



Making Social Care
Better for People

inspection report

Boarding School

De Aston School

Willingham Road

Market Rasen

Lincolnshire

LN8 3RF

4th to 6th 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

De Aston School

Address

Willingham Road, Market Rasen, Lincolnshire, LN8 3RF

Tel No:

01673 843415

Fax No:

Email Address

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

Lincolnshire County Council

Name of Head

Mr Tony Neal

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

NA

Date of Inspection Visit		4 th May 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Jane Barton	134550
Name of CSCI Inspector	2	Mark Ryder	124974
Name of CSCI Inspector	3		
Name of CSCI 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 CSCI. 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 Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie 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 De Aston 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.

De Aston is a Comprehensive School maintained by the Local Education Authority, Lincolnshire County Council. The school has about 1300 pupils, drawn from a wide rural catchment area around the small market town of Market Rasen, where the school is situated.

Boarding at de Aston is long established. Located in one boarding house, adjacent to the main school site the house contains dormitory and study bedrooms for 80 students. The house also has three TV lounges, a pool/table tennis room, a hobbies room, medical suite, laundry, two telephone booths, its own and shared IT/Computer facilities, a reference library, dining room and a boarders kitchen area.

Boarders also have access to the extensive on-site facilities provided by the school, local youth club and sports centre.

The boarding house has a head of boarding, 1 resident boarding tutor, and three resident house parents. 2 further house parents undertake prep and evening routines and a further 7 duty staff undertake evening, weekend duties and activities.

There is major building development planned at the present time, to expand the boarding house. This will involve moving the existing learning support facility into the main school to enable the boarding facilities to expand. The work is expected to take place before September 2004. There are no plans to increase significantly the number of boarders, but to improve the facilities for the existing boarders.

The school aims to provide educational and boarding opportunities to a wide range of pupils with all abilities from all over the country and also from all over the world.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Inspectors findings evidenced that the staff work hard to develop relationships of trust and communicate well with boarders. Staff demonstrated a high level of awareness of the needs of boarders, across groups and as individuals.

Boarders and staff described a thorough and effective process of induction for new boarders.

Evidence from records demonstrated that complaints are responded to effectively, and their outcomes recorded. A robust system was in place for risk-assessing activities carried on in and outside the school premises.

There were a sufficient number of staff on duty to meet the needs of boarders at all times.

Boarders have regular access to medical advice. A 'drop-in' service is provided on a weekly basis for boarders to seek advice about personal issues.

A wide range of activities, including sports, are available for boarders to participate in during evenings and weekends.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The process for staff support and development was in need of reviewing. This includes the need for appropriate recruitment records to be complete, implementing formal staff induction, supervision, appraisal, and ensuring development plans were in place for all staff.

Some work was required to improve the accommodation, this included the furnishings in the main sitting room, and improvements to the privacy in some showers, and at the payphones.

The boarding house would benefit from the setting up of a formal consultation process with boarders, to provide them with an opportunity to contribute their views about a variety of issues, such as food and menus.

File records were in need of reviewing in order to ensure that accurate and up to date information is recorded.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Inspectors were satisfied with the arrangements made to promote and safeguard the welfare of the boarding pupils.

There were no notifications to be made to the Department for Education and Skills.

The school's strengths are in the positive relationships which exist between the majority of the staff and young people, and ability of staff to respond sensitively to the needs of students from a range of backgrounds and cultures.

The main areas in need of action are:-

- a) development of formal induction, supervision and appraisals systems for boarding house staff.
- b) Carry out an audit of pupil files, to ensure information recorded is accurate and up-to date.
- c) Set up a system to formalise consultation of boarders of all ages to enable their participation in decision-making where appropriate.

The overall impression is that the school is well-managed and that the children who board there are well cared for.

This service has been inspected for the first time against National Minimum Standards introduced from 01.04.02. As a result, this report may contain a number of recommendations and requirements. If so, the number of these should fall significantly at the next inspection when the provider will have had time to take account of the legislation and standards and to take action to meet them.

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	BS15BS7	The head of boarding to ensure that boarders' medical records contain up-to-date information in respect of emergency contact arrangements and parental consents to treatment.	30.09.04
2	BS12	The head of boarding to ensure that regular consultation meetings are held as a forum for boarders to express their views about boarding provision.	30.09.04
3	BS19	The head of boarding to review the provision of payphones in the boarding house, specifically location in respect of privacy.	31.10.04
4	BS24	The head of boarding to introduce a process for seeking the views of boarders and their parents in respect of food and menus.	31.10.04
5	BS26	The head of boarding to ensure that all staff employed in boarding receive fire safety training. The head of boarding to ensure that all recommendations from the Fire and Rescue Service are complied with.	31.10.04
6	BS34	The head of boarding to ensure that all those involved in boarding duties have job description, formal induction, regular formal supervision and appraisal of their practice as set out in the Boarding Schools National Minimum Standard 34.	31.10.04
7	BS37	The head of boarding to ensure that all staff carrying out boarding duties receive training in appropriate supervision of boarders at sensitive times.	31.10.04

8	BS38	The head of boarding to ensure that satisfactory written references (including one from the last employer) are obtained and placed on staff recruitment files.	31.10.04
9	BS48	The head of boarding to ensure provision of a sick bay to accommodate boarders who are ill.	31.10.04

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	BS2	The head of boarding to devise a system for recording incidents of bullying, strategies employed, and outcomes.
2	BS4	To cease the use of 'blanket' punishments.
3	BS20	To record boarder's signatures against details of pocket money given.
4	BS39	To carry out CRB checks in respect of all staff who work at the boarding house.
5	BS44	To review showering provision in respect of privacy.

*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	NO

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES YES YES YES YES NO 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	NA
Individual interviews with pupil(s)	YES

Date of Inspection	04/05/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	50
Number of Inspector Days spent on site	6

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

11

 TO

18

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

Boys	<table border="1" data-bbox="842 362 938 443"><tr><td>43</td></tr></table>	43
43		
Girls	<table border="1" data-bbox="842 443 938 524"><tr><td>31</td></tr></table>	31
31		
Total	<table border="1" data-bbox="842 546 938 627"><tr><td>74</td></tr></table>	74
74		
Number of separate Boarding Houses	<table border="1" data-bbox="842 616 938 689"><tr><td>1</td></tr></table>	1
1		

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The school has a robust statement within the boarding house prospectus, outlining the boarding principles and practice which covers the aims and organisation of boarding, and which links appropriately to supporting guidance and practice at the school. The Boarders' Guide contains photographs of key boarding staff, and outlines a timetable for a typical day in the boarding house, and offers useful information about activities and services available to boarders.

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

Discussions with the boarders evidenced that in general the school was pro-active in addressing bullying and promoting an environment where bullying was not tolerated. There is a clear anti-bullying policy in place, and posters are on display in the boarding house. Staff interviews evidenced an awareness of the policy, and a clear strategy which involved working with all parties to address incidents of reported bullying. Discussion with staff and boarders revealed a high level of staff awareness of ongoing issues and monitoring taking place, however the perspective of some young people was that bullying was not being effectively addressed. The pupil pre-inspection questionnaires raised some instances of bullying. The bullying situations reported on these questionnaires related in the main to name calling between boarders of similar ages, but which in a few instances involved older pupils and/or adults. There is no system of recording centrally incidents of bullying, how they are addressed, and outcomes.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

78

%

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 an appropriate policy in place in respect of child protection and children who go missing.

Staff have access to the Local Area Child Protection Committee code of practice via the county council intranet. The head of boarding is the named person responsible for child protection within the school. The head teacher and head of boarding stated they have undertaken appropriate child protection training.

File records evidenced an appropriate response to child protection concerns in respect of a young person, with liaison having taken place with appropriate agencies and clear decision-making recorded.

Staff interviews evidenced knowledge of what action to take as a consequence of child protection concerns or disclosures and they stated they had received briefing from the designated child protection officer at the school.

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?**

2

There is a clear policy in place outlining for boarders, staff and parents the rewards and sanctions which operate in the boarding house, and a written statement in respect of the use of physical contact to control or restrain pupils. Punishments are recorded in the daily log.

Discussion with boarders elicited the view that punishments are inconsistently given out by different members of staff, and all year groups complained about blanket punishments in particular, applied to the whole group. Nearly 70% of respondents to the questionnaires felt that punishments were fair, however, and about 8% perceived punishments to be sexist. The respondents with these views were aged 13 upwards.

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
<p>There is a policy in place in respect of complaints which is available to staff, boarders and parents. Posters explaining the procedure are displayed in the house.</p> <p>The complaints log evidenced that a written record is kept, including the outcome. File records revealed that issues arising from a complaint were addressed appropriately.</p> <p>Discussion with boarders elicited the view that complaints are not always responded to, however some boarders stated they had used the complaints process satisfactorily.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>Records evidenced that risk assessments had been undertaken.</p> <p>Staff interviews evidenced an awareness of the policy in respect of major health risks.</p> <p>Boarders stated they have access to medical advice from a school nurse who they can contact on a regular basis if they need to. The nurse stated that boarders could attend 'drop ins' on a Monday lunchtime, which address issues such as self harm, contraception, bullying, sexual health and substance misuse. She stated this service is used most frequently by girls.</p>		

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?	2
<p>Each boarder had a medical file, 6 of which were examined. Most files inspected contained information necessary to staff likely to administer medication or treatment to boarders.</p> <p>Inspection of files revealed that some did not contain consent for medical treatment from parents or guardians. One file contained out of date information in respect of next of kin/emergency contact arrangements.</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
<p>The head of boarding is responsible for the management and supervision of the boarding house team.</p>		
<p>Interviews with staff revealed that some staff had not received any specific training relating to boarding, and the head of boarding was aware of this and reviewing the development needs of staff.</p>		
<p>The governors stated that regular visits take place to the boarding house, where they share meals with the boarders and discuss ongoing issues. Feedback is given at governors meetings and recorded in minutes.</p>		

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
<p>A draft crisis management policy is in place, currently under review.</p>		
<p>Discussions with staff evidenced that these were understood in practice.</p>		

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
The boarders were observed to be provided with accommodation which separates them appropriately according to age and gender. There is no major discrepancy in quality of provision, or in principles or practice of boarding within the different dormitories and studies.		

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
There is a wide range of activities provided for boarders, including cinema trips, horse riding, air cadets, Duke of Edinburgh award, shopping, theatre, youth club and a variety of sports. Feedback from the only parent who responded to the questionnaires elicited the view that activities are geared towards boys. Some Y9 girls expressed this view also. Discussion with staff evidenced that they were aware of this issue and in the process of addressing it.		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	2
There is no formal consultation process, ie regular meetings for boarders to express views about boarding provision. Boarders stated that some staff are approachable in terms of making requests about boarding, but others are not.		

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?	9
This standard was not inspected.		

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**

22% of the boarders who responded to the questionnaire (0.7% fewer than the national norm) stated they would turn to a parent or friend rather than a member of staff for guidance or with a problem. These boarders are from year groups throughout the school.

The school has identified a qualified nurse who can be consulted by boarders to discuss personal problems. This nurse is available on a regular basis, and was identified by a number of boarders in the questionnaires as somebody they would go to.

Boarders stated in discussion groups with inspectors, that they could all identify somebody at the school who they would go to for support.

Staff stated they felt that support to boarders had improved over the past year, with the provision of access to the School Health Nurse.

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

The General Practitioner for the school completed a comment card in which they expressed satisfaction regarding levels of communication between them and staff at the school, the management of medication in the boarding house, and the overall care provided.

Inspection of records evidenced that boarders can see a nurse or doctor on request, medication is administered appropriately in accordance with prescription or instructions, and kept securely.

Staff interviews, and pre inspection material evidenced that the School Health Nurse visits the school and boarding house regularly.

Written consents had been obtained from parents in respect of medical treatment and were placed on file, although inspection of files revealed some were missing.

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
<p>Discussion with staff revealed that boarders who are ill may stay in bed and are checked hourly by a staff member with designated responsibility for doing so.</p> <p>Boarders stated they felt they were appropriately cared for when ill.</p> <p>The head of boarding outlined plans to create a sick bay, which is part of a programme of work to be carried out in the summer holidays.</p>		

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
<p>Staff were observed to be empathetic and supportive towards boarders. Discussion with staff and boarders evidenced that practical and emotional difficulties such as bedwetting and homesickness experienced by boarders were sensitively and robustly responded to.</p>		

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
<p>The majority of boarders were white European, however there are a significant number of boarders from a range of international cultures.</p> <p>Staff demonstrated a commitment to promoting equal opportunities and support to boarders who are within minority groups. Discussion evidenced ongoing work to address issues relating to boarders who find it difficult to integrate.</p>		

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>Direct observation evidenced that boarders can contact their parents and families via email, telephone and fax. School policy permits boarders to have, and use at appropriate times, mobile phones. Staff stated the office phone is available for boarders to use in an emergency if they have no mobile phone credit. There are two payphones situated in the boarder's sitting room. Boarders have access to outside helpline numbers.</p> <p>Inspection of files revealed that parents are contacted by staff appropriately to discuss welfare issues.</p> <p>Boarders discussion groups revealed, however, that one payphone has been out of order for some time, and boarders do not feel that these phones are private. This was confirmed by observation.</p>		

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
<p>The school provides lockers and a lockable drawer for each boarder.</p> <p>Some boarders stated they had had money and possessions stolen.</p> <p>Files evidenced that records are kept of money given out to boarders. Boarders are not requested to sign that they have received this.</p>		

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
<p>Boarders may visit the school before choosing whether to board or not. The school has a flexible approach to boarding and parents may choose for their children to board for as many nights as they wish.</p> <p>A Boarders Guide is available for prospective and current boarders, and this contains photographs of key staff, a description of a typical day in the boarding house, and other useful information.</p> <p>Boarders stated they had been given appropriate information and supported while they settled into the boarding house.</p> <p>Staff spoken with demonstrated an understanding of the needs of new boarders.</p>		

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?	0
The school does not appoint or arrange guardians.		

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
<p>Records evidenced that the head of boarding carries out monitoring of issues as above, eg daily logs. The head of boarding has regular meetings with the school Head to report progress and updates on current issues.</p> <p>Discussion with the Head of Boarding and Head evidenced a thorough awareness of all aspects of boarding.</p>		

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?	2
<p>Boarders discussion groups gave mixed opinions about the food available at the school. Some boarders felt the meals were very good, while others stated they did not like them. Some sixth form boarders stated the quantity of food was inadequate, although inspectors found that provision had been put in place to address this by making changes to the sitting arrangements.</p> <p>Inspectors sampled meals during the inspection and found them to be well presented, tasty, varied and nutritious.</p> <p>Records revealed that a four week rolling programme of menus is in place. The Food/Health and Safety section of West Lindsey District Council inspected the kitchen on 6th October 2003 and wrote to inspectors on 19th March 2004 stating no contraventions of relevant regulations were noted at that inspection.</p> <p>The parent who responded expressed the view that improvements could be made in the number of unhealthy options available to boarders, while acknowledging that fruit, yoghurts and salads are always available. They suggest that parents are sent copies of menus so they 'can have some idea how valid our children's complaints are'.</p>		

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
Direct observation revealed that boarders have access at all times to drinking water. Snacks and drinks are provided when they come in from school. Fresh fruit is available at all times. Boarders can make themselves hot drinks and snacks in a kitchen adjacent to the games room.		

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?	2
Discussions with boarders evidenced they are familiar with evacuation procedures.		
Records revealed that the fire risk assessment is in the process of being updated following the installation of a new fire alarm system. Records demonstrated that fire drills were being undertaken at regular intervals.		
Staff interviews revealed that all staff are conversant with emergency evacuation procedures.		
It was noted that some fire extinguishers had become detached from wall fixings. Some fire doors were hooked or wedged open.		
The Lincolnshire Fire and Rescue Service carried out a fire safety inspection on 18 th May 2004, following which recommendations were made to address a number of safety issues.		

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
There appeared to be no onerous demands made on boarders. Observations indicated that there was a balance of activities and free time in the evenings. Boarders who returned late from activities were provided with meals.		

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
The school does not accommodate unaccompanied children on the school's premises.		

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
Staff interviews revealed that any high-risk activities take place with suitably qualified staff. Records evidenced that risk assessments were in place. Parental consents were in place on file in respect of general activities. Consents are obtained separately for specific individual activities that carry a risk element, and these were also seen on file.		

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 were observed to have access to internet, daily newspapers and regular trips into the local town, either alone or in groups according to age. Boarders stated they can visit the nearby city of Lincoln at weekends for shopping and cinema trips.		

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
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See introduction for brief description of the school's staffing structure.

There is a board in the reception area which records the names of staff members who are on duty during the day and night. Rotas were seen, and recorded appropriate numbers of staff.

Discussions with the Head of Boarding and boarding staff elicited the view that there are sufficient staff on duty to meet the needs of boarders. Observations confirmed this. It was noted that on occasions there are no female staff on duty at night.

Boarders stated that there are less staff around during the weekend afternoons, when groups of boarders are out doing activities. Boarders also said they are able to contact staff during the night if they need to using a buzzer system which alerts staff living in the boarding house.

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
See comments under standard 29.		
Boarders who leave the school site must sign out and back in. Roll call was observed to take place twice daily.		

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
Discussion and records evidenced that there is always a member of staff available in the boarding house at night, and a satisfactory system is in place to enable boarders to contact staff 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?	2
Discussions with staff and records evidenced that staff were clear in practice as to their duties and stated they received regular informal supervision. Staff described being inducted, but no records were kept of the process. All staff members spoken to were clear about lines of accountability, however staff stated and records evidenced that formal systems were not in place for supervision and appraisal.		

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
Records evidenced that sound detailed and robust policies are in place and discussions with staff revealed that they are aware of these policies and follow them in practice.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>Boarders were positive about their relationships generally with staff however. Boarders recognised and acknowledged the high level of support which was offered to them. Several commented about receiving help with school work which they found very useful. Staff were observed to relate well to and communicate effectively with boarders.</p> <p>Boarders described some examples of not being treated with respect by a staff member.</p> <p>Discussions with the head of boarding, and examination of records, evidenced that difficulties in relationships between boarders and staff are being addressed through discussion and the staff development process.</p> <p>Inspectors observed the high level of commitment from boarding staff to the care of the boarders.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	2
<p>The staff team were described by boarders as generally respecting their privacy, and not intruding unnecessarily, although some boarders described concerns about one staff member's practice in this respect, which is being addressed through the line management process.</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>A recruitment policy and process is in place.</p> <p>5 staff files were selected for inspection. These records revealed (in respect of staff appointed since April 2002) that checks had been carried out appropriately with the exception of a written reference from the last employer which was not on file in respect of two staff members.</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

Records revealed that staff appointed since April 2002 have been subject to enhanced CRB checks. The head has indicated his intention to carry out checks in respect of all boarding staff employed before that time, prior to April 2005.

Discussion with the caretaker revealed that contractors employed to work on boarding premises outside of holiday periods are accompanied and supervised by boarding staff.

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?

3

Direct observation revealed a creative use of the space available within dormitories to provide sufficient privacy for boarders. Dormitories, studies and common rooms were adequately decorated.

The furniture provided to boarders in the TV room was shabby and worn, however replacements have been ordered and were expected imminently at the time of inspection.

Records revealed that a maintenance log was in place. This log reflected requests for necessary ongoing work as observed by inspectors.

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
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The boarding house is situated adjacent to the main school, which is an open site, offering sporting and educational facilities for public use.

CCTV security is in place, which monitors various entrances to the boarding accommodation. Access to the boarding house from the school building is locked from inside the boarding house.

Discussions with staff, and observations, revealed that staff are vigilant when supervising boarders, particularly during periods when members of the public are using the school site.

Boarders' private and sleeping areas are appropriately protected from access by the public.

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
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Observations evidenced that the boarders were able to personalise their dorms. Discussions evidenced that the majority of boarders were happy with their sleeping accommodation arrangements.

Some boarders stated their beds were uncomfortable. Records revealed that a programme is in place to replace older mattresses.

See also comment under Standard 40.

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
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All boarders have access to organised prep and private study which is suitable.

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?	3
<p>There was a sufficient number of baths, showers, wash hand basins and toilets for the numbers of boarders accommodated.</p> <p>Boarders stated that some showers offered inadequate privacy, and that the water temperature control is ineffective.</p> <p>Records and discussions evidenced that these matters will be addressed as part of ongoing maintenance in the near future.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Boarders were able to use their dormitories for changing during the day if they needed to.</p>		

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
<p>Observations and discussions with boarders and staff evidenced that there is a wide range of safe recreational areas, indoors and outdoors. See Standard 11.</p>		

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?	3
<p>Records evidenced that risk assessments were in place for all school areas.</p> <p>Discussion with caretaking staff revealed that the school field boundary is inspected on a regular basis. Identified hazards are assessed and discussed regularly with head of boarding and staff who supervise boarders.</p>		

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?	2
<p>Observations and discussions evidenced that the school has a bed placed adjacent to the medical room for sick boarders. The school's practice is to contact parents in order to collect their child if ill, and return them home if possible. In the case of a minor short-term illness the boarder may stay in their own room.</p> <p>The renovation and building programme planned for the summer 2004 includes provision of a sick bay for boarders.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>The laundry was observed to be efficient and well organised.</p> <p>Some boarders stated their clothing had been damaged by the laundry. Others, particularly older boarders, were very appreciative of the service offered.</p>		

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
<p>Boarders can purchase personal items from the local shops and are allowed into the town with permission from staff at agreed times.</p>		

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?	0
<p>The school does not arrange lodgings for boarders.</p>		

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 Head of Boarding stated that a process is in place within the school to assess the suitability of such accommodation and, within this process, either a representative from the county council or the school would have visited. Risk assessments are in place.

See also comments under Standard 29.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

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 4th to 6th May 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

Head's 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

YES

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 within 28 days, 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:

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Tony Neal of De Aston 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 _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I Mr Tony Neal of De Aston 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.

Commission for Social Care Inspection
33 Greycoat Street
London
SW1P 2QF

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

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