



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

St Georges (Ascot)

**Ascot
Berkshire
SL5 7DZ**

Lead Inspector
Clare Davies

Announced Inspection
16th October 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

SCHOOL INFORMATION

Name of school	St Georges (Ascot)
Address	Ascot Berkshire SL5 7DZ
Telephone number	01344 629900
Fax number	
Email address	
Provider Web address	www.stgeorges-ascot.org.uk
Name of Governing body, Person or Authority responsible for the school	Mr Tim Trueman Chair of Governors
Name of Head	Mrs Caroline Jordan
Name of Head of Care	Ms Cheryl Masters Pastoral Senior Mistress
Age range of boarding pupils	11-19 years
Date of last welfare inspection	November 2004

Brief Description of the School:

St George's School is a well established boarding and day school for 11-18 year old girls in Ascot, Berkshire. The school takes pupils at the ages of 11, 13 and 16 from a wide variety of schools.

At the time of this inspection there were 131 boarders and 136 day girls. Full boarding is promoted with 4 closed weekends per term for years 1-5 and 2 for the sixth form. Other weekends are a mixture of exeat where all boarders must leave the site, and open weekends where boarders may choose to go home from Saturday lunchtime until Sunday evening.

Boarding is arranged by year groups and accommodated in 3 buildings over the school site. 1st and 2nd years are together and situated in the main building of the school close to the 3rd and 4th years. The 5th year are in a purpose built boarding house that has been divided to accommodate the lower sixth form and the upper sixth have their own purpose built building with single rooms.

St George's is a Christian community with regular worship in the school's chapel. Pupils from other denominations are welcome to join in the religious education as well as attend their own place of worship.

The cost of this service for boarding is £7,550 per annum.

SUMMARY

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

This summary has been written for the boarders of St George's School.

The school was assessed against the National Minimum Standards for Boarding Schools and was carried out jointly with the Independent Schools Inspectorate. The Commission for Social Care Inspection (CSCI) team was present at the school from 16th -18th October 2006 and consisted of 2 inspectors from CSCI and 1 Boarding Sector Professional Inspector.

The inspection involved touring all the boarding houses and holding discussion groups with representatives from each year group. In addition the inspectors;

- Invited boarders to complete a questionnaire.
- Interviewed the headmistress and Pastoral Senior Mistress.
- Spoke with the school nurse and visited the school surgery.
- Toured the grounds and facilities.
- Interviewed the housemistresses and other key staff.
- Interviewed the bursar.
- Joined boarders for lunch and an evening meal.
- Looked at various policies, procedures and records.

The inspectors would like to thank the boarders, the headmistress, the Pastoral Senior Mistress and the staff for assisting with this inspection. The inspectors found the boarders to be polite and helpful, a credit to the school.

The inspectors judged the boarding at St George's School to be good.

What the school does well:

- The school nurse and local doctor take good care of boarders medical and healthcare needs. The inspectors agree with the boarder who said; 'When you are ill or upset there is always someone there to help you'.
- Food is of a good standard with lots of variety. Many boarders agreed with this comment from a questionnaire; 'Breakfast and lunch are amazing but you get less choice at supper'.
- There are very low levels of bullying.
- School rules and expectations of behaviour are clear and sanctions are seen as fair.
- Boarders are consulted and can contribute to the development of boarding.
- Staff have a good understanding of child protection matters.
- Boarders like the increase in privileges as you move up the school.
- Boarders enjoy the activities on offer and the amount of free time.

- Many boarders wrote in their questionnaires that they felt safe at school. 'Safety is a really important issue here, I feel safe at night'.
- Boarders are able to identify an adult that they can talk to with any concerns. Many girls highlighted that Ms Masters was helpful and good to talk to.

What has improved since the last inspection?

A few suggestions were made at the last inspection on how to improve boarding and the school has seen to these changes. One example was to produce an equal opportunities policy. Other were;

- To obtain parents permission for the school to give medicines such as paracetamol and cough linctus etc.
- To write some notes when interviewing new staff and keep them on a file.

What they could do better:

From this inspection a few recommendations have been made.

- Amend some documents to ensure they are accurate and up to date.
- Arrange for boarding staff to repeat their training in fire safety
- Consistently carry out checks on new staff.
- Produce a plan stating how and when some health and safety hazards will be dealt with.
- Produce a plan for refurbishing the boarding areas and particularly the showers. Most boarders told the inspectors that the showers are not very good and the inspectors strongly agree with this.
- Let the boarders know the contact details of the new independent listener.
- Inform parents and boarders of the role of the inspector and provide contact details for CSCI.
- Many older girls told the inspectors that they would like the sports hall and fitness suite to be open more often and the inspectors recommend that this should happen.

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

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

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

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

6,15 and 24

Quality in this outcome area is good. The boarders' medical and health needs are well met and the food provided is of a good quality with great variety. This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Personal, Social and Health Education (PSHE) is delivered within the school's educational curriculum and covers the topics of smoking, alcohol, illegal substances and relationships amongst other areas of discussion. Some visiting speakers contribute to the delivery of these subjects. St George's School has appropriate policies in place with regards to smoking, use of alcohol and illegal substances; these are available to pupils and parents through the handbooks.

The school ensures that they regularly update boarder's health records with information from parents and any appointments attended so that the staff that need to be aware of a boarders health and welfare needs or attend to them are fully informed.

Boarders can have easy access to good quality medical treatment and first aid. A registered nurse is available for the treatment of minor illnesses and there are four qualified first aiders among the boarding staff who stand in for the nurse when she is off duty. The local hospital has an accident and emergency department and is very close to the school.

The sister keeps a daily log of all visits to the surgery with clear reasons for the visit and any action taken as a result of the visit. Currently it is a paper log but it is anticipated that all records will soon be computerised.

The school has clear medication policies and procedures for housemistresses to follow and there is clear guidance on the administration of non-prescribed medication. Staff have all received training in the administration of medication and there is good liaison between the boarding staff and the sister.

Girls spoken to during the inspection felt that the sister was very approachable and would support them in all areas of their health needs. A good example of this was from a new girl who was homesick initially and the sister spent individual time with her to help her through this difficult period.

The siting of the surgery is not ideal as it is on the second floor of the main building. On the one hand it is central with very good access to years 1-4 boarders but equally difficult to access if a girl is injured and unable to walk up the stairs.

During the Inspection, the inspection team ate lunch and supper with the pupils. The quality and choice of food at lunchtime was particularly good: a hot choice, salad bar, filled rolls, soup, jacket potatoes and desserts as well as fruit and yoghurts were available. The food was nutritious with ample amounts available and all pupils spoken to enjoyed and appreciated the luncheon menu.

Supper was also of a good standard although the reduced choice meant that it compared unfavourably with the mid-day meal. Despite some negative comments from pupils about the evening meal, the inspectors felt the quality was good and represented the usual evening fare. Pupils were happy with the breakfast provision.

The dining room was of a good size though not particularly exciting in terms of its décor. The systems appeared to be effective although there were naturally peak times that resulted in some queuing.

The school has a food committee chaired by the head girl. Recommendations are made by class representatives and generally acted on or responded to by the catering staff.

The kitchen facilities in the boarding areas are of a very good standard where the girls can have a snack and drink. The inspectors were pleased to see a good amount of fresh fruit available in the houses as well as in the dining hall and the girls appreciate this.

Staying Safe

The intended outcomes for these standards are:

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

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

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

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

Quality in this outcome area is good. The welfare of boarders is given a high priority and there are good procedures in place to address matters relating to bullying and child protection. Boarders have a clear understanding of fire safety matters.

Some omissions were found in relation to recruitment records and the procedure needs to be consistently applied across all departments. This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

One of the published school rules states that 'Bullying is unacceptable'. There is a policy against bullying published in the handbooks for boarders and parents. 113 boarders completed a questionnaire towards the inspection and indicated that there was a very low level of bullying at St George's School. When asked 'Are you being bullied?', none of the respondents said 'Yes', 106 said 'No' and 7 reported 'Don't Know'.

Records provided examples of bullying behaviour that the school had been made aware of and these incidents appeared to have been dealt with very appropriately.

St George's School has liaised appropriately with the local authority for advice and training in child protection matters and is committed to inter agency working. The child protection policy is well structured and distributed amongst all staff. New staff sign a declaration to say that they have read the policy and received child protection training. It was recommended that the policy was amended slightly and the Pastoral Senior Mistress attended to this before the inspection was completed and published it in the electronic staff handbook.

The designated child protection officer has attended appropriate training and had access to relevant publications and documents.

There are 7 school rules printed in the pupil diary and in the handbooks stating the school's expectation of good behaviour. Sanctions are listed so girls know what could be expected for particular misdemeanours or serious offences; generally these were considered as fair. There are defined privileges for 3rd years and above and these are printed in the handbook. The girls appreciated the increasing scale of privileges as they went up through the school and were aware that they could be withdrawn if they were abused or if the school rules were broken. Some sixth form boarders felt that there should be more privileges suitable to their age though they did acknowledge that the number of compulsory weekends at school had been reduced from 4 to 2.

Records of any misbehaviour and allocated sanctions are made and monitored by the Pastoral Senior Mistress to gather an overview and recognise any trends where a particular boarder may need additional support with their behaviour. Throughout the inspection the girls were observed to be polite, confident, well behaved and at ease to talk with the Inspectors.

The handbooks for parents and boarders encourage the reporting of any concern or problem to any member of staff but there also needs to be details of the formal complaints procedure so parents and boarders know what to

expect if they should make a formal complaint. The boarders' handbook provides re-assurance about confidentiality and the importance to talk to someone. It is recommended that parent and pupil handbooks include information about the role of the CSCI inspector and the local contact details.

The Pastoral Senior Mistress reported that she or housemistresses may deal with complaints with the aim of resolving them quickly. The seriousness or complexity of a complaint may lead to the headmistress becoming involved.

The school has a clear fire safety policy defining duties and responsibilities of all staff, pupils and visitors. Boarders and staff spoken to had a good awareness of the fire safety precautions. All new boarders and staff receive fire safety instructions and fire drills take place every term. The deputy bursar provided records of all fire safety equipment checks. Staff training in fire safety took place in 2003 and therefore this needs to be updated.

There were no reports from boarders or observations by the inspectors to suggest that staff supervision is unnecessarily intrusive. Some boarders expressed a dislike of the showers and felt these may compromise their privacy at times.

A sample of 6 staff recruitment records were inspected and a discrepancy in practice was identified between the employment of academic staff and non-academic staff. The recruitment of academic staff is through the school administration and the school's procedure is followed thoroughly. Non-academic staff are employed through the bursary by different heads of departments and the school's recruitment procedure is not routinely followed. It is recommended that a consistent approach is adopted for safer recruitment. A training session for all those involved in appointing staff would be very beneficial to ensure the correct procedure is implemented.

Contract maintenance staff are generally from regularly used companies and therefore most workers are known to school staff. The school reception issues passes for visiting contract staff to wear for the duration of their stay. Generally any maintenance undertaken by school staff or external contractors takes place when boarders are in lessons or during school holidays, a member of school staff supervises visiting contractors.

All visitors are issued with a badge that reveals red lettering 'expired' after 24 hours use to ensure that such badges cannot be misused. A local taxi firm is known to the school and several drivers have been cleared through the Criminal Records Bureau.

There are no adults currently living in the same building as boarding accommodation who are not employed (e.g. spouses, adult children). The headmistress is aware of the need to have a written agreement in place if this situation should arise.

There are appropriate security measures in place with the use of CCTV, coded doors and good lighting. The school has risk assessments for all aspects of safety of the premises and grounds and there were no hazards seen by the inspectors during the visit. The boarders are all clearly informed which areas are out of bounds. Boarders reported that they felt safe at school with the systems in place and they felt well cared for with an adult always being around and available.

An external consultant undertook a detailed assessment of health and safety matters at the school in August and identified several areas that needed attention. At the time of the inspection the school had yet to produce an action plan prioritising areas of work from the assessment and it is recommended that this happens in conjunction with planning the refurbishment of some boarding areas as identified in this report.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

11,14 and 18

Quality in this outcome area is good. There is a range of safe recreational areas and boarders enjoy the activities provided though would welcome increased access to the fitness suite. Boarders are able to identify adults at the school whom they can approach with any personal problem. Integration of boarders from overseas is good and difference is celebrated.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The boarders reported that there are many activities to do such as; sport, arts, dance, textiles, orchestra, reading circle, IT, board games and many more. 1st to 3rd Years are expected to do an activity at the end of the school day and evening activities are optional. Weekend activities may involve trips to local facilities such as; the cinema, ice skating, bowling, shopping and to places of educational interest.

Prep is completed before supper and therefore the boarders have a lot of free time to join in the many activities or arrange their own leisure time. The fitness suite in the sports hall is a fantastic facility though 6th Form girls expressed their disappointment that this facility was only open to them at very

restricted times. It is recommended that staffing is reviewed to consider making this facility more available to boarders.

The results of the boarders' questionnaire showed that there is a range of adults within the school that boarders feel they could talk to if something was worrying them or making them unhappy. This was confirmed during discussions with boarders and the housemistresses, Pastoral Senior Mistress, head of 6th form and the nursing sister were particularly highlighted along with parents and friends.

At the time of the inspection the school was in the process of appointing an independent listener after the previous one resigned. Once confirmed the contact details will be distributed to the boarders and notices placed around the school. The pupil handbook encourages girls to talk to an adult if there is a suggestion or problem and it recommended that contact details for the independent listener are added to this document along with other external contact numbers under the page 'Suggestions or Problems'.

The School has an equal opportunities policy and welcomes girls from several nationalities into the community; boarders did not report any instances of discrimination and the inspectors observed that girls were integrated well into the school. The policy is very thorough and considers venues for events and any accessibility issues. Similarly consideration is given to the format of any documents, as large print may be preferred. The inspectors were made aware of some minor adaptations that have been made to accommodate pupils with some sensory impairment.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

12 and 19

Quality in this outcome area is good. There are forums for pupils to contribute to boarding development though sixth formers would like to be consulted more regularly than the school council which is held termly.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There are formal opportunities for boarders to express their views on boarding provision such as house meetings, food committee and school council. Informally, boarders are encouraged to talk to any member of the staff. Changes that have occurred as a result of listening to boarders' views were given as the following examples:

- reduction of some closed weekends for the sixth form;
- provision of fruit in the boarding houses;
- mineral water machines in the boarding houses;
- ballroom dancing lessons.

School council meets termly and some of the older boarders reported that they would welcome a more regular opportunity to discuss boarding issues. There was some dis-satisfaction amongst the 6th form girls as they felt they had not been consulted on some recent changes to the school, implemented by the new headmistress, and they reported that they would welcome greater involvement.

Boarders are encouraged and enabled to contact their families and friends in private through use of telephone, email and letter writing. Mobile telephones are permitted for use outside of lesson time and an IT system enables boarders to contact family and friends overseas at a minimal cost.

Records evidenced that staff contact parents with any significant concerns. The Independent Schools Inspectorate team surveyed the parents and 54% of respondents 'agreed' with the following statement; 'School makes good provision for boarders' and 34% 'strongly agreed'.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

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

40 and 44

Quality in this outcome area is adequate. A refurbishment programme is required to improve the boarding accommodation and the boarders would like the showers prioritised and the inspectors support this.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The inspectors toured all areas of the boarding accommodation that is situated in 3 different buildings. The accommodation varies and some areas are in greater need of a refurbishment than others. The sleeping accommodation was generally of a suitable standard and sufficient size; individual rooms reflected the interests and tastes of the boarders who slept there. Generally the boarders are happy with their sleeping areas, common rooms and kitchen facilities. Some 6th form boarders are in a separate boarding house to their year group and they reported that they would prefer to be together but space limitations do not allow for this at the moment.

The inspectors recommend that any old damaged and defaced furniture in dormitories is replaced and the corridors and landings in the main building are

redecorated. The common rooms were visibly warm and welcoming and enjoyed by the boarders. Kitchen facilities in each boarding area for snacks etc were of a very good standard and appreciated by the boarders.

Toilet and bathroom areas are poor and all year groups highlighted this in their responses to the questionnaire. Although clean the facilities are very old and stained grouting with poor pressure for the showers leave them uninviting.

Younger boarders reported that the pressure was so poor that they were unable to remove the shampoo under the showers and had to resort to using a jug of water to rinse their hair. Older girls reported that the shower heads were positioned so low that they were unable to shower satisfactorily. Some repairs in bathrooms were of a poor standard and need to be replaced to enhance the environment; an extractor fan in one bathroom was in great need of cleaning.

The school was unable to provide a work schedule for refurbishment and maintenance issues and it is strongly recommended that such a plan is produced with timescales and listed priorities.

Management

The intended outcomes for these standards are:

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

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

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

1,23,31,34 and 52.

Quality in this outcome area is good. The headmistress is committed to boarding practice at St George's and is supported well by the Pastoral Senior Mistress and the boarding team. Staff have clear delegated roles and areas of responsibility that are known by boarders.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There is a prospectus, handbooks and other literature enabling all parties to gain a full insight into the ethos and management of the school. The inspectors

concluded that these documents accurately reflect the current boarding practice. The school also has a detailed website.

The headmistress has been in post since September 2005, she has several years experience in boarding and has a vision of the changes she wishes to make in order to develop the school whilst maintaining its high academic success. Responsibility for the co-ordination of boarding has been delegated to the Pastoral Senior Mistress who provides direction for the staff involved with the boarding provision by holding regular meetings.

Lines of accountability are clear amongst the boarding staff who all report to the Pastoral Senior Mistress who reports to the headmistress. Maintenance and development of the site comes under the bursar's areas of responsibility and it was unclear to the inspectors that there was any written development plan.

The headmistress and Pastoral Senior Mistress maintain good records and monitor any sanctions, complaints and accidents. Risk assessments were seen in relation to trips and activities.

Boarding staff were considered to be sufficient in number and boarders were clear as to who was on duty and how to contact an adult during the night if required. The inspectors concluded that the boarders are given a high level of trust with age appropriate levels of supervision of their free time.

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practices. Job descriptions are in place and were considered to accurately reflect the duties undertaken; the Pastoral Senior Mistress delivers an induction programme for new boarding staff. Recently appointed staff confirmed that they had received a good induction into their role. Pastoral staff have a performance management session with the Pastoral Senior Mistress every autumn term and this is followed by a meeting with the headmistress in the spring term.

St Georges School provides many opportunities for trips within the UK and abroad. The inspectors heard about the annual water sports trip to the Isle of Wight and it was clearly a positive and enjoyable experience for all who took part. The girls spoke highly of the staff support that was available to them and felt there were no concerns about their overall safety whilst away. The risk assessments for the trip to and from School were seen and they were well detailed. The water sports centre is a regularly used venue and all instructors are checked to verify their qualifications and to verify that detailed risk assessments are in place.

SCORING OF OUTCOMES

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

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	3
16	X
17	X
24	3
25	X
48	X
49	x

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	3
42	X
44	2
45	X
50	X
51	X

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS5	The complaints procedure should be distributed to parents. Boarders and parents need to be informed about the role of CSCI and their contact details.	
2.	BS26	Boarding staff need to have a refresher of the fire safety training undertaken in 2003.	
3.	BS38	Recruitment procedures must be consistently applied across all departments.	
4.	BS47	The school should produce an action plan in response to the health and safety assessment that was undertaken in August 2006.	
5.	BS11	The boarders should have greater access to the fitness suite.	
6.	BS14	It is recommended that contact details for the independent listener are printed in the handbook in addition to other external contact numbers.	
7.	BS40	There needs to be a refurbishment and maintenance plan to develop the boarding accommodation and prioritise areas of work.	
8.	BS44	It is recommended that priority is given to upgrading the bathroom, shower and toilet areas.	

Commission for Social Care Inspection

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