

inspection report

Boarding School

Marlborough House School

High Street

Hawkhurst

Cranbrook

Kent

TN18 4PY

1st March 2005

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

Marlborough House School

Address

High Street, Hawkhurst, Cranbrook, Kent, TN18 4PY

Tel No:

01580 753555

Fax No:

Email Address

register@marlbhouse.demon.co.uk

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

Marlborough House School

Name of Head

Marlborough House

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

NA

Date of Inspection Visit		1st March 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Sophie Wood	108854
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mark Robinson & Judy Young	
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		MR TIM WOOD	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Marlborough House 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.

Founded in 1874, Marlborough House School moved to its present site, on the outskirts of the village of Hawkhurst, in 1930. Set within 34 acres of the Kentish Weald, the School enjoys ample space and has, over recent years, added buildings and resources in order to continue to provide modern and up to date facilities for its pupils.

The School became a Charitable Trust in 1957 and now has just over 300 pupils, boys and girls, aged between 3 and 13 years, on the School roll.

Whilst the School enjoys and achieves 'academic success', with a high proportion of pupils gaining places at Grammar and other prestigious Public Sector Schools, pupils are encouraged to actively pursue extra curricular activities, including the Arts and Drama. There also remains a strong commitment from the pupils to represent their School in sporting activities and competitions, hence; the annual sporting events calendar continues to be busy.

Recent developments have seen the growth of the School's own Nursery provision and, in accordance with parental wishes, the boarding provision has changed from 'full' and 'weekly' to 'flexi – boarding', with pupils staying overnight on an average of one to two nights per week. This provision is extremely popular, both with pupils and parents and a wide range of clubs and activities are made available to all pupils, after School, whether they are boarding on that particular evening or not.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The School aims to promote 'boarding' to be an enjoyable and exciting aspect of its provision and it clearly achieves this. Pupils enjoy this experience and many want to board more frequently.

The range of extra – curricular activities available to all pupils is excellent and the food provision is superb.

Pupils enjoy positive relationships with staff and are encouraged to be polite and considerate to adults and their peers.

Whilst academic success is encouraged, the School encourages pupils to excel in all areas and ensures that individuals feel valued, wherever their talents lie.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The School needs to review its current recruitment and security measures. Bathroom and toilet provision was also in need of review. Pupils would greatly benefit by the introduction of more formal mechanisms in order to appropriately express their views and opinions; the introduction of a Student Council was suggested. Whilst staff were observed to communicate very regularly, much of this was 'informal' and it was recommended that certain meetings be formally documented and recorded.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Pupils at Marlborough House School are happy and the boarding provision is very highly thought of. The totally 'flexi' provision is quite unique and this has clearly featured in the application of the standards throughout the course of this inspection. Whilst a number of areas do require action, the inspectors found that the School had already anticipated a number of the recommendations made. The feedback meeting was particularly positive, with the Senior Management team demonstrating a willingness to implement the required changes, in the interests of improving upon its provision.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	

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	BS3	It is recommended that the Child Protection policy be amended with regards the Head Master being contacted before the DCPO, that the policy be forwarded to the local Child Protection Team for comment / approval and that all staff receive updated training, with ancillary staff receiving basic child protection awareness.	Action Plan to be received by CSCI by 17/04/05
2	BS5	It is recommended that contact details for the local CSCI office be added to the complaint's procedure for both parents and pupils and that the School determines its own criteria with regards keeping written records of pupil complaints, the actions taken and the outcome.	Action Plan to be received by CSCI by 17/04/05
3	BS8	It is recommended that meetings between the Head Master and Head of Boarding, pertaining to the ongoing monitoring and development of Boarding Practice be formally recorded. It is further recommended that the scope and breadth of training courses offered to staff with boarding duties be expanded upon and that consideration be given to a member of the Governing Body having a key role with regards the monitoring of the School's boarding provision.	Action Plan to be received by CSCI by 17/04/05
4	BS10	It is recommended that consideration be given with regards the re –allocation of either the boarder's common room or boys' bathroom provision, given the ongoing privacy issues with regards their close proximity.	Action Plan to be received by CSCI by 17/04/05

5	BS12	It is recommended that consideration be given with regards the development of formal mechanisms, within which the views and opinions of pupils, with regards the boarding provision can be obtained, for example, a Student Council.	Action Plan to be received by CSCI by 17/04/05
6		Please see the main body of the report for the recommended actions, as made by the CSCI Pharmacy Inspectors.	Action Plan to be received by CSCI by 17/04/05
7		It is recommended that the telephone for boarders' use be relocated, affording greater privacy and that consideration be given with regards the provision of a 'payphone', which would negate the need to ask staff permission in order to telephone parents.	Action Plan to be received by CSCI by 17/04/05
8		It is recommended that the School's own fire risk assessment be submitted to the local fire office for comment / approval and that the practice of 'wedging' fire doors ceases.	Action Plan to be received by CSCI by 17/04/05
9		It is recommended that staff induction training be 'formalised' and recorded, that job descriptions be reviewed more regularly and that training opportunities be increased and expanded upon.	Action Plan to be received by CSCI by 17/04/05
10		It is recommended that the boarders views pertaining to privacy issues be considered within the context of reviewing supervisory arrangements.	Action Plan to be received by CSCI by 17/04/05
11		It is recommended that the School's Recruitment Policy be reviewed in accordance with standard 38.7.	Action Plan to be received by CSCI by 17/04/05

12		It is recommended that CRB checks be conducted on all adults with unsupervised access to pupils and that written agreements be implemented for adults living on the premises, though not employed by the School.	Action Plan to be received by CSCI by 17/04/05
13		It is recommended that the current amount of 'common room' space, available to boarders be reviewed.	Action Plan to be received by CSCI by 17/04/051
14		It is recommended that the School's security arrangements be reviewed.	Action Plan to be received by CSCI by 17/04/05
15		It is recommended that all bathroom and toilet provision, in particular, the boys' facilities, be reviewed.	Action Plan to be received by CSCI by 17/04/05

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	BS4	The School is advised to review the sanction pertaining to an earlier bedtime, which can take up to a week to implement.
2	BS15	Please refer to the main body of the report for the advisory recommendations, as made by the CSCI Pharmacy Inspectors.
3	BS21	The School is advised to include the comments / additions from boarding pupils when the Boarding Handbook for pupils is next reviewed.
4	BS23	In conjunction with the Recommended Action, no.2, the School is advised to increasingly monitor recorded complaints.

5		It is recommended that the laundry door be locked when this room is not in use and that ancillary staff receive training in terms of risk assessment, manual handling and COSHH.
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*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	NA
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	01/03/05
Time of Inspection	09:00
Duration of Inspection (hrs.)	54
Number of Inspector Days spent on site	2

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

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

8

TO

12

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

48

Girls

59

Total

107

Number of separate Boarding Houses

1

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"0" in the "Standard met" box denotes standard not assessed on this occasion.

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The school has a clear and regularly updated Prospectus and web -site which clearly describes the ethos of the School.

In addition, there is a Parents' Handbook and written literature, pertaining to boarding, available to prospective boarders. The latter is written in concise language, ideally suited to the age group it is intended for.

All staff with boarding duties are supplied with written policies and procedures, including the aims and objectives pertaining to the boarding provision of the school.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

3

This area was noted as being a particular strength of the school.

Bullying is not tolerated and instances are swiftly dealt with. Staff members interviewed were conversant with the school's policy and any concerns were reported without delay.

Staff remained sensitive as to the needs of the 'victim' and were also keen to appropriately support and understand why the 'perpetrator' resorted to such tactics.

Pupils told the inspectors that instances of bullying were rare and confirmed that the instances which had occurred had been promptly and effectively dealt with.

With regards the percentage figure recorded below, it should be noted that the remaining 11% of questionnaires recorded that such pupils had 'sometimes' been bullied. The inspectors found through pupil discussion groups that some pupils reported 'sometimes', when in fact, they were referring to a one – off incident some time ago. Therefore, the 11% figure should be considered in terms of the pupil age group and their interpretation of the question. No pupils reported that they had been bullied 'often' or 'most of the time'.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

89

%

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?****2**

Throughout the course of the inspection, the Child Protection policy was read and the School's designated Child Protection Officer, along with other key personnel were interviewed.

Overall, staff members demonstrated a competent approach and clear understanding as to child protection concerns and issues, and how any instances would be reported and dealt with.

Discussions were held at the feedback meeting with regards some minor amendments which would improve the content of the current policy and it was also recommended that upon completion, this document be forwarded to the local Child Protection Team for comment / endorsement.

It was further noted that not all staff members had received Child Protection training and this is strongly recommended. 'Good Practice' would include 'basic child protection awareness' for ancillary staff as well.

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 a clear and concise policy pertaining to discipline and the use of punishments. This is effectively communicated to parents and the pupils interviewed were fully aware as to the behaviour and conduct expected of them.

They knew exactly the type of behaviours, which would result in the use of sanctions, however; the ethos of the School is to focus upon and reward positive conduct, as opposed to relying on the punishment of unacceptable behaviours.

This results in pupils rarely engaging in such conduct, with 'low level' instances sometimes occurring, for example; talking after lights out and general mischievousness, and these such instances were viewed by the inspectors to be totally predictable, given the age of the pupils. Clear and accurate records are held, pertaining to all 'punishments' implemented by staff and such documentation is reviewed regularly, demonstrating effective monitoring.

Overall, pupils reported that the use of punishments and sanctions are fair and evenly distributed. They did however, routinely state that if they were 'naughty' at bedtime, the sanction would be an earlier bedtime when they returned the following week and they felt this to be unfair and "too far away". The inspectors concluded that a more 'immediate' sanction may be given some consideration and this was discussed at the feedback meeting.

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?	2
<p>Records demonstrated that use of the formal complaint's procedure is rare, with the vast majority of issues and concerns raised by parents, being satisfactorily dealt with through 'informal resolution'.</p> <p>Parents who wrote to the Lead Inspector advised that any concerns they had raised had been swiftly responded to, although the majority stated they had never had cause to raise concerns.</p> <p>Whilst the pupils were aware that they could report own concerns and raise issues within the School, many were unsure about the role of 'outside' and 'external' agencies available to them. It was noted that the telephone available for their use had the contact numbers of Childline and the local Social Services office, however; those pupils spoken with, did not know why they might contact the latter and no information was available to describe the role and contact details of the local CSCI office, either for parents or pupils.</p> <p>It was therefore recommended that CSCI details be communicated to parents and pupils and that increased opportunities for issues / concerns and more general feedback be provided for the children, for example, through formulating a Student Council.</p> <p>In the case of pupils who do highlight own concerns / complaints, the Head of Boarding was advised to record these, in order to demonstrate how resolution had been achieved. This aspect was discussed, in terms of recognising the need for a 'sensible approach' in determining the types of complaints that warrant recording.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The School does have policies and procedures pertaining to the health education of children. It is however, recognised by the inspectors that emphasis regarding this subject remains within the curriculum, through the subject, PHSE, given the 'flexi –boarding' status of the School.</p> <p>Pupils confirmed to the inspectors that instances such as smoking and substance abuse do not occur within the School.</p>		

Standard 7 (7.1 - 7.5)

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

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

Four pupil files were randomly selected for the purpose of this inspection.

As was endorsed the Pharmacy Inspector, written details pertaining to allergies, notable medical conditions and any significant health or welfare issues are held by the school and all files clearly record the identification of the persons with parental responsibility and how to contact them in the case of an emergency.

Such documentation was securely held, with only key personnel having access.

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?

2

The inspectors concluded the overall 'practice' of staff with boarding duties to be sound, with key personnel having many years of relevant experience.

The Head of Boarding and the Head Master do meet regularly in order to continually review the boarding provision, however, these meetings are not formally recorded.

It was also noted that, whilst some relevant training courses have been attended, additional and more frequent training would further enhance the skills of those in post.

The Governing Body receives regular 'updates' with regards the boarding provision, however, it was recommended that consideration be given with regards nominating a particular individual to take a lead interest in monitoring the boarding provision of the School.

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 clear and detailed 'Crises Plan', which covers such topics as fire, outbreaks of illness, serious allegations, etc.

The content of this document is known by staff and the key responsibilities of individuals are clearly explained.

The Plan is subject to regular review at health and safety committee meetings.

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?	2
<p>In terms of the dormitories used, their physical situation fully ensures that boarders are separated in terms of gender at bedtime. The 'flexi' arrangement also offers the boarding facility in terms of similar age groups being accommodated on set evenings and this aspect is thoroughly endorsed by the pupils.</p> <p>Comments included, "It's great to be with your friends in your own year" and "Because we are the same age, we like doing similar things in the evenings".</p> <p>One area, discussed at the feedback meeting, concerned the close proximity of the boys' toilet / bathroom provision to the boarder's common room. This aspect was quite often referred to by pupils themselves, both boys and girls, who said that it could be embarrassing for both groups when the boys could be bathing and the girls are in the room directly opposite. The inspectors shared this view and the representatives at the feedback meeting confirmed they would further explore this aspect.</p>		

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
<p>The broad and extensive range of activities and clubs was commended by the inspectors and commented upon most favourably within pupil questionnaires.</p> <p>Teachers throughout the School routinely give of their own time to provide the types of activities that are requested by pupils and these are 'open' to all, not simply boarders. A range of sporting activities is available, as are music, drama, chess and computer clubs. At the time of the inspection, one group were being taken swimming and those spoken with, told the inspector, "there are so many alternatives offered, there will always be something that you do want to do".</p>		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	2
<p>Whilst the School encourages pupils to contribute their own thoughts and views, this is largely achieved through informal discussions and 'naturally occurring' opportunities. The inspectors found that, although those interviewed confirmed they were very happy with the provision, some clear comments, as featured throughout the text of this report, were made to the inspectors, as the pupils had been given a very direct route in order to contribute their opinions in a formal way. These included views about bedtimes and privacy, which when reported at the feedback meeting, were of some surprise.</p> <p>The inspectors recommended therefore, that consideration be given towards the development of similar such forums, for example, a Student Council, at which, views and opinions about boarding could be discussed.</p>		

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**

A Prefect system is in place, with a Head Boy and Girl, Deputies and House Captains. Such positions are awarded during a pupil's final year at the School, with the ultimate decision regarding appointments being made by the Head Master.

A number of those 'in post' were spoken with throughout the course of the inspection and it was clear that individuals were keenly aware of their duties and responsibilities and took them seriously.

Roles and functions are clearly communicated and such individuals do not have the autonomy to deliver punishments or sanctions to other pupils.

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**

It was evident throughout the course of the inspection that pupils enjoy sound, positive relationships with staff, including teachers and those with boarding duties. Whilst a tutor system is in place, the School actively encourages pupils to take any problems or concerns they may have to the staff member they are most comfortable with.

The School's 'Independent Listener' was interviewed and demonstrated a sound understanding of his role. He has been visiting the School for a number of years and was subject to satisfactory clearances prior to commencing. Pupils can leave messages in a suggestions box and also request individual appointments to see him.

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?

1

The inspection team were joined on the first day by CSCI Pharmacy Inspectors, Christine Hastie and Jane Vaughan.

Report of Pharmaceutical Inspection at Marlborough House School, Hawkhurst by Christine Hastie and Jane Vaughan on Monday 1 March 2005

Summary

Pupils at the school only board short term e.g. for one or two nights and therefore remain registered with the family doctor and dentist and parents are responsible for their optical needs. As a result very little prescribed medicine is held but a range of medicines is kept for treating minor ailments. The main issues to be addressed are security of keys, record keeping to ensure accountability and training of staff administering medicine.

Standard 15

First aid and minor illness treatment is available to boarders at all times. The school has access to a doctor at a local surgery but no pharmaceutical input. The school employs a matron who, although she is a nurse, is not employed as such. The school has three people fully trained to provide First Aid. Staff administering medicine have not received any formal training in medicine handling or management. Prescribed medicine is stored separately from medicine and was all labelled appropriately. Over the counter medicine purchased and sent

in by parents was labelled with the boarder's name. There was no written approved protocol in place for administering "household" medicine for minor ailments and advice was given on preparing such a protocol. Medicine is stored in metal cupboards but the keys were not kept securely and some medicine was not kept locked. The school has a dedicated drug fridge but it is not lockable. The inspector found that Epipen was being kept for emergency use of staff and pupils and advised that only prescribed Epipen could be administered and only with formal training. Some pupils administer their own medicine but there is no formal documentation of assessment although it is carried out in practice. Administration is recorded by entries in the daily diary but there were no signatures of the person administering the medicine. It was also difficult to extract exact information as it was in among all other daily happenings. There were often so many details for a set day that they had to be continued on a loose sheet of paper which was stapled in to the diary. The inspector gave advice on improving this by having a separate book for recording medicine administration. There were no records of medicine received or returned and no audit trail of the use of "household" remedies. The school keeps an up to date list of all significant illnesses, accidents and injuries. Written parental permission is obtained for the administration of non-prescription medicine but there is no detail of the medicine that might be given. It was reported that some parents choose to opt out of this treatment. The school does not have a BNF for reference.

Recommendations

1. Standard 15.7 All staff handling and administering medicine receive training in medicine management and in administering prescribed adrenaline using an Epipen.
31/5/2005
2. Standard 15.9 There is an approved written protocol for administering non-prescription medicines to boarders
31/5/2005
3. Standard 15.10 All medicine is kept locked and the medicine keys kept securely
Immediate
4. Standard 15.10 The drug fridge is fitted with a lock
30/4/2005
5. Standard 15.12 The school keeps an audit trail of all "household" medication purchased, administered and disposed of
30/4/2005
6. Standard 15.12 The school reviews and improves its recording of the administration of medicine
31/5/2005
7. Standard 15.12 There is a comprehensive record of all medicine received, and disposed of or transferred
31/5/2005
8. Standard 15.14 The school provides parents with a detailed list of "household" medicines for consent to administer
31/5/2005

Advisory Recommendations

1. The school has policies and procedures for medicine handling
2. The school has a recent BNF

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence**Standard met?**

3

The school has a small sick bay with two beds but pupils are usually only there for a short time until collected by parents. Toilet facilities are easily accessible and pupils may summon assistance by pressing a call bell in the room.

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

As has been previously stated, the School maintains accurate and up to date records pertaining to the health and welfare needs of pupils. The Matron and Head Master's wife were interviewed and demonstrated a sound understanding in terms of monitoring and supporting such identified needs. Some pupils do require additional help in terms of 'academic support' and a number of children have identified 'minor' health needs. It was evident that no current pupil is in need of a written 'welfare plan', however, the Matron and Head Master's wife were very clear as to the circumstances under which such a plan would be implemented.

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 has a clear 'Equal Opportunities Policy', which is implemented in practice, in terms of both pupils and staff.

The School does not accommodate pupils from overseas and for all of the children, 'English' is their first language.

Pupils of differing ethnic backgrounds and religious denominations are welcomed to join the School and the School's own Christian background and ethos is clearly described to prospective parents, in order that they can make an informed choice as to whether the School will meet their own religious and cultural needs.

Some pupils require 'special dietary provision', however, this is not usually because of religious or cultural reasons. Such needs and requests are known by the Catering Manager, who ensures that these are incorporated into menu – planning.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>This particular standard was inspected and discussed within the context of boarders being at the School for one, sometimes two nights each week.</p> <p>A telephone is provided for boarders' use; permission must be obtained prior to using it and it is situated at the bottom of the stairs, directly outside an office door.</p> <p>If boarders were being accommodated on a weekly or full –time basis, additional recommendations would have been made with regards the current provision. However, the inspectors concluded that it would be unfair to apply such stringent criteria and recommended that consideration be given with regards moving the existing telephone to a 'more private' location. The School may also consider the installation of a payphone, in order that pupils have the option of not needing to ask for permission to make a call.</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>Pupils are actively discouraged from bringing large amounts of money or own 'valued' possessions into the School.</p> <p>Once again, within the context of the 'flexi' provision, pupils do not effectively need to bring in such items.</p> <p>However, the School does allow for pupils to bring in lockable storage, if they so wish and any monies that are brought in can be handed to boarding staff for safe – keeping and such examples are recorded.</p> <p>Discussions with pupils confirmed that items left within dormitories are 'safe', with no incidents of theft or loss being reported to the inspectors.</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>The Boarding Handbook was updated in July 2004 and, as has been previously stated, this is written in concise language, entirely appropriate for the age range of the children.</p> <p>Pupils were asked for their views regarding their introduction to boarding and very favourable comments were received. They felt well – prepared and confirmed that the Handbook answered any queries they had.</p> <p>The inspectors found that 'boarding' is talked about positively throughout the School, with younger years wanting to reach age eight, in order that they can commence. One pupil even asked for a night boarding as a birthday present!</p> <p>The inspectors made an advisory recommendation for the School to consider asking current boarders to contribute to the content of the Boarding Handbook when it is next reviewed.</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
This standard is 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
<p>The School's Senior Management Team retains the responsibility for the monitoring of School records.</p> <p>The Deputy Head and Head of Boarding continue to review the use of punishments and sanctions and all reported instances of bullying are additionally scrutinised by the Head Master, in order that trends and patterns are identified.</p> <p>The Bursar is informed of all accidents and 'near misses' and these are reviewed at every health and safety meeting. Again, patterns and trends are identified, with subsequent remedial action being put in place.</p> <p>Risk assessments are monitored by appropriate personnel, for example, the Bursar, in terms of premises; however, the Head Master continues to hold 'ultimate' responsibility.</p> <p>Within the context of the recommendation made pertaining to the recording of pupil complaints, an advisory recommendation is made under this standard to monitor in the manner seen above once this is in place.</p>		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	4
<p>Throughout the course of the inspection, meals were taken with pupils in the School dining room and the Catering Manager was interviewed.</p> <p>Pupil questionnaires regularly reported the food to be 'excellent', with breakfast as a particular favourite.</p> <p>The Catering Manager had no concerns with regards her budget and was able to demonstrate that ongoing, relevant training is provided for her team. Local suppliers for fresh supplies of meat, fruit and vegetables are used.</p> <p>This department is sufficiently staffed and the team take an obvious pride in preparing all meals and snacks within the School kitchen.</p> <p>Given the growing numbers of pupils, lunch is conducted over three 'sittings' and although this can sometimes present logistical problems, the inspectors observed mealtimes to be well – ordered, sociable occasions.</p> <p>Meals were ample in terms of portion sizes and variety and the dining room, crockery and cutlery was sufficient and clean.</p> <p>The overall findings of this standard were commended.</p>		

Standard 25 (25.1 - 25.5)

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

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

Adequate supplies of drinking water are available throughout the School and, as previously stated; the Catering team prepare and supply nutritious snacks in between meals. One example was observed upon a group of boarders returning from swimming club. They returned, tired and hungry and went direct to the dining room to be supplied with freshly made buns and a hot milky drink.

No pupil spoken with reported ever being hungry whilst at School.

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**

All of the pupils interviewed demonstrated a sound awareness of emergency evacuation procedures. Within every dormitory laminated instructions of the fire route were on the wall and fire exits were clearly signed. Evacuation drills are practised during the day and evening and all fire alarms and fire - fighting equipment is regularly serviced and maintained.

At the time of the inspection, the Lead Inspector had not received a response from the local fire office with regards the School's own fire risk assessment. The Bursar advised that the last time this had been requested from this department was about three years ago.

Given this, and observations made by the inspectors, including fire doors being 'wedged open' and one being 'wedged closed' as it would not remain shut properly, it was recommended that the School submit its own fire risk assessment to the local fire officer and seek his advice with regards the observations made by the inspectors.

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**

Whilst pupils enjoy a wide and varied range of activities after school, the inspectors concluded that these are attended 'by choice' and do not place onerous demands upon individuals. 'Prefect equivalents' do have additional responsibilities, however; individuals are appointed because they demonstrate the ability to perform these functions and again, the inspectors were confident that any 'difficulties' would be spotted by the staff and appropriately remedied.

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
This standard is 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
A clear policy and procedure pertaining to the completion of written risk assessments, for 'high risk' activities is in place and implemented in practice. Staff wishing to provide such activities are required to submit written risk assessments, which detail staffing levels and additional safety measures and the ultimate decision as to whether to proceed, remains with the Head Master. Written parental permission is obtained prior to any pupil being permitted to attend.		

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
Once again, this standard was inspected within the context of the School's 'flexi' boarding arrangement. Greater and additional sources of evidence would have been required for weekly or full –time boarders. Given their age, boarders are not permitted to leave the School site during boarding time, unless supervised by a member of staff. A television is available in the common room; however, pupils are encouraged to attend the various clubs and activities in preference to this. At breakfast each morning, staff and boarders listen to the radio news and this was described as being very enjoyable, prompting lively discussion, particularly by the older pupils spoken with.		

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

Boarding staff were interviewed, duty rosters were examined and observations were made during the early morning and evening. The inspectors concluded that adequate supervisory staffing levels were being maintained.

The boarding team comprises a mixture of both male and female members of staff and teachers routinely remain after School hours to assist with clubs and activities.

A number of performance indicators pertaining to this standard were not applicable, given that there are no boarders in residence at weekends.

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

Boarders are not permitted to leave the School site unless supervised by a member of staff. External activities are routinely attended, including cinema trips and the use of another School's swimming pool. On these occasions, a risk assessment process is followed. Clear staffing levels are applied and the School uses its own transport or hired coaches. Gap students do supervise some activities, however; a member of the boarding team remains in close proximity and is readily contactable.

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
<p>The School maintains clear and accurate records to ensure that the staff know exactly which pupils are boarding each night. The Head of Boarding lives on site; the Matron and GAP students also remain in their accommodation during boarding evenings. All of these quarters are in close proximity to dormitories and pupils confirmed that they can readily summon assistance during the night when needed.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>Staff with boarding duties do have written job descriptions and there are clear arrangements in place for the supervision of any ancillary and contract staff working at the School. Those staff interviewed confirmed that they had received good support when first settling into their role and continued to receive ongoing support from the Head of Boarding. A biennial appraisal system is in place.</p> <p>The inspectors recommended that the induction process of new staff is 'formalised' and recorded, job descriptions be reviewed more regularly and that training opportunities be increased.</p>		

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
<p>All boarding staff receive written guidance pertaining to the School's boarding policies and practice.</p> <p>In accordance with standard 35.4, a disciplinary procedure is in place, which includes provision for the precautionary suspension of staff, where necessary, pending investigation or final decision following allegations.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>The returned pupil questionnaires contained very positive responses with regards this aspect. Many pupils stated that they could easily approach all of the boarding staff with any worries or problems. It was very positive to find that a number of pupils also reported that they would approach the Head Master directly.</p> <p>Pupils felt that punishments were usually fair and no reports were received with regards 'favouritism'.</p> <p>Observation of practice saw pupils being spoken to in a respectful manner and this included boarding, teaching and ancillary 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?	2
<p>This was one area that prompted keen discussions, in particular with older pupils. As has been previously stated, both girls and boys commented upon the physical location of the boys' bathroom and common room. They felt that their privacy was being compromised. A number of pupils further stated that, although staff knock on doors before entering, they don't always wait for a response before coming into the dormitory. Additionally, older girls talked of 'feeling awkward' by having male members of staff patrolling during the evenings. This statement was made in 'good faith', with comments such as, "It just feels a bit embarrassing" and was viewed by the inspectors as an entirely appropriate statement, given their adolescence. Members of the boarding team responded to these findings sensitively and gave assurance that these areas will be addressed.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The School's Recruitment Policy and staff personnel files were inspected and it was positive to find that many improvements have been made over recent years. All 'new' employees are subject to satisfactory CRB clearance and identity checks, written references, etc are obtained.</p> <p>In order to fully 'meet' this standard, it was recommended that the School review its policy in accordance with performance indicator 38.2.</p> <p>In addition, attention is drawn to 38.7, whereby it was noted that one staff member had commenced on the basis of an existing CRB from a previous employer.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	1
<p>Whilst the School does take a number of positive steps to ensure the safety of the pupils, some 'major' shortfalls were noted under this standard;</p> <p>39.1. There are members of staff, with considerable unsupervised access to boarders, who do not have an up to date CRB certificate. This statement is made outside of the context of 'retrospective checks' and focuses upon the wording of the standard, which clearly states that, "The School does not allow any member of staff to work unsupervised with boarders unless that person has been satisfactorily checked with the Criminal Records Bureau".</p> <p>39.3. A member of the School's staff, who has the potential to be alone with pupils when driving the minibus, does not have CRB clearance.</p> <p>39.4. There are adults, living on School premises, though not employed by the School, who do not have written agreements, as described under this standard.</p>		

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 of the boarding areas were found to be cleaned to a high standard and a rolling programme of maintenance and repair was in place.

Dormitories were clean and tidy and a number of boarders had put up posters and photographs.

The inspectors reported that a few panes of glass were cracked and a number of pupils reported being cold; this statement related mainly to the upper floor, with the remainder saying they were very warm at night.

The common room was brightly decorated, however; the inspectors questioned whether this room would be large enough to accommodate all of the boarders resident during a 'busy' evening.

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?	2
<p>All pupils are acutely aware that they may not access boarding areas during School time, without seeking permission from staff members.</p> <p>There have been no reported attempted break ins or issues with unauthorised persons seen on site in recent years and CCTV is present in one area of the car park.</p> <p>Inspectors were concerned however, with a number of areas pertaining to security;</p> <ol style="list-style-type: none"> 1. Older boarders are required to 'lock up' the building in the evening and are not always supervised. Although the building is checked by a staff member some time later, the inspectors viewed this as inappropriate and a number of pupils said they did not like this task. 2. There are no additional security measures with regards the external doors, leading to boarding areas, for example, key pads and the front door of the building can be entered throughout the course of the late afternoon / early evening, until it is locked for the night. <p>It is strongly recommended that areas pertaining to security be reviewed.</p>		

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
<p>A mixture of single and bunk beds are used throughout the dormitory provision and all rooms are suitably painted, carpeted and curtained. Boarders can bring in posters and pictures if they choose and a sufficient amount of storage space was seen for clothes and personal items.</p> <p>The School has recently purchased new pillows and although duvets are provided by the School, pupils are welcomed to bring in their own.</p>		

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
<p>During the course of the inspection, organised study times were observed. These were conducted within classrooms and were supervised by teaching staff.</p> <p>Extra clubs and study groups are provided and there is good access to the School library.</p> <p>The older pupils interviewed were preparing for common entrance exams and told the inspectors that they were being very well – supported, in terms of their studying needs.</p>		

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?**

1

The School provides a sufficient number of toilets and showers with regards the number of boarders accommodated at any one time and these facilities were cleaned to a very good standard.

However, the inspectors noted significant shortfalls;

1. A boys' toilet did not have a sink, necessitating the individual to go to the bathroom next door to wash hands.
2. A 'communal' shower, which could be converted into two singles, was in use.
3. A bath was in the same room as the communal shower and sinks, with no curtaining / screening.
4. Communal bars of soap were in use.
5. A row of sinks, without screening, was situated along a corridor, outside one of the boys' dormitories.
6. A lock on a girls' shower room was faulty.
7. The Matron was currently using the girls' shower, however; it was noted that this will soon be rectified.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

Separate changing facilities, for use by day, are provided by the School for sports, etc. Such facilities are not shared by other adults or staff and have suitable toilet and washing facilities. A number of girls said they "didn't like the changing rooms". However, there were no major or concerning reasons given.

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

As has been previously stated, the School is well – staffed outside of School time and this gives pupils the opportunity to attend clubs, visit the library, go on outings or play sports. Some areas are deemed as being 'out of bounds' at particular times and the inspectors were very impressed with the mature responses demonstrated by pupils, who frequently stated, "We mustn't go there" and "We are not allowed because it wouldn't be safe".

Standard 47 (47.1 - 47.9)

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

Key Findings and Evidence**Standard met?**

3

The inspectors found all first floor windows and above, to be suitably restricted and a number of radiators were covered. No trailing flexes or overloaded plug sockets were seen and the Bursar demonstrated evidence of electrical items being routinely PAT tested. The Health and Safety Policy is subject to regular review and in accordance with standard 47.9 written risk assessments pertaining to grounds, buildings, activities, maintenance and equipment are maintained.

The inspectors advised the School to consider 'locking' the laundry door, when this room is not being used and to provide ancillary staff with training such as risk assessment, manual handling and COSHH.

Standard 48 (48.1 - 48.4)

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

Key Findings and Evidence**Standard met?**

3

The school has a small sick bay with two beds but pupils are usually only there for a short time until collected by parents. Toilet facilities are easily accessible and pupils may summon assistance by pressing a call bell in the room.

Standard 49 (49.1 - 49.3)

Adequate laundry provision is made for boarders' clothing and bedding.

Key Findings and Evidence**Standard met?**

3

The laundry area was toured and found to have a sufficient number of washing machines, tumble driers, a press and irons. The individual interviewed said that her equipment is regularly serviced and maintained and she has good quality products.

The laundry currently serves the needs of the kitchen, sports kits and all of the bedding within the boarding provision.

The inspectors noted that on occasions, bottom sheets are not always changed between different pupils occupying the same bed and recommended this aspect be reviewed.

Standard 50 (50.1 - 50.2)

Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.

Key Findings and Evidence**Standard met?**

3

Although this standard was deemed to be largely not applicable, given that pupils do not board on a full time or weekly basis, the inspectors found that a School shop remains accessible and pupils stated that staff always assist, should they 'run out of anything' on a boarding night.

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
This standard is 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?	9
This standard is not applicable.		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor****Signature****Date****Lead Regulatory
Inspector
Second
Regulatory
Inspector
Regulation
Manager
Date****Sophie Wood****Signature****Signature****Paul Coop****Signature****25 May 2005**

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 1 March 2005 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

NO

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 17 April 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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD'S AGREEMENT

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

D.3.1 I Mr D N Hopkins of Marlborough House School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I Mr D N Hopkins of Marlborough House School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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