

inspection report

Boarding School

St Antony`s Leweston School

Sherborne

Dorset

DT9 6EN

8th, 9th & 10th November 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**

St Antony`s Leweston School

Address

Sherborne, Dorset, DT9 6EN

Tel No:

01963 210691

Fax No:

01963 210786

Email Address

admin@leweston.dorset.school.uk

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

St Antony`s-Leweston School

Name of Head

Mr Henry MacDonald

CSCI Classification

Boarding School

Type of school

Senior Girls Boarding School

Date of last boarding welfare inspection

03/12/02

Date of Inspection Visit		8th November 2004		ID Code
Time of Inspection Visit		10.00am		
Name of CSCI Inspector	1	Sue Shaw	072721	
Name of CSCI Inspector	2	Susan Harvey	078139	
Name of CSCI Inspector	3	Christine Main (Pharmacist)	111459	
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Carol Evans		
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		PAT HOOPER, DEPUTY HEAD		

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (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 St Antony's Leweston 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.

St Antony's Leweston School is a single sex (girls), Catholic Independent Secondary School with boarding for pupils aged nine/ten to eighteen years.

At the time of the inspection the school had 102 full time boarders, 23 flexi-boarders and 129 day pupils.

Boarders are divided by age groups into three houses that are all located within the main school. The school is situated in 40 acres of beautiful Dorset parkland, three miles south of the historic abbey town of Sherborne.

St Antony's Leweston is a Catholic School founded by the Religious of Christian Instruction in 1891, which welcomes girls of other denominations and faiths. Girls in Years 6 – 9 are accommodated together in Junior House, Years 10 and 11 (the GCSE Years) in Senior House and the Sixth Form on South Wing. Close links are maintained with nearby boys' schools in order to provide opportunities for girls to be involved in joint schools' recreational and cultural activities within a secure and structured environment.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Senior staff provide clear management and leadership in the practice and development of boarding.

The provision of pastoral care which extends across the boarding and school environment.

Pupils have access to a wide range and choice of activities and visits of a sports and cultural nature.

The arrangements for the provision of health care within the school.

Support provided to boarders through the Individual Needs Department.

The catering services and the standard and range of food available.

The encouragement and support provided by senior management to house staff in securing on-going training and development opportunities in relation to boarding practice.

The team of dedicated Housemistresses/Assistant Housemistresses committed to improving the standard of boarding.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE
<p>Further develop the school's pastoral record keeping to identify any necessary on-going support.</p> <p>Strengthen recruitment procedures in order to fully meet the requirements of the Standard.</p> <p>The development of an appraisal/performance development system for boarding staff.</p> <p>Establish appropriate systems to maintain a high level of cleanliness in the boarding accommodation.</p> <p>Ensure that any future developments in boarding accommodation include adequate toilet and washing facilities, which are readily accessible to all boarders and provide appropriate privacy.</p> <p>Establish a system to ensure the regular review of risk assessments.</p>

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first full inspection by the Commission for Social Care Inspection under the National Minimum Standards for Boarding Schools. The inspection team included a Boarding Sector Professional Inspector and a Pharmacist Inspector.

This inspection serves as an audit against the standards and which has identified developments needed to meet these standards.

The school met the standard in all but seven areas and exceeded the standards in three key areas. This is a well-deserved achievement and confirms that the outcomes for boarders are generally good.

The feed back from the 'Parents Questionnaire' carried out prior to the inspection was very positive, as was the general feedback from the boarders who completed the 'Pupil Questionnaire'. A summary of the parental responses and a whole school analysis of the pupil questionnaire were shared with the Director of Boarding during the feedback session. The analysis of the questionnaire on a house basis was provided to house staff during the inspection.

Recruitment procedures and aspects of Health and Safety in relation to risk assessment are in need of strengthening, and other areas, identified within the main text, need to be amended in order to fully meet the standards.

Within the ethos of the school is the aim to 'instil a love of learning and inspire the life of the mind, and to enable girls to discover and pursue all their talents, and achieve academic success in an environment which is affectionate, purposeful and professional'. The staff believe that the school's small size and community values contribute to the emotional well being of the pupils and inspectors observed examples of the trusting and respectful relationships that exist and extend beyond the ethos and philosophy of the school throughout the inspection.

Boarders were able to name a variety of adults they could turn to if in distress or in need of guidance. They commented on the support they received from house staff, tutors and senior pupils, valued the friendships and relationships they had developed and, in the main, enjoyed life at the school.

The school demonstrated a committed pastoral staff team, all of who were anxious to raise and maintain standards within their specific settings and who felt supported by an effective Senior Management Team.

The school is well led by the Headmaster and Senior Staff who have developed effective pastoral systems, which are underpinned by effective systems of communication and ensure support structures are available for all pupils.

For the majority of pupils their relationships with the staff provide a strong positive influence on their personal, social and academic development.

Overall, St Antony's Leweston School is a very well organised school that provides a positive boarding experience for its pupils.

This inspection found that the school has been successful in meeting many of the national minimum standards and the inspectors are confident that those areas identified in this report as requiring additional attention will be addressed promptly.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

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	BS15	'Prescription only' medicines should be labelled for an individual boarder and must not be kept as stock.	18.04.05
2	BS26	Fire exits must be accessible at all times.	18.04.05
3	BS38	The school when appointing staff should observe all procedures listed in Standard 38.2 for <u>all</u> staff who will work with boarders.	18.04.05
4	BS38	Staff subject to the requirements in 38.2 should not begin work at the school until satisfactory completion of all checks and receipt of references.	18.04.05
5	BS38	The appointment of gap students should include an enhanced CRB check.	18.04.05
6	BS42	The broken bed in St Antony's dormitory should be replaced.	18.04.05
7	BS47	The school should ensure that areas used by or accessible to boarders should be free from reasonably avoided safety hazards.	18.04.05
8	BS47	Systems should be established to ensure the regular review of risk assessments.	05.09.05

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	BS3	Ancillary staff should be provided with a simple flowchart, which identifies the designated person for child protection and the reporting process for any concerns/allegations made to them.
2	BS3	It is recommended that the school establish a liaison link with the Team Manager of North Dorset Area Office Child Care Assessment Team.
3	BS4	The guidelines issued to staff in respect of use of restraint should be expanded to include the areas identified in Standard 4.7.
4	BS5	The school's complaints procedure should include information which informs parents of how they can contact the Commission regarding any complaint concerning the welfare of boarders.
5	BS5	It is recommended that a central record of complaints and their outcomes is maintained.
6	BS6	It is recommended that the school review the PSE programme to include appropriate guidance and advice on sex education at a suitable level across the year groups.
7	BS9	The Crisis Management Plan should include planned responses to a range of foreseeable major incidents or crises.
8	BS12	It is recommended that the School Council review the frequency of meetings and consider ways of recording and feeding back outcomes/resolution of issues.
9	BS17	Where significant health or personal problems for individual boarders are identified it is recommended that the school develop its pastoral record keeping to include any follow-up work identified and any resolution or response to the issues.
10	BS18	It is recommended that the school monitor the issues raised by the Hispanic group and consider further methods to support this group to integrate into the school.
11	BS19	The school should consult with boarders and consider methods to improve the existing system with regard to access to phones, particularly during the winter months.

12	BS24	It is recommended that a record is kept of all food handling and hygiene training completed and certificates, in order to monitor and evidence that training is up to date.
13	BS30	Any community service activities by boarders outside of the school should be suitable and suitably supervised with acceptable levels of safety.
14	BS34	It is recommended that the school review the current process for the performance review of staff with boarding duties and consider a more formalised system.
15	BS35	The school's disciplinary rules and procedures document should include provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.
16	BS40	Boarding houses and other areas used by boarders should be kept clean.
17	BS42	It is recommended that the school review the two five bedded rooms in Junior House to ensure they offer adequate space to boarders and are not overcrowded.
18	BS44	The school should consider ways in which they could provide adequate privacy to the Year 9 showers.
19	BS44	The bathroom currently being used as a cleaning room should revert back to use as a bathroom only.
20	BS44	Adequate ventilation should be provided to the new showers in Yellow Corridor.
21	BS44	Any planned future developments in boarding accommodation should ensure adequate toilet and washing facilities are readily accessible to boarders and provide appropriate privacy.
22	BS47	A Health and Safety Committee should be established.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	08/11/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	27.5
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

9

TO

18

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

0

Girls

125

Total

125

Number of separate Boarding Houses

3

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

A suitable statement, which reflects the school's boarding principles and practice, is available to parents, boarders and staff. This was last reviewed and updated in September 2003.

The statement is available to prospective/current parents and boarders and covers the aims, ethos, philosophy and organisation of the school. Information can also be found about the admission criteria, available facilities, pastoral care and support services provided to pupils, and the religious and cultural aspects of the school.

Information is located in the School Prospectus and the Staff Reference Manual, which contains a specific section on Boarding, and the school's Policies and Procedures.

2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

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

The school has a policy on countering bullying, which is contained in the Staff Reference Manual. Inspectors were advised that the Worries and Concerns notice for girls is currently being developed into a tri-fold leaflet which refers to bullying and what to do if you are being bullied.

Boarders and staff confirmed they were aware of the policy and felt it to be effective in practice. They did not consider that bullying was a problem in the school. The subject of bullying did not present as a concern within the parental survey conducted by the inspectors prior to the inspection.

Gap students confirmed that they were aware of the policy and had also covered bullying during an induction organised by the 'GAP' organisation responsible for their recruitment to the school.

The school's procedures identify that bullying is unacceptable and that both the "victim" and "bully" should be given help and support when dealing with incidents of bullying. The policy also identifies text messaging as a potential source of bullying and the procedures which should be followed if this occurs. Bullying is also dealt with in each year group as part of the PSHE programme.

Prefects confirmed that guidance is provided by the Headteacher on how to respond to incident/allegations of bullying.

Boarders confirmed that there were no 'initiation ceremonies' at the school.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

81**%**

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 on child protection, which is in line with and links to the Local Area Child Protection Committee Procedures. The policy is available in the Staff Reference Manual and identifies where the ACPC procedures are located, the named child protection officer(s) for the school and what to do if a pupil discloses abuse.

The Director of Boarding/Deputy Head as the 'designated child protection officer' has previously attended a course run by the local social services department. During the inspection she attended a course titled Child Protection in Independent Schools which she found to be very useful.

Boarding/nursing staff confirmed that they had received child protection training, the most recent of which occurred in June 2004. Inspectors were advised that all academic staff receive inset training at the start of the year on an annual basis and Heads of Departments include a child protection briefing for new staff during their induction.

All staff spoken to had an awareness of what action they should take in response to a child protection concern and who the designated child protection officer was.

Maintenance staff seen by inspectors confirmed that they had recently received a briefing on responding to suspicions or allegations of abuse and the action that should be taken. Inspectors were informed that the Housekeeper makes domestic staff aware of any expectations regarding child protection during interview.

Gap students confirmed that they received training, which included child protection issues. In addition the school has provided them with a 10-point briefing about responding to child protection issues.

The Deputy Head provides an annual briefing to prefects on responding to and reporting allegations of abuse. At the time of the inspection this had yet to be undertaken with this year's prefects however, it was scheduled to take place once they had settled into the role.

The school has previously referred child protection issues to social services and records indicate that the school responded appropriately to both incidents. However, the response and outcomes experienced by the school following this has on occasions affected the girls very negatively. Inspectors are concerned that this experience appears to have created reluctance by staff to report concerns quickly. A recommendation is made for the designated child protection officer to develop links with the Local Area Office in order to ensure improved support for the school when making referrals.

The school has an appropriate 'Missing Person' Procedure, which is located in the Staff Reference Manual.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

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

The school has appropriate policies and practice on behaviour, sanctions and the use of punishments, which can be found in the Staff Reference Manual. The school has clearly established codes of conduct, which expect high standards of behaviour.

The Headmaster commented that the school has to resort to imposing the published sanctions very infrequently and firmly believes that the encouragement given to girls generally prevents their infringement of the Code of Conduct. Where sanctions are imposed for poor behaviour they are designed to 'fit the crime' and aim to get pupils to put something positive back into the school.

The pupil questionnaire noted that 95% of boarders considered that the punishments given rated from average to very fair. In pupil discussion groups, boarders again commented that they felt the school rules were generally fair and that the punishments given were appropriate.

Punishments appeared to inspectors to be fair and no unacceptable punishments were reported.

A punishment book seen by inspectors was appropriately maintained and overseen by the Headmaster and Deputy Head.

The Deputy Head advised inspectors that the school has never had to use physical restraint on a pupil, however, they are aware of the legislation regarding this. Included in the staff reference manual are guidelines for staff, which state if it becomes necessary to restrain a pupil only minimum force should be used, and the Head informed immediately. An advisory recommendation is made to expand on this guidance to include, under what circumstances restraint could be used, the method of restraint authorised for use and the requirement for a written record.

Standard 5 (5.1 - 5.7)

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

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

The school has an appropriate complaints procedure for parents which is included in their Terms and Conditions document and includes a three-stage system which allows for informal resolution, formal resolution and a hearing involving the Governing Body. This does not, however, inform parents of how they can contact the Commission for Social Care Inspection (CSCI) regarding any complaint concerning the welfare of boarders.

Pupils are advised as to how they can make a complaint in the 'Worries and Concerns' notice which also contains appropriate procedures for pupils who wish to raise issues either formally or informally. These procedures allow for pupils to approach a number of people within the school, including the Senior Prefect and the Chaplain, as well as the School Counsellor, Independent Listener and CSCI externally.

The Headmaster has led an INSET for staff on the complaints procedure and has also provided a checklist for staff to refer to when dealing with complaints.

Records of serious complaints and their outcomes are maintained in individual pupil files. There is currently no central record of complaints maintained and this is recommended to aid the Headmaster and Senior Staff to carry out a regular review of issues being raised by parents and pupils.

Boarders reported that in general they feel able to raise issues with a variety of staff and that they are usually resolved. Inspectors did not hear of any incidents of boarders being penalised for making complaint.

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?****2**

The school has appropriate policies and procedures for promoting pupils' health and well-being, which are documented in the Staff Reference Manual.

The policies are underpinned by a Personal and Social Education programme, which is delivered by tutors in timetabled lessons across all year groups and develops as pupils progress through the school. The programme includes material and guidance on substance misuse, discrimination, relationships, health education, careers advice and rights and responsibilities. The Head Chef, Community Police Officer, Chaplain and external speakers support this programme. The Head of PSE has only recently been employed at the school and is looking to review and improve the current programme.

The school has a separate policy on sex education which explains the morals and values framework within which it is taught. The policy states that sex education will be delivered within RE, science and PSE, however, the current PSE schedule contains no sessions in which to further develop their knowledge on issues which have been raised within the schools Christian teaching and the educational context of the National curriculum.

Some of the pupils involved in the pupil group discussions considered that any information they have on sex education comes from their peers and some parents.

All staff and pupils spoken to were aware of the school's response to alcohol, smoking and illegal substance abuse and the procedures which would be followed.

Standard 7 (7.1 - 7.5)

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

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

Health/pastoral records are maintained in the health centre and in the school as appropriate. These include individual records for boarders, containing any relevant information concerning significant health and welfare needs and issues.

Records seen presented a comprehensive picture of individual boarders experiencing specific difficulties. However, there was little written evidence in respect of any follow-up, resolution or response to the issues identified. In discussion with staff it was apparent that appropriate support has been provided but records did not support any input by staff.

House staff were made aware of pupils with particular needs through regular dialogue with the health centre and in-house where appropriate.

The health centre provides houses with any relevant information provided by parents concerning boarders' health and welfare. This includes major allergies, adverse reactions to medication and significant medical conditions. Welfare records sampled during the inspection held details of parental responsibility, contact details and any other emergency contact arrangements.

Inspectors heard of examples where confidentiality of personal information about boarders is protected.

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

Inspectors heard and observed that clear lines of accountability, management and leadership are evident in the school. The Headmaster, supported by the governing body, provides clear leadership and is in turn supported by a senior management team. Inspectors were informed of improvements made to the boarding accommodation and the appointment of a Commercial Director to drive further development within the school.

The Deputy Head/Director of Boarding is responsible to the Headmaster and there was evidence of regular dialogue taking place between them via weekly meetings and on a day-to-day basis, in addition to regular meetings of the school's senior management team. The Headteacher receives the minutes of the weekly boarding meetings and considers that he is able to maintain a clear overview of the practice and development of boarding in the school.

The school has a supportive and participative governing body who provide a range of experience and expertise to the school through specific committees.

Three of the Governors have been tasked with the role of monitoring welfare for boarders in the school. They all have a CRB check at standard level.

The Headmaster provides termly reports to the governors, which include boarding and pastoral care issues.

House staff reported that the Senior Management Team is receptive and supportive regarding information/attendance on training courses in boarding practice. Training attended by staff is then cascaded down to all other house staff.

One of the house staff is currently registered on a certificated Boarding Schools' Association course.

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

The school has a 'Crisis Management Plan' for the management of major incidents or crises. This includes a definition, the responsibilities of staff, procedures to be followed, contact numbers etc.

The plan has been successfully tested twice within the last two years. Once over the SARS outbreak and more recently when the school was involved in what was a suspected firearms incident and where the police had been deployed. The school successfully managed to contain the pupils, staff and parents safely within the building whilst the police were able to resolve the incident. Following the incident the school received a letter of praise from the police on how it dealt with the incident.

The Commercial Director confirmed that she is currently developing the plan further to cover the key risks regarding the physical aspects of the school and also any economic impact. An advisory recommendation has been made to include planned responses to a range of foreseeable crises such as outbreaks of illness, fire, accidents etc.

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 organisation of boarding operates satisfactorily. Sleeping areas and toilet and bathroom provision are reasonably separated for boarders of different ages.

Reorganisation of the Houses has recently taken place with Junior House accommodating Years 6-9, Senior House – Years 10-11 (GCSE year), with the Sixth form all housed in the South Wing.

Long-term developments will include a further review of the boarding arrangements.

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?****4**

The school has a wide and varied range of activities available to the boarders which take place outside the timetabled curriculum. Inspectors observed car maintenance, pottery and knitting during evening activities. Activities are available to all age groups and also include standing tall, modern dance, yoga, young leadership/explorers, swimming, drama, fencing etc. Boarders reported that there are also many musical events and sports activities and that overall the activities on site are very good. Most boarders also felt that they had ample free time available to just 'chill'.

A programme of weekend trips/visits (some of which are specific to particular year groups) is scheduled on a termly basis and advertised on notice boards around the school. This includes shopping trips, cinema, bowling etc. For those boarders not going out in-house activities are also identified.

Boarders can also participate in the Duke of Edinburgh Award Scheme.

Social activities are arranged in collaboration with the local boys' schools on a year group basis and include social/weekend activities, formal social events and theatre/music productions etc.

Inspectors were informed that the internet is controlled by the IT department and a suitable filter system is in place to prevent access to inappropriate material.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

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

Boarders confirmed that there are opportunities to contribute views to the operation of boarding provision. These include the School Council, boarders' meetings and house meetings.

Inspectors were informed that boarders' meetings take place twice termly with separate meetings for Years 7-9 and Years 10-13. Examples of changes include extra shopping time for Year 11 on Saturdays, extra social events, a kitchen conversion for the UVlth and the implementation of the School Council.

Representatives of the School Council confirmed that they meet once a term and commented that this was not sufficient and they spent a lot of time talking about the same topics with little resolution.

The Deputy Head commented that the School Council was still in its infancy and still needed some direction from staff in order for it to be a success. Examples were provided of issues raised/discussed through the Council which have achieved positive outcomes and changes.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

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

The current system operates with a number of girls from Year 12 appointed as form prefects who may then progress to the role of Senior Prefect in Year 13. Prefects are voted in by staff and Year 13 based on their ability to communicate and lead.

The role is primarily a caring role, which involves being supportive of staff and a role model for younger girls. They are expected to act as representatives of the school and to lead by example but do not have the power to give punishments.

General guidelines are provided in writing on the role of Prefects, however, some of the prefects who met with inspectors considered that the handover they received was not very good and commented that there was no induction, training or written guidance provided. They did confirm, however, that they were supervised and reported to a specific Head of Year and also met with the Headmaster fortnightly.

Staff, however, commented that information on the role of prefects was conveyed to the new prefectorial team during the previous Summer Term and in three informal meetings held at the beginning of this Autumn Term where each girl received a copy of the job description. Examples were also given of where outgoing prefects supported the new prefects and began to hand over duties and induct the incoming team.

Other opportunities exist for boarders to learn and take on leadership roles through the Youth Leaders, who help out as scout leaders in the local community, public speaking competitions with local schools, running the Art Festival and the Year 13 leavers' play.

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**

The boarders' questionnaire identified a host of adults within the school they would and could go to if they had a problem and needed support and guidance. The Tutors, House Staff, Chaplain and Senior Pupils were particularly identified.

All of the pupil groups that the inspectors met with generally named a variety of staff they could turn to, including the school counsellor, if they had a problem or needed personal guidance.

All pupils have a tutor allocated to them. Girls in Years 10 – 11 keep the same tutor during their GCSE years as do Girls in Years 12 – 13.

The school has an independent visitor whose telephone number is posted in the houses. She also confirmed that she visits the school and explains her role during an assembly at the beginning of the year. In addition the school employs a professional counsellor for 1 day per week, who sees pupils confidentially in the Health Centre by appointment.

Boarders confirmed that they are aware of the counsellor and how to contact her.

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 school has a health centre comprising an office/consulting room, a lounge/waiting area, bedrooms for boarders who are ill and accommodation for the nurse on duty. The matron with a team of 2 other nurses runs the centre and a nurse is on duty 24 hours a day.

All boarders are registered with the school medical officer as their GP and the inspector was told that they could choose to see the doctor unaccompanied. There is a doctor's surgery at the school twice a week. On other weekdays appointments can be made the same day, and outside surgery hours the on call doctor service is used. Boarders usually access dental and optical services in the holidays but local services are used in an emergency.

All nursing staff are registered with the Nursing and Midwifery Council (NMC) and the matron said that they have good support from the school medical officer for professional advice. There was no detailed written protocol for the administration of non-prescribed "household" medicines but one was provided within 2 weeks of the inspection. The health issues section in the staff manual stated the arrangements for house staff to check with Matron before giving paracetamol in case the pupil had already been given some earlier.

Matron told the inspector that all nurses have been on a 4-day first aid course. Accident forms are kept in the health centre and completed ones sent to the Bursary.

Records of first aid treatment given were kept in the nursing notes for each boarder. There was a separate chart for recording medication prescribed and administered and matron said that she monitors the records. There were no records of receipt and return of personal or "household" medicines but the matron said she would implement this. A form for maintaining an audit trail of paracetamol in the boarding houses was received within 2 weeks of the inspection.

Medicines were stored in a locked cupboard but the security of two medicines needed review and this was discussed and resolved during the inspection. There were two 'prescription only' medicines, which were not labelled with the name of the boarder and directions for use.

The inspector was told that sixth formers can keep their own medicines at staff discretion and they have a lockable area where they can keep them.

The inspector saw consent forms giving parental permission for the administration of first aid and non-prescription medicines and to seek medical, dental or optical treatment if required. A Chinese medicine for one boarder was not listed on their parental consent form and it was recommended that this be done.

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?**

4

Boarders who are ill are looked after in the health centre and a nurse is on duty 24 hours a day. The inspector was informed that boarders staying in the health centre are checked regularly and there was a call system for the boarder to call the nurse if needed.

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

House staff meetings are held weekly in the Health Centre with the Matron in attendance, where boarders are discussed if appropriate. Any significant health issues will be identified from the Health Centre to housemistresses as appropriate. Boarders can also be referred to the school counsellor if it is thought that she could provide appropriate support. Minutes of these meetings are distributed to the Heads of Year and Tutors. Tutorial teams have regular meetings with the Heads of Year and Heads of Year meetings are attended by the Headmaster, Director of Boarding and Senior Housemistress. This ensures that all staff are made aware of any significant problems of individual boarders and how they should be managed.

The school does not use individual welfare plans with boarders who have specific emotional difficulties, however, inspectors observed documented records of boarders with complex issues which were being identified. As reported in Standard 7, there was little documented evidence in respect of any follow-up, resolution or response to the issues. There were however, examples of parents being invited in to discuss particular welfare issues/needs of boarders.

The school does not have any pupils with a Statement of Special Educational Needs. However, the Individual Needs Department provides additional support to approximately 40 pupils, which can include 1:1 work as required. All pupils identified with individual needs have an Individual Education Plan and a scheme of work and IEP's are updated on a termly basis. A list is available for staff which identifies the specific needs of each pupil and who teaches them. Pupils are provided with extra time and support during exam times. The Head of Individual Needs was pleased to report that 98% of pupils gained C+ or above in GCSE English this year.

Staff support girls who are homesick and there was evidence that much time is given to individual pupils to support them. A minority of girls commented that sometimes they feel that staff lose their sympathy and get cross with girls who are significantly homesick. All medical issues are monitored and supported by the health centre and house staff as necessary.

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**

The school's equal opportunities statement, which is located in the Staff Reference Manual, states that the school is 'committed to the concept of equality in relation to its employees and the provision of education. It is opposed to all forms of unlawful discrimination and seeks to provide a working and learning environment which is free from discrimination'.

As the boarding accommodation and other accommodation in the school is refurbished and/or redeveloped the opportunity is being taken to improve access for people with a disability.

Staff spoken to during the inspection showed an awareness of the need to be sensitive to the different needs of boarders and the need to prevent inappropriate discrimination. They did not feel that there was any specific discrimination within the school and spoke about the support mechanisms available to boarders.

The EFL department (English as a Foreign Language) provides support to approximately thirty-eight pupils from around the world with significant groups from Spain/Mexico, Mainland China and Hong Kong. All pupils are assessed on entry to the school and support is offered accordingly. An INSET day was run by the EFL Department for staff on the integration of foreign pupils.

Boarders are able to celebrate the Chinese New Year and an International Evening is held annually when overseas boarders present an exhibition of their home country, serve traditional food and put on cultural entertainment.

The school runs a programme for a Hispanic group of pupils from Mexico and Spain to come to the school each September for a year to improve their English. Inspectors met with this group and heard that for some of them it has been quite difficult settling in and integrating into the school and they felt isolated. It is recognised that it will be difficult for group of girls to start at a school where friendship groups may have already been formed in previous year groups and when they are only going to be there for one year. Inspectors also acknowledge that this inspection took place when they had only been at the school for a short time and things may improve.

These issues were discussed with Senior Staff during the feedback session and also following the inspection where it was evidenced that the school staff and pupils have strived to enable all of the foreign girls to fit in and become integrated into school life. Other methods used include the appointment of International Prefects and a weekly session with the Spanish teacher in their own language to help them express themselves. An advisory recommendation is made to monitor the situation and to continue to consider methods to support this group to integrate into the school.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Payphones are provided throughout the boarding accommodation. The majority of pupils have their own mobile phones. The Hispanic pupils' chargers and adaptors for their mobile phones have been PAT tested by the school and found not to be up to standard. Some Year 9 boarders commented that this has resulted in the phones being tied up for some time while these pupils contact their parents. They are unable to use their phones due to no signal being available indoors (they are not allowed to go out in the dark) and so also want to use the payphone.</p> <p>Pupils are supplied with an e-mail address on arrival at the school and confirmed that they can also send and receive letters without interference from staff.</p> <p>Contact with parents is usually managed through the house staff and pastoral records showed evidence of staff contacting parents about significant welfare concerns.</p> <p>Boarders confirmed that they had been provided with appropriate telephone numbers for contacting the school counsellor and the independent listener. Childline, CSCI and SSD contact numbers were also on notices.</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>Boarders have their own lockable tuck box/area to store personal possessions and valuables and House staff will also look after valuables for boarders if requested.</p> <p>Pocket money is held by House Staff and records are kept of withdrawals and deposits of monies and valuables. Passports and significant valuables are held in the main school office.</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>New boarders are provided with a new girl's pack which contains information about club times etc, a map of the school and a leaflet about the school rules. The Headmaster also sends a welcome letter.</p> <p>Girls can also have overnight tasters to experience what it is like to board at the school.</p> <p>New boarders in the Summer term arrive at the school half a day earlier than the rest of the pupils and are provided with verbal and written information on routines etc. A boarders' meeting is held early on to look at fire practices and bedtimes, and girls in the Junior House initially meet every morning to go through the daily routine.</p> <p>New boarders are allocated a 'Guardian Angel' who looks after them through their first week at school and helps them become familiar with the daily routines.</p> <p>Boarders new to the 6th Form are given the 6th Form Manual, which contains information about subjects, and are also allocated a 'Guardian Angel'</p> <p>This year all boarders as part of their induction spent a day at Moors Valley Country Park participating in a variety of activities as part of a bonding exercise.</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?	9
Not applicable.		

Standard 23 (23.1 - 23.4)

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

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

The Headmaster retains overall responsibility for the oversight of school records. However, general day-to-day administration is delegated to members of the Senior Management Team who report issues to the head as appropriate.

The Deputy Head oversees major punishments on a regular basis. Inspectors saw an appropriately maintained punishment book. There have been no major punishments given in the last year.

Serious complaints are recorded, investigated and monitored by the Headmaster. The Headmaster also signs off Risk Assessments. Accidents are overseen by the Health Centre and reported to the Headmaster.

House records are monitored by the Director of Boarding.

Standard 24 (24.1 - 24.8)

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

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

Inspectors ate breakfast, lunch and supper during the course of the inspection and the school is to be commended on the quality and range of meals provided. All meals were adequate in quantity, quality and choice. Pupils have a choice between three main dishes at main meals including a vegetarian choice. A salad option is also provided. Alternative meals are prepared as required for pupils with special dietary, medical or religious needs and kitchen staff are made aware of pupils with allergies.

A food committee operates through the School Council.

Inspectors were informed that staff involved in preparing food have up to date 'Food Hygiene' certificates, however, only some certificates were displayed.

The Environmental Health Service last inspected the school in December 2003 and found generally good standards of food safety management and cleanliness. They were informed of plans to refurbish the kitchen and dining room and reported that any improvements would be welcome as the kitchen was deteriorating, and during the inspection a number of legal requirements and recommendations were found relating to the structure.

Inspectors were advised of the plans to improve the kitchen and dining facilities during the Summer and when completed this will ensure that all of the legal requirements identified by the Environmental Health inspection should have been attended to.

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**

Boarders reported that drinking water is available all around the school and that they could also go into the kitchen for a drink if necessary. Water dispensers are readily available and taps are labelled as appropriate. Water bottles are taken out on match trips.

Snacks are available at break times and during the evening.

Girls are able to purchase 'tuck' from local shops.

Boarders in the Upper 6th have access to their own fully equipped kitchen where they can store appropriate food and prepare snacks and dinner parties.

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**

The school Staff Reference Manual includes the school fire safety policy, actions to be taken in the event of a fire and staff responsibilities. All boarders and staff spoken to were aware of the emergency evacuation procedures.

Fire records indicate that fire drills are undertaken on a termly basis (or more) during 'boarding time' and include a late evening evacuation over the course of the year.

There were no records to evidence that in-house checks are made of the emergency lighting, fire exits or fire fighting equipment etc. Following the inspection, however, records were supplied which evidenced that half termly safety checks are carried out by responsible individuals across the school site, which include a visual check of fire escapes, fire appliances notices and detectors.

Records indicate that the emergency lighting and fire alarm system are systematically tested by an external company to British Standards.

A central record is maintained of the servicing of fire fighting equipment, which takes place twice yearly.

A fire risk assessment was seen which was dated 2002 for review in 2003. The Senior Housemistress further reviewed the risk assessment for boarding areas in September 2003. This included aspects relating to fire safety.

During the inspection one fire door was found to be bolted (door between Belvedere and the Junior Housemistresses flat) and other pupils reported that they had been told off when using an external ladder leading from a fire escape and were told the ladder wasn't safe. Boarders generally reported that they always use the same fire exits and drills had become predictable. They would like to have a drill where the usual exits were blocked and they had to find an alternative.

Dorset Fire and Rescue Service last carried out an inspection of the school in November 2003 at which time there were no outstanding fire safety measures that needed implementation.

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

No boarders described being under any stress due to onerous demands and felt that there was a reasonable amount of free time available if required. Whilst school life is busy and pupils are keen to participate in the opportunities available to them, the Heads of Year are aware of the workload that some pupils will have/will take on and that additional support may be necessary.

Standard 28 (28.1 - 28.2)

The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence

Standard met?

9

Not applicable.

Standard 29 (29.1 - 29.6)

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

Key Findings and Evidence

Standard met?

3

Inspectors met with and were impressed by the work done by the Activities Co-ordinator and Duke of Edinburgh Award Scheme Co-ordinator who are responsible for the management of offsite and high-risk activities.

Inspectors saw a sample of risk assessments and found them to be thorough. The Activities Co-ordinator, together with Sherborne School, is currently updating risk assessments for joint activities run in conjunction with the boys' school.

The school has written policy for the activities programme and school trips and visits, and the Activities Co-ordinator provides risk assessments and an activity pack for those staff organising trips. Off site trips and overseas visits are monitored by the Headmaster who also signs off the completed risk assessments.

Any high-risk activities are instructed or supervised by adults holding relevant qualifications and the school uses only reputable licensed companies.

Written parental consent is obtained for all activities.

Standard 30 (30.1 - 30.5)

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

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

Boarders have access to the town during out of school times, according to age/responsibility. However, certain areas are out of bounds. All girls are required to sign in and out when leaving the house.

Boarding houses are provided with newspapers daily and can have access to television as appropriate.

Community Service activities have recently become the responsibility of the Chaplain who is getting together a register to establish what activities are taking place. Inspectors advised him to be aware that any activities undertaken by boarders outside of the school are suitably supervised with acceptable levels of safety.

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

Each boarding house has a suitable number of staff to meet the needs of the boarders.

One Housemistress with an Assistant Housemistress and two Gap Year Students oversee the running of the Junior and Senior boarding houses, with a Housemistress and an Assistant Housemistress available in the Sixth Form house. The Head of Religious Studies and all four Heads of Year each undertake an evening duty in the appropriate house and the Director of Boarding and the Head of VIth Year each sleep in to provide cover once a week.

Duty rosters are displayed in each house, identifying which house staff are on duty, and boarders confirmed that they were always aware of who was on duty.

In all houses there are between two and four members of staff sleeping in the house at night.

House staff confirmed that there were arrangements in place to cover staff sickness/absence. This was usually achieved by houses covering for each other where appropriate or by the Director of Boarding or Heads of Year.

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**

All organised trips away from the school site are staffed in accordance with or above DfES guidance and staff running trips must follow the offsite activities procedures and receive approval for the activity.

Boarding houses have a system for signing in and out in order for staff to know the whereabouts of boarders at all times.

Written policies are available for the safety and supervision of boarders during journeys, which cover the use of school transport and school use of public transport.

Gap students work in the school and the boarding houses under appropriate supervision.

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**

Each house has a housemistress and either an assistant housemistress, gap student or duty member of staff sleeping in the house at night, who are accessible to boarders if required.

All boarders spoken with considered that the arrangements for contacting staff at night were satisfactory.

Staff know which boarders are sleeping in the boarding houses each night through the completion of house registers.

Standard 34 (34.1 - 34.7)

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

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

Inspectors were informed that all staff with boarding duties have job descriptions which clearly state the person to whom they are accountable, Inspectors were provided with a job description for an Assistant Housemistress which reflected their duties with regard to boarding, and house routines are clearly presented in the Staff Reference Manual.

Ancillary staff confirmed that there were clear arrangements for their line management and supervision and all felt that they were well supported by the school.

A formal induction procedure, which includes guidance on child protection, is in place for new house staff, which is overseen and supported by the Housemistresses, Senior Housemistress and Director of Boarding.

There is currently no formal process for the regular review of the performance of staff with boarding duties. However, this is done informally by the Director of Boarding through visits to the houses, in discussion with house staff individually and through the weekly boarding meeting.

Inspectors were told that opportunities are available for boarding staff to receive training on issues concerning boarding practice. One member of staff is currently undertaking a two-year Boarding Schools' Association course.

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**

The school has an up to date Staff Reference Manual, which includes a section on boarding and is supplemented by a range of policies and procedures which include child protection, anti-bullying, codes of conduct and sanctions, the tutor and prefect systems, responding to boarders' worries and concerns, the handling of complaints by boarders and parents and the organisation of boarding houses.

Inspectors were informed that the school has a staff disciplinary procedure, which includes provision for precautionary suspension of staff where necessary. It does not currently include provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>On the whole inspectors found good evidence to confirm sound boarder/ staff relationships.</p> <p>The philosophy of the school encourages mutual respect, a sense of caring for one another and the building up of the life of the community. The pupils and staff appeared happy and inspectors were very impressed with the confident, courteous manner in which the boarders conducted themselves in discussion groups and around the school in general.</p> <p>The 'Pupil Questionnaire' carried out prior to the inspection showed that boarders considered that there was a wide range of staff across the school that they would go to if they had a problem.</p> <p>The majority of boarders spoken to across the school felt, in general, that staff cared for them and looked after them well. Inspectors observed very good relationships and girls spoke highly of house staff.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Inspectors observed that the supervision of boarders was carried out sensitively and in a non-intrusive way. No reports were received from boarders where privacy had been unnecessarily invaded.</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**

Inspectors acknowledge that the school is aware of areas in the recruitment process which need to be strengthened in order to ensure that all elements of standard 38.2 are satisfactorily addressed.

All offers of appointment are subject to satisfactory references and CRB checks. There were some circumstances where a member of staff has begun work before the result of the CRB has been returned.

Records of staff recruitment seen by inspectors provided little evidence of:

- Direct contact made by the school with each referee to verify the reference;
- A written record of the outcome of the interview;
- Contact where feasible with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended;
- Explanation of gaps in employment being sought.

To date, overseas Gap students have not been subject to CRB checks by the school and this is recommended to ensure that there have been no offences committed during any previous visits to the country. It was noted that the appointment of Gap students includes a police check/certificate of behaviour from their country of origin and this is good practice.

The school confirmed that all taxi drivers used by them have been CRB checked. Girls are dissuaded from using other firms.

Recommended actions have been made which need to be actioned in order to fully meet this standard.

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**

In a minority of cases staff have started at the school before the result of a satisfactory CRB check has been returned. However, they have not been allowed to work unsupervised with boarders. This has generally been as a result of checks being delayed or the need to employ staff at short notice.

Adults visiting boarding accommodation are kept under staff supervision to prevent unsupervised access to boarders.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

2

All boarding accommodation is appropriately lit, heated, ventilated and suitably furnished in the main. Areas of the boarding accommodation have been recently refurbished and furniture has been provided to enable Year 10 girls to study in their bedrooms. However, the Headmaster is aware that the improvements made have been somewhat piecemeal with problems being addressed as they arise. The appointment of a Commercial Director should provide a focus for the strategic development of the school and planning is already taking place to improve the quality of the boarding facilities.

Inspectors observed a poor standard of cleanliness in dormitories and general communal areas. This was also confirmed in some of the pupils' group meetings, where girls also commented about the general lack of cleanliness of the accommodation, particularly the bedrooms and some common rooms. Boarders also commented that they have to clean their own rooms, as the cleaners are only responsible for the showers and toilets. Inspectors were advised that the appointment of a Housekeeper and a new cleaner should hopefully resolve this issue.

Furnishing of houses is considered suitable to the needs and ages of boarders and was generally seen to be comfortable and in a satisfactory condition. Soft furnishings and the carpet in the UVlth common room were in need of attention/replacement.

Staff confirmed that breakages and maintenance issues are dealt with on a priority system.

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

Reasonable measures are in place to prevent unauthorised public access to the main school grounds. Designated staff are responsible for locking external doors and the main entrance at specific times. However, the school recognises the dangers of a rural location and the need to remain vigilant to security issues. A security guard does regular patrols around the grounds between 18.00hrs – 06.00hrs and CCTV has been installed in key areas though this does not intrude on boarders' privacy.

Visitors must report in at reception and staff are advised to challenge strangers to the school. If maintenance work is required in the boarding houses this generally takes place after 8.30am when girls are in school or they work in pairs or are overseen by the house staff if boarders are present in the house.

Contract work is generally undertaken during the school holidays.

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

Sleeping accommodation is considered to be suitably furnished and of sufficient size for the needs and ages of the boarders accommodated, with appropriate separation between age groups and from accommodation for adults. The two five bedded rooms in the Junior House had a cramped feel about them although the boarders commented that it was ok for them.

Boarders reported that beds are of sufficient size, are generally maintained in good condition and have adequate space around them. Inspectors were informed that a large number of mattresses were replaced in the Summer with further mattresses due to be replaced at Christmas. One bed was observed to be broken in St Antony's and this should be replaced..

All sleeping areas have suitable floor covering and provide adequate storage space.

Boarders have been encouraged to personalise their own sleeping areas as appropriate.

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

Suitable facilities are available to boarders for both organised and private study throughout the houses and the school.

Younger boarders have supervised prep in prep rooms and the library. Older boarders use their own study areas in dormitories or study bedrooms.

Standard 44 (44.1 - 44.10)

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

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

Adequate toilet and washing facilities, which offer appropriate privacy, are readily accessible to boarders in the Senior and VIth form houses. The Junior House has poorer facilities with regard to the number of toilets and wash basins available to boarders in their year groups and with regard to the privacy of the Year 9 shower facilities, which have limited frosting on doors and no private changing space.

Boarders informed inspectors that the bathroom for use by Years 8 & 9 is used as a cleaning room, therefore they have no access to the bath. Inspectors observed that the showers in Yellow Corridor were very steamy and damp. These are new facilities which appear not to have adequate ventilation and which may become a problem if not addressed.

Boarders in the VIth form commented that one shower has been out of order for some time. They also felt that they had a surplus of baths available (6) and felt it would be better to have extra showers instead.

Staff and other adults have separate toilet and showering facilities in all houses.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

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

Suitable changing facilities are provided for use by day for all pupils, including boarders.

All changing facilities used by boarders have adjacent and suitably private toilet and washing facilities.

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**

The school provides a wide variety of appropriate activities for boarders outside of teaching time, which include sports, music and drama. Facilities on site include an outdoor heated pool (in use Summer – October half term), Astroturf, netball/tennis courts, volleyball, adventure playground, school gym, squash courts and table tennis. The school can also facilitate access to many other sports.

There are plenty of places boarders can access for quiet relaxation throughout the school and grounds. Boarding houses have their own common rooms which provide a range of indoor activities.

Boarders are able to access their boarding houses outside school hours as appropriate and there is always someone on duty in each house at all times.

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?**

1

During the inspection the inspectors observed several potential safety hazards, these were reported to the Director of Boarding during the feedback session and covered boarders' access to high-risk areas, windows accessible to boarders above ground level and at risk of impact.

The lead inspector was provided with a Risk Assessment for the Boarding Areas completed in February 2002 following the inspection. This was last updated in September 2003 and an action plan was drawn up. This should be reviewed and updated on an annual basis to ensure that action is taken as required and it remains current. The recently appointed Commercial Director is aware that a system is required to ensure this occurs.

The school Health and Safety Policy is currently under review. This previously took place every other year, however, it is now intended that this will take place on an annual basis. There is currently no Health and Safety Committee in the school and this is recommended.

Boarders confirmed they were aware of areas and activities which are out of bounds.

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?**

4

The accommodation for boarders who are ill is relatively new and comprises 3 twin bed rooms and two single rooms. The rooms were pleasantly decorated and furnished. There was a homely lounge area with TV, books etc. Nearby there was a bathroom, shower, and two toilets, one of which was suitable for a person in a wheelchair.

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 school appropriately launders boarders' bedding and clothing.</p> <p>Boarders' bedding and towels are laundered by a commercial laundry service on a regular basis.</p> <p>Clothing is laundered in the central school laundry and pupils and staff reported that the system works well.</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?	2
<p>The school shop only sells school uniform, stationery and Biro's. Other purchases are only available in the town. VIth formers are allowed into town every day, however, other boarders can only access the shops at weekends if they go on a school trip.</p> <p>The school provides a free minibus into town once a week for VIth formers otherwise girls reported that the return taxi fare is £12 which goes on the school bill.</p> <p>Inspectors were advised that negotiations are currently taking place to extend the range available in the school shop, and the school prefects also have a desire to expand the school tuck shop.</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?	9
Not applicable.		

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

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

Boarders of all ages have many opportunities to go on residential visits at home and abroad.

The school has procedures, which include international and residential trips. All such trips are referred to the responsible member of staff in order to ensure that all school procedures are undertaken and specific guidelines are established for each trip.

Any off-site accommodation arranged by the school is checked by the school before use and monitored during use. This could be carried out by staff or through bona fida companies with on site experts.

Where boarders are staying in accommodation away from the school they are accompanied by school staff at all reasonable times or are under the supervision of staff.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** N/A **Signature** _____**Date** _____**Inspector** Sue Shaw **Signature** *S. Shaw***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 8th, 9th & 10th November 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 comments/factual amendments were incorporated into the final inspection report

YES

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

Note:

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

D.2 Please provide the Commission with a written Action Plan by 22nd March 2005, 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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr Henry MacDonald of St Antony's Leweston 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	<u>HENRY MACDONALD</u>
Signature	<u><i>Henry Macdonald</i></u>
Designation	<u>HEAD</u>
Date	<u>26 APRIL 2005</u>

Or

D.3.2

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.

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