regular field study trip takes place for children in year seven to Shropshire and a leavers trip in year 8 to Galway in Ireland. Due to the particular backgrounds of the staff employed, the gap students that spend time at the school, the school has good opportunity to check out any accommodation where children will stay.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The age of the children means that not a huge number of trips away take place. However the school has appropriate policies and risk assessments in place for when they do. Any off site accommodation would always be checked by staff or their representatives and would only be used if it meets the same standards as would be expected at the school. Activities involving sleeping under canvas are separately risk assessed and supported by experienced staff and with all parental permissions in place.		

Lead Inspector	Phillipa Quinn	Signature	_____
Second Inspector	_____	Signature	_____
Locality Manager	Robert Kittle	Signature	_____
Date	_____		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

There was no lay assessor assigned to this inspection.

Lay Assessor _____ **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 11th March 2004 inaccuracies:

Please limit your comments to one side of A4 if possible

A copy of the Head's response can be obtained from the Area Office

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

Note:

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

D.2 Please provide the Commission with a written Action Plan by 19th May 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Revd H J Matthews of Heath Mount School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	Revd H J Matthews
Signature	Revd H J Matthews
Designation	Headmaster
Date	20 th May 2004

Or

D.3.2 I _____ of _____
~~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.