



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Millfield Preparatory School

**Millfield Preparatory School
Glastonbury
Somerset
BA6 8LD**

Lead Inspector
Jon Swift

Announced Inspection
9th – 11th October 2006 09:00

The Commission for Social Care Inspection aims to:

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

Reader Information	
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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 Millfield Preparatory School

Address Millfield Preparatory School
Glastonbury
Somerset
BA6 8LD

Telephone number 01458 832446

Fax number 01458 833679

Email address

Provider Web address

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

Name of Head Mr K Cheney

Name of Head of Care Mr S Coates

**Age range of boarding
pupils** 8 to 13 years

**Date of last welfare
inspection** 14 October 2003

Brief Description of the School:

Millfield Preparatory School (MPS) is an independent school, registered as a charity, which provides co-educational facilities in the age range of 7 to 13 years. At the time of the inspection 528 children attended the school of which 240 were girls. 167 children were boarding and accommodated in five boarding houses. All of the boarding houses are located within walking distance of the main school site; three of them are purpose built and located close to the school.

The school is located close to the town of Street and stands within extensive grounds. Large areas of the grounds are used for sporting and leisure activities. A pre-prep provision shares the same site and has its own facilities.

Children from a range of countries are at the school and at the time of the inspection comprised 8% of the total population.

The school has an ethos of ensuring that each individual is given every possible encouragement and the opportunity to discover the best for him or herself, to nurture it and be prepared for the next phase of their education.

SUMMARY

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

Two inspectors from the Commission for Social Care Inspection (CSCI) and a Boarding Sector Professional Inspector undertook this inspection over three consecutive days. Prior to the inspection most of the boarders had completed a Children's Survey questionnaire. Parents had also been asked for their comments on the boarding arrangements and eleven responses were received.

During this inspection the inspectors met with a number of boarders in small groups and some others were met informally. A guided tour of the school and boarding facilities were provided by small groups of boarders. Staff involved in the care of boarders were spoken with individually or in small groups and a wide range of records were examined. Inspectors were also able to observe or be involved in the daily routines of boarders.

The findings of this inspection were shared verbally with the Headmaster, members of his senior staff and a school governor.

The inspectors would like to thank all of the young people and staff they met for their assistance and enthusiasm during this inspection visit.

What the school does well:

The individual needs of boarders are managed in a sensitive style involving parents and a wide range of staff. This ensures that attention is given to all details and needs to make the boarding experience positive for all.

A wide range of sporting and leisure activities are available, which encourages the talents of young people to be developed alongside providing a range of experiences so that children can make informed choices.

All of the boarding houses are comfortable and homely with good support from the maintenance team to ensure standards are maintained developed. Recently built boarding houses have been furnished and maintained to a very high standard.

Management arrangements within the school are clear for young people their parents and staff to both understand and follow.

This inspection confirmed that MPS continues to meet its stated aim of developing and nurturing young people to reach their full potential.

What has improved since the last inspection?

A new medical centre has been built and equipped.

The quality of boarding provision has been improved in the older houses that has also involved the closure of one house.

Changing facilities for sports have been improved, with suitable lockers being provided.

Risk assessments have been completed for all of the activities and premises involving the care of boarders.

Communication between all staff involved in the care of boarders has been further improved.

What they could do better:

To consider making the boarding houses more available on Sundays during the day.

To further develop and clarify some of the documentation used by the school.

To review the current catering services with a view to making some options more child friendly.

To clarify and confirm with the Fire Authority some safety measures and practices.

To continue with the implementation of the recording and testing of electrical items in boarding houses.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

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

Quality outcomes in this area are good. The school takes the promotion of health seriously. The arrangements in place promote the good health and well being of the boarders and also ensure that a healthy and well balanced diet is made available.

Advice has been provided during this inspection on some refinements of the current practices to further enhance these arrangements.

EVIDENCE:

The school has a clear PSHE and Citizenship programme that covers all of the topics outlined in the National Minimum Standards. These are presented to young people by a range of staff with a sensitive and careful approach. The medical team have recently completed some additional training to further enhance the presentation of this information.

There are comprehensive systems in place to obtain relevant health and welfare information before children join the school. These systems are regularly updated with the support of parents, boarding staff and other health professionals.

Staff in the medical centre are all appropriately qualified in their respective roles and provide a good level of support to the boarders. All staff involved in the care of boarders either have a recognised first aid qualification or are in the process of achieving one.

Boarders spoken with confirmed that the current arrangements enabled them to see a nurse or doctor without referring to staff. The female boarders also commented that they could see a female doctor if they wished. All boarding houses had appropriate arrangements for the safe storage of medication and first aid. The nursing staff regularly monitor these arrangements and remove or replace items as needed.

The recording of controlled drugs is well managed in all areas inspected. It is advised that the same recording and accounting system is used for the administration of all medications, thus providing a clear audit trail. Clear communication systems have been established between the medical centre and boarding houses to ensure that all medical interventions are known and recorded.

The school documentation for obtaining medical information from parents needs to include the written permission of parents for the administration of first aid and appropriate non-prescribed medications. The Headmaster has agreed that the information provided to children about confidentiality within the medical centre would be amended to reflect that some issues have to be shared e.g. child protection.

The new medical centre has appropriate provision to care for children who are ill during the day. All of the boarding houses have a designated room to care for children when they are ill. These rooms included en suite accommodation and a bell system for calling staff. The Headmaster, parents and his advisors carefully consider the needs of each child and how these can be most appropriately met when they are ill. Where appropriate or requested the child returns home to parents or guardian. The school can also access the medical centre at the main Millfield site if needed. Several children reported that they had felt homesick at some time during their early days in boarding. They also commented that all staff and other children were very supportive at such times.

The inspectors sampled the entire main meals provided and considered that a good balance and choice of foods were provided. The food is well presented and the staff serving the food were observed to be helpful to the children in selecting their preferred choices and portion size. It was also noted that staff knew many of the children by name and had good awareness of the special dietary needs of the children. The children were asked in the survey "Do you think the meals at school give you a balanced diet? 70% considered they did. This was also the view of boarders spoken with during the inspection. Some boarders commented that the food was very adult in its presentation and the size of some portions. The inspectors consider that these opinions are valid for the younger boarders and the Headmaster has agreed to discuss these comments with the catering team. All boarders were satisfied with the snacks provided within the boarding houses and confirmed that drinks were available in all areas of the school. The boarders also made comments that staff

throughout the school encouraged them to eat healthily and would suggest fruit in place of crisps or chocolate bars. The inspectors consider that there was a good balance of healthy foods alongside some of the boarders' tuck shop items. Parents also commented that "the food was very good and plenty of it".

All personal laundry is completed within each boarding house and only bedding is sent to the main laundry. Staff and boarders reported that there was a very quick turnaround for laundry and, if a special item of clothing was needed, staff would make every effort to provide 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)

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

2,3,4,5,26,29,37,38,39,41 and 47

Quality in this outcome area is good. The practical arrangements in place for managing child protection, bullying, complaints and behaviour management were good and understood by the children. During the inspection some minor amendments to existing policies were identified which the school have either implemented or are in the process of achieving.

Health and safety is taken seriously by the school, which generally safeguards the boarders. However, the inspection highlighted some practices that either need to be further developed or clarified.

EVIDENCE:

Bullying is openly discussed within the school and any form of bullying is taken seriously by staff. Boarders reported that the school takes immediate action to support any child who considers they are being bullied. The boarders survey also demonstrated that 86% of the boarders considered they were not being bullied with 10% not sure. The few boarders who commented that they were being bullied were all spoken with during the inspection. All of them confirmed that they no longer felt this was happening and had been supported by staff and fellow boarders.

A senior member of the school staff team has responsibility for the child protection policy and liaison with the local social services. The school had responded positively to a recent incident that had involved external agencies. Advice was offered on the development of the existing policies and these were implemented during the inspection. The school acknowledged that a whistle blowing policy needed to be included in this document.

Boarding houses have clear behaviour systems in place that included rewards and the use of early bed or loss of tuck for unacceptable behaviour. Records of these measures are maintained in each house and are overseen by the Director of Boarding on a regular basis. The boarders spoken with all had a clear understanding of what behaviours were viewed as positive and the possible actions if these were not adhered to. The overall view of the boarders was that staff were fair. The school are clear that physical restraint is not used unless the safety of the boarders or others is at risk. Advice was provided on the need to review the current policy and provide clear guidance to staff on the acceptable style of restraint to be used.

The complaints records held in each boarding house demonstrated that boarders and parents had made complaints and those records examined had been managed sensitively. The Headmaster agreed that all houses should use a standard recording system for complaints. The Director of Boarding manages all of this process. The school are aware that the detail of CSCI requires updating in the existing policies and information. It was also acknowledged by the school that the information provided to boarders would benefit from being written in a child friendly style.

Inspection of the fire logs for each boarding house demonstrated that regular drills and testing of equipment takes place. Individual risk assessments are also in place. Boarders spoken with confirmed that drills took place regularly and at varying times. During this inspection numerous fire doors were observed, throughout the boarding areas, to be wedged open. The local Fire Department has recently inspected the school and made a similar comment. The school have agreed to clarify with the Fire Department what arrangements should be made, particularly in areas where staff need to provide supervision of boarders during evening prep.

Risk assessments have been completed for a wide range of activities undertaken by boarders. The school also request parental permission for boarders to participate in activities considered to be of high risk.

The boarders considered that staff provided an appropriate level of supervision in areas where they were changing or undertaking personal hygiene tasks. The majority of boarders have a mobile telephone and the inspectors observed some very appropriate systems in place to manage their use and availability. Some boarders commented that privacy was sometimes a problem when using their mobile telephones due to a poor signal. The inspectors consider that there are a range of areas that can be used and therefore this does not constitute a problem.

The school's system for recruiting staff was inspected and it was recognised that colleagues from the senior school appointed some staff. The Headmaster acknowledged that the records should reflect that an acceptable CRB check had been received and direct contact with referees should be recorded.

All boarding houses had clear systems for visitors to follow which included reporting to a member of staff, a written record and supervision of persons not employed by the school. The school have also developed a list of approved taxi firms that are used to transport boarders.

Security of the school site includes the use of gates across driveways, cctv cameras and security locks. A security person is employed to oversee these arrangements and, when local events take place, the school provides additional security staff.

Inspection of the boarding houses confirmed that the school have taken appropriate steps to protect boarders from safety hazards. These arrangements includes the use of safety glazing, window restrictors and the safe use of electrical items. The school is in the process of training all staff involved in boarding to be competent persons to assess the safety of portable electrical items. When fully implemented these arrangements will include all items being inspected and will show a mark to demonstrate that staff have assessed the item.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

11,18,27,43 and 46

Quality in this outcome area is good. The school offers a wide range of activities, both indoors and outdoors, that either develops existing skills or provides opportunities for boarders to experience new ones. Policies and practice demonstrate a positive commitment to equal opportunities. The demands made upon the swimming squad were looked at closely during this inspection. The inspectors concluded that the arrangements were being well managed. Appropriate arrangements are made in each boarding house for boarders to study.

EVIDENCE:

The school arrange a variety of activities for the boarders to participate in at weekends. These involve Saturday afternoons and all day Sundays. Full use is made of the school sporting facilities and the arts and hobbies are held in the respective teaching areas e.g. art and pottery. The school also arranges trips out to a wide range of places of interest and new experiences. Boarders commented that they enjoyed the trips out and most of the activities on offer. However, a significant group of boarders commented that they would like more free time on a Sunday that would enable them to relax within their boarding house. The Headmaster has agreed to review the current arrangements.

A range of computers, play stations, televisions, DVD players, Sky television and pool tables are available in all boarding houses. Internet access for boarders is available and appropriate levels of supervision and safeguards are in place. Staff recognise that technology is developing at a rapid pace and regularly update the safeguards on computers.

Discussions with staff and boarders demonstrated a strong commitment to equal opportunities. The school policies underpin these arrangements. At the time of the inspection 8% of the children were non-UK residents. Good levels

of support are provided to boarders to enable them to either follow their cultural, religious or language needs.

The swimming squad only include boarders who are in year 6 and upwards of the school. They train three mornings a week, which involves them rising at 05.30. In some boarding houses the swimmers share a dormitory to minimise the disruption to other boarders. The inspectors observed that a full range of breakfast items were available for the swimmers when they arrived at the dining room. Staff throughout the school are aware of the children who are in the squad and closely monitor their well being. If appropriate, adjustments are made to their individual timetables to provide them with a break. All of these arrangements are made in full consultation with the parents.

Evening prep takes place in boarding houses and mostly within the dormitory areas. Where this is not possible, one house, the lounge is used. Staff were observed monitoring these arrangements in a helpful and supportive style.

There is a wide range of safe outdoor areas close to the boarding houses that enables boarders to play or be alone if they wish. Access to the boarding houses during school time is not encouraged. However, should a boarder require some essential item from the boarding house during school time staff could be flexible. All boarding houses have a common room and recreational space where boarders can relax or play.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

12,14,19 and 21

Quality in this outcome area is good. The school involve boarders in the running of each house with regular in-house meetings and a school council. Arrangements for boarders to receive personal support from staff and maintain contact with parents are in place. New boarders are introduced to the arrangements for boarding with written guidance and hands-on experience from staff and fellow boarders.

EVIDENCE:

Meetings are held regularly in boarding houses to both share information and obtain boarders' opinions. Most of these meetings are held informally and good use is made of the times boarders leave and return to the boarding houses. A school council is in place that involves a small group of boarders meeting with the director of boarding. Examination of the records of these meetings suggested that some of the topics raised by boarders were not fully considered before an answer was provided. The director of boarding commented that the notes of the meeting did not always reflect the detail of the discussion taking place. The inspectors consider that these records should accurately reflect the discussions. Suggestion boxes are also available for boarders to use.

Discussions with boarders confirmed that they felt able to discuss any concerns they may have with a wide range of staff employed at the school. This view was also supported by the boarders' survey where every boarder was able to identify someone they could speak with. The school has identified two people as "Listeners". Details of both people were displayed in boarding houses along

with their contact numbers. It is advised that the contact numbers are displayed near to the payphone in each boarding house.

All boarders have an email address through the school that enables contact with parents, family and friends. A significant number of boarders have a personal mobile telephone. The school have clear policies and practices on the use of the telephones, which support and safeguard the boarders. Every boarding house has a payphone for boarders to use and additional telephones for parents to phone the boarding house at agreed time slots. The Headmaster has agreed to make helpline telephone numbers available within the payphone areas.

All boarders receive information on boarding routines and rules before they arrive at the school. They are assisted by staff and boarders in finding their way around the school and fully understanding the school rules and expectations. Boarders spoken with commented that this was a helpful and useful system.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

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

20,40,42,44,45 and 50

Quality in this outcome area is good. Good arrangements are in place for the protection of boarders' possessions and money. The boarding facilities in all aspects are of a good standard. Changing facilities within the school have been upgraded since the last inspection and also provide good locker facilities.

EVIDENCE:

Every boarder has a facility for keeping his or her personal possessions safe. Generally boarders are advised not to have valuable items at the school but where this cannot be avoided i.e. passports for overseas boarders, the school provides a helpful system. Parents are advised by the school on the levels of pocket money to provide and each house maintains accounts of these monies that are available for parents to view.

A good level of boarding accommodation is provided with three of the houses being purpose built in recent years. The two older properties have been modified to reflect a similar standard to other areas of the school. The responses by boarders in the survey showed that 87.3% were always or usually satisfied with their boarding house.

The sleeping areas in all boarding houses provide a good standard of furniture and space for each boarder. They are all maintained in a safe and clean condition. Many of the boarders have personalised the space near their bed with posters and pictures. The inspectors were told that the furnishings in one boarding house were in the process of being replaced and delivery of these items was imminent.

Toilet and washing facilities in all areas were of a good standard and provided appropriate levels of privacy for the boarders.

Since the last inspection the daytime changing facilities have been improved with adjacent shower, washing and toilet facilities.

The school has a shop where boarders can obtain essential items. It is also possible to purchase items when out of school on organised trips. In the event of something not being available, staff will make every effort to obtain such items in their free time.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1,10,23,31,34,35 and 52

Quality in this outcome area is good. This inspection visit found the administration of the school effective, well organized, capable and resourceful. The school continues to support and manage a stable, appropriately qualified and committed staff group to a good standard.

EVIDENCE:

An appropriate up to date statement of the school's boarding principles and practices is available. However, this is not made available to parents until two weeks after the boarder has arrived at the school. It is also not provided to prospective parents. The Headmaster has agreed to review the current practice in order to fully comply with the National Minimum Standards 1.2 and 1.3.

All boarding accommodation is considered by the inspectors to be good and no discrepancies of quality of provision were identified. The boarders spoken with

commented that each house had different rules on the possessions they had access to. These included the handing in of mobile telephones, game boys and psp's. The Headmaster has agreed to discuss this perception with boarding house staff.

The director of boarding regularly monitors the records maintained in the boarding houses and discusses any concerns or developments with the Headmaster. In addition to this the Headmaster visits all of the boarding houses to see the houses in operation and make himself available to the boarders. It was confirmed by the boarders spoken with that the Headmaster was approachable and made visits to their boarding houses. The school governor with oversight of boarding also visits the boarding accommodation.

Clear staffing arrangements are in place for appropriate levels of staff to be available in each of the boarding houses and on the campus when boarders have free time. This ensures that boarders always have a identified person they can contact if necessary. There is a stable staff team caring for the boarders who demonstrated a high level of commitment to their roles. Additional school colleagues are available to assist in the event of a problem or staff sickness.

Discussions with boarding staff confirmed that clear arrangements are in place to support them and their practice is evaluated on an annual basis. Staff records confirmed that induction and appraisals were taking place. Staff are encouraged to further their skills and knowledge by attending appropriate training courses.

A staff handbook is available for staff that is regularly reviewed and updated as necessary. Inspection of this document identified that the staff discipline procedures did not include provision for the precautionary suspension of staff pending an investigation.

The school arranges a wide range of activities, skiing, sporting tours, which frequently involve travel to other countries. Comprehensive risk assessments are completed for all of these trips that are appropriately recorded.

SCORING OF OUTCOMES

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

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

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

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

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	4
18	3
27	3
43	3
46	4

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

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

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	x
9	x
10	3
23	3
31	3
32	x
33	x
34	3
35	3
51	x
52	4

Are there any outstanding recommendations from the last inspection?

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	BS15	Written parental agreement should be obtained for the administration of first aid and non-prescribed medications.	01/01/07
2	BS3	A whistle blowing policy should be created	01/01/07
3	BS4	The policy on restraint should be clarified	01/01/07
4	BS26	The school should clarify and confirm with the Fire department suitable arrangements for the supervision of boarders during prep.	01/01/07
5	BS38	All recruitment records should confirm that a satisfactory CRB check had been received and referees had been spoken with.	01/01/07
6	BS1	A copy of the school's statement of boarding principles and practices should be made more readily available to parents.	01/01/07
7	BS34	The staff disciplinary procedures should include the arrangements for the precautionary suspension of staff.	01/01/07

Commission for Social Care Inspection

Somerset Records Management Unit

Ground Floor

Riverside Chambers

Castle Street

Taunton

TA1 4AL

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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