

inspection report

Boarding School

Ashby School (School House)

School House

Leicester Road

Ashby de la Zouch

Leicestershire

LE65 1DH

1st 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

Ashby School (School House)

Address

School House, Leicester Road, Ashby de la Zouch,
Leicestershire, LE65 1DH

Tel No:

01530 413759

Fax No:

01530 415241

Email Address

schoolhouse@ashbyschool.org.uk

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

Leicestershire County Council Social Services

Name of Head

Vivian Keller-Garnett

CSCI Classification

Boarding School

Type of school

State Boarding School

Date of last boarding welfare inspection

15/03/04

Date of Inspection Visit		1 st , 2 nd , 3 rd & 4 th November 2004		ID Code
Time of Inspection Visit		Day 1, 10:00 am Day 2, 07:30 am Day 3, 12:00 MD Day 4, 09:00 am		
Name of CSCI Inspector	1	Mrs Carole Burgess	093706	
Name of CSCI Inspector	2	NA		
Name of CSCI Inspector	3	NA		
Name of CSCI Inspector	4	NA		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Alison Scott		
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.		NA		
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 John Williams, Housemaster, Head of Boarding		

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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 (i.e. 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 Ashby School (School House).

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)

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.

School House was first established in 1567. Ashby School is a state boarding school and School House, situated within the grounds of Ashby School, provides boarding accommodation for boys attending Ashby School, Ivanhoe College and Manor House Independent School. School House currently accommodates forty-nine boarders ages 11 – 19 years. Most of the boarders are housed in the main building in dormitories. A small number of sixth form boarders are housed in, single rooms, in the Annex, which is in the grounds of and next to School House. The Annex has a small common room and kitchen where resident boarders are able to make drinks and snacks, which promotes some degree of independence for the older boys.

The staff offices are within the main building, as is the flat of the resident Deputy Head of Boarding. Boarding staff are available at all times within School House. School House has a communal dining room and meals are freshly prepared on site each day in a well-appointed kitchen. There is a comfortable and well-equipped common room and a computer room, which is connected to the main school's 'nanny net'.

The centre of Ashby-de-la-Zouch is within walking distance of School House, and has the usual shops and amenities associated with a small town. The boarders are able to access the facilities of the local leisure centre but also have a swimming pool, gymnasium and other sports facilities on site.

All of the boarders who were spoken to during the course of the inspection said that School House is a homely place and that the staff are warm, friendly and kind.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

School House provides an excellent standard of boarding welfare care and support. The school has met 47 out of 52 National Minimum Standards (Standards 22,29 & 51 do not apply) and was commended in 10 areas.

School House has a warm, homely and open atmosphere.

The Inspectors felt that the statement, '*A family of boys in Leicestershire*', is well justified and is supported by many positive comments from the boarders and are positive about the support and care that they received from the staff and many referred to the 'homely' atmosphere of School House.

Ashby School and School House have detailed, comprehensive and up-to-date policies and procedures, which are carried out in practice. The health and safety of boarders is given a high priority and Health & Safety and Crisis Management policies are extensive.

School House provides excellent welfare and healthcare support for the boarders both through good record keeping and through practical and emotional support by caring and experienced staff.

Staffing is generous with key members of staff 'on call' at all times. Staff/boarder relationships are sound and the boarders' views are encouraged both formally and informally. The induction process and support for new boarders is extensive. Maintaining good communications between boarders and their parents and families are positively encouraged and supported through telephone, letters, Emails etc.

Catering facilities are of a high standard; the 'on site' kitchen is clean and well organised. Food is of a high quality and plentiful. There is variety and four or more choices are provided at each mealtime. Religious, cultural, medical and personal preferences are accommodated.

School House ensures that boarders have excellent sports and leisure facilities, through the use of Ashby School facilities and via local amenities such as membership of the local leisure centre.

The Inspector has made 1 Recommended Action & 10 Advisory Recommendations.

Actionable Recommendations:

- The Inspectors have recommended that School House should update the Child Protection Policy and include explicit lines of responsibility and include a 'Whistle Blowing' policy and procedure and a 'Missing Child' policy and procedure.

Advisory Recommendations:

- To rationalise the admissions policy and clarify information, particularly in relation to the selection of boarders for School House.
- To include the 'Whistle Blowing' policy and procedure and a 'Missing Child' policy and procedure within the Child Protection policies and procedures.
- To provide the Governors sub committee (boarding) with a copy of 'Working Together to Safeguard Children', (Department of Health, Home Office, DfES, 1999) and a copy of the Boarding Schools National Minimum Standards 2004.
- To include the policy on 'Restraint' in the Rewards, Discipline and Sanctions Policy.
- To ensure that the governing body, sub committee (boarding), have a system of monitor welfare provision in School House.
- To ensure that records of risk assessments, major punishments, complaints and accidents are regularly, (at least twice a term), monitored by the Head or a designated senior member of staff.
- To implement a system by which the trends in boarders' health care requirements can be monitored and actioned.
- To ensure that in the recruitment procedure all bullet points in Standard 38.2, are recorded and that clear supervision arrangements are in place for any domestic or maintenance staff if they take up their post before CRB clearance has been given.
- Bunk beds should not be used for boarders beyond Year 8.
- In regard of the premises to School House, it is recommended that an additional toilet/urinal be provided to comply with the National Minimum Standards for Boarding Schools, Standard 44.2.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

School House provides an excellent standard of boarding welfare care and support. The school has met 47 out of 52 National Minimum Standards (Standards 22,29 & 51 do not apply) and was commended in 10 areas.

Overview:

School House has a calm, friendly and open atmosphere with sound and positive relationships between the boarders and staff. Both the Boarders' Questionnaires and the boarders' interviews identified the Head of Boarding, Matron and boarding staff as approachable and supportive but also identified others such as the Deputy Head of Boarding and the Independent Listener as a source of support. Boarders of all ages appeared to be supportive of each other.

Welfare Policies And Procedures: **(Standards 1-7)**

Six out of seven standards met.

The School House prospectus provides a clear Mission Statement and Aims of Boarding, which are circulated to all Parents, Staff and Boarders. This is in the form of policies and procedures within the pack sent to prospective parents and boarders. It includes: the schools aims and objectives; admissions policy; fees; exeat arrangements; uniform policy and requirements; staffing of the boarding house; rewards, discipline and sanctions; the welfare and supervision of boarders; healthcare arrangements; activities; pocket money; parental contact etc. and reflects the current practices of School House. The information sheets give a comprehensive description of the practices of boarding and the policies, which specifically related to School House. The insert 'A Family of Boys in Leicestershire' gives comprehensive information covering all matters, which affect the boarders' welfare and daily life in School House. Together, these documents are a true reflection of the principles and practices observed by the Inspectors.

Organisational Management: **(Standards 8-14)**

Seven out of seven standards met.

There is evidence of clear leadership and management of boarding in the school. Mrs Keller Garnett, Head teacher, who has been in post for some eight years, has overall legal responsibility for the boarders, including those who attend Ivanhoe School, Manor House School, and School House. The Head teacher delegates responsibility for the day to day running of School House to Mr Williams, Head of Boarding and Housemaster of some 15 years, who is also spearheading the proposed expansion and development of boarding to create a separate sixth form house. The wealth of experience and vision of the school management is clearly evident and the buoyancy of recruitment is also evidence of their good practice.

Welfare Support to Boarders: **(Standards 15- 30)**

Sixteen out of sixteen standards met.

School House maintains comprehensive medical and welfare records. Matron oversees the boarders general health and welfare needs and remains 'on call' when not on duty. Boarders are registered with the local health centre and records are maintained regarding the health and welfare needs of the boarders.

Staffing:**(Standards 31- 40)****Ten out of ten standards met.**

The staff supervising the boarders in School House are very experienced and generous in number. There are, at all times, day and evening, at least two members of staff on duty. Two members of staff sleep in overnight. The duty rota divides the week into two halves and extra staff are available at weekends, when activities and outings are organised. The Head of Boarding and Matron are 'on call', even during their time off, when they are living at home off site, and the Head of Boarding calls into School House during his off duty hours if there are any concerns, even of a minor nature. Arrangements are in place to cover absent staff, usually by the existing complement of staff as the security of the boarders is paramount and staff prefer to do the extra duties to preserve that security.

Premises:**(Standards 41- 53)****Twelve out of thirteen standards met.**

School House is an all male boarding house. The main house houses all of the younger boarders with most of Year 12 and Year 13 boarders living in the Annex. Both areas have adequate heating, lighting and ventilation and were clean and have a good standard of decoration. Furniture and furnishings are suitable for the number and needs of those accommodated, and are in a satisfactory condition. The Annex does not have a bath or shower and so boarders use the facilities in School House. The washing and toilet facilities indicated that an extra toilet/urinal was required to meet the National Minimum Standard.

The Inspectors have made 1 Recommended Action & 10 Advisory Recommendations.

The actionable recommendation is:

- The Responsible Person is recommended, in accordance with Standard 3.2 & 3.4, to update the Child Protection Policy and include explicit lines of responsibility.

The remaining 10 advisory recommendations are as detailed and relate to the improvement in good practice, some of which are currently under review by the boarding staff.

Commendations:

School House is commended for the comprehensive records kept in relation to individual boarders' health and welfare needs and issues; and the medical and welfare support provided; for enabling and responding to the views of boarders; for their extensive crisis management strategy; for the range of activities it provides for boarders, which it provides; for the facilities provided to enable boarders to maintain contact with family and friends; for the induction and support of new boarder; for the personal support provided for boarders by staff; for the sound staff/boarder relationships and for the quality, variety and quantity of food.

Parents' Letters:

Two letters were received. Both were very positive. One parent said that giving accurate information to parents could be improved upon, but both and stated that School House had a 'welcoming and fairly relaxed atmosphere'.

Interviews: Interviews with both staff and boarders confirmed the Inspectors opinion that School House is a warm, friendly and supportive environment for young people. Boarders were complimentary about the staff and particularly mentioned 'Mr Wills' (Mr Williams, Head of Boarding) and Matron as people who they could turn to in times of trouble. It was very

clear that the boarders looked upon Matron as a surrogate mother figure. All of the boarding staff said they felt well supported in their work, which they enjoyed.

35 Boarders Questionnaires received: Please see attached analysis.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE
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Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

Local Education Authority
Secretary of State

NO

NO

The grounds for any Notification to be made are:
--

NONE

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION
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Were the Recommended Actions from the last Inspection visit fully implemented?

NA

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	The Responsible Individual is recommended, in accordance with Standard 3. 2 & 3.4, to update the Child Protection Policy and include explicit lines of responsibility.	01/01/05

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	BS1	The Responsible Individual is recommended, in accordance with Standard 1, to rationalise the admissions policy and clarify information, particularly in relation to the selection of boarders for School House.
2	BS3	The Responsible Individual is recommended, in accordance with Standard 3.4 & 3.9 to include a 'Whistle Blowing' policy and procedure and the 'Missing Child' policy and procedure.
3	BS3	The Responsible Individual is recommended to provide the Governors sub committee (boarding) with a copy of 'Working Together to Safeguard Children', (Department of Health, Home Office, DfES, 1999) and a copy of the Boarding Schools National Minimum Standards 2004.
4	BS4	The Responsible Individual is recommended, in accordance with Standard 4.7, to include the policy on 'Restraint' in the Rewards, Discipline and Sanctions Policy.

5	BS8	The Responsible Individual is recommended, in accordance with Standard 8.2, to ensure that the governing body, sub committee (boarding), have a system to monitor welfare provision in School House.
6	BS23	The Responsible Individual is recommended, in accordance with Standard 23.2, to ensure that records of risk assessments, major punishments, complaints and accidents are regularly, (at least twice a term), monitored and signed by the Head or a designated senior member of staff.
7	BS23	The Responsible Individual, Head of Boarding and Matron are recommended to implement a system by which the trends in boarders' health care requirements can be monitored and actioned.
8	BS28	The Responsible Individual is recommended to ensure that in the recruitment procedure all bullet points in Standard 38.2, especially bullet points 3, 4, 8, 9 are recorded. It is further recommended that clear supervision arrangements are in place for any domestic or maintenance staff if they take up their post before CRB clearance has been given, as specified in Standard 38.7.
9	BS42	The Responsible Individual is recommended, in accordance with Standard 42.5 that bunk beds should not be used for boarders beyond Year 8.
10	BS44	The Responsible Individual is recommended to provide an additional toilet/urinal to comply with Standard 44.2.

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

Date of Inspection	01/11/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	71
Number of Inspector Days spent on site	4

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**

11

TO

19

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

49

Girls

0

Total

49

Number of separate Boarding Houses

2

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The School House prospectus provides a clear Mission Statement and Aims of Boarding, which are circulated to all Parents, Staff and Boarders. This is in the form of policies and procedures within the pack sent to prospective parents and boarders. It includes: the schools aims and objectives; admissions policy; fees; exeat arrangements; uniform policy and requirements: staffing of the boarding house; rewards, discipline and sanctions; the welfare and supervision of boarders; healthcare arrangements; activities; pocket money; parental contact etc. and reflects the current practices in School House. The information sheets give a detailed description of the practices of boarding and policies, which specifically related to School House. The insert 'A Family of Boys in Leicestershire' gives comprehensive information covering all matters, which affect the boarders' welfare and the daily life of School House. Together these documents are a true reflection of the principles and practices observed by the Inspectors.

The current information is in the process of being updated and the school may wish to consider a statement which clarifies the admissions criteria especially where it relates to students attending other schools and any criteria dictated by Leicestershire as a result of its financial support

The Responsible Individual is recommended, in accordance with Standard 1, to rationalise the admissions policy and clarify information, particularly in relation to the selection of boarders for School House.

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
<p>School House has a comprehensive anti-bullying policy and student friendly notices are displayed making it clear that bullying is not tolerated and giving a clear message to all boarders what they must do if it happens to them, or they observe it during their time in School House.</p> <p>More than half of the boarders were spoken to during the course of the inspection. None of the boarders identified bullying as a problem within the boarding house. All said that if they had any concerns they felt that they could speak to the boarding staff or to the Independent Listener.</p> <p>The 'Boarders' Questionnaires' demonstrate that bullying is not a significant problem in School House. Where boarders had said they were 'bullied' (in the questionnaires) it was, in most cases, by the prefects.</p> <p>However, boarders who met the Inspectors made it clear that bullying was <u>not</u> an issue in School House. In deed, many of the boarders stated that the prefects and older boarders were supportive and helpful towards the younger ones. All staff, including the domestic staff, confirmed this view.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	100	%

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**

School House has a Child Protection Policy and Procedure, which is known to all staff and there is additional guidance for School House, outlining the procedures for House staff should an incident occur. In addition, the Child Protection Officer has the Area Child Protection Committee's (ACPC) procedures and a copy of 'Working Together to Safeguard Children', (Department of Health, Home Office, DfES, 1999). The Deputy Head (Pastoral) is nominated as the Child Protection Officer and has received appropriate training. However, the Head teacher is the responsible Person for Child Protection. Staff receive information relating to child protection during the staff induction process and receive regular updates. This was confirmed by all of the staff spoken to during the inspection.

Ancillary staff and prefects are also provided with information regarding child protection. A poster with telephone numbers for 'Childline', 'Kidscape' and The Commission for Social Care Inspection (CSCI) are displayed in the telephone booth within the boarding house.

It was noted by the Inspectors that the school policy was written in 2000 and the Head teacher confirmed that the policies are due to be updated. It is suggested that the revised policy should be written in terms of Standard 3 and all its subsections including a whistle-blowing clause in the policy and also attached the Missing Child policy. It is also recommended that there should be greater clarity in the roles of the Head teacher and the Deputy with regard to Child protection.

It is strongly advised to include in the policy any recommendations from the *Richard Report*.

It is suggested that the Boarding Sub Committee should have a copy of the 'Working Together to Safeguard Children' document and to ensure that those Governors visiting School House and meeting boys unsupervised are Criminal Records Bureaux (CRB) checked.

The Responsible Individual is recommended, in accordance with Standard 3. 2 & 3.4, to update the Child Protection Policy and include explicit lines of responsibility.

In addition, the Responsible Individual is recommended, in accordance with Standard 3.4 & 3.9 to include the 'Whistle Blowing' policy and procedure and the 'Missing Child' policy and procedure.

In addition, the Responsible Individual is recommended to provide the Governors sub committee (boarding) with a copy of 'Working Together to Safeguard Children', (Department of Health, Home Office, DfES, 1999) and a copy of the Boarding Schools National Minimum standards 2004.

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**

Ashby School and School House have a 'Rewards, Discipline and Sanctions' policy and procedure, which is included in the information pack for parents and boarders. The emphasis is on self-discipline and house rules are posted in relevant areas of the boarding house. Rewards may be extra privileges, small trophies and mentions in the School House newsletters and other school publications. Sanctions, some of which include restriction of pocket money, cleaning duties and 'squares' (a form of lines), which the boarders disliked the most. Sanctions are recorded and parents informed where the misdemeanour is considered to be serious. Prefects may not give a punishment unless it has been sanctioned by a Housemaster. Repeated serious infringement of the rules may result in temporary or permanent exclusion. Exclusion is authorised by the Housemaster in conjunction with the Head teacher or Deputy Head (Pastoral) of Ashby School. The punishments were all recorded and monitored regularly by the Head teacher. Any major punishment and any punishment notified to parents are copied to the Head teacher and filed individually in the boarder's file. School House does not impose any form of corporal punishment.

The boarders reported that they thought punishments were generally fair and consistent. This was confirmed in the 'Boarders' Questionnaire'.

The Inspectors observed a very good standard of behaviour in School House and around the school site.

The Responsible Individual is recommended, in accordance with Standard 4.7, to include the policy on 'Restraint' in the Rewards, Discipline and Sanctions Policy.

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**

School House has a Complaints Policy and Procedure, which is included in the information pack for parents and boarders and provides the names and contact telephone numbers for Ashby School and Ivanhoe College, the Independent Listener and the CSCI. There is a complaints procedure for parents and a separate one for boys. The complaints procedure is well known and the boarders confirmed that they have no major complaints but they do make their opinions known. They spoke positively of the Housemaster's intervention on their behalf with members of staff in academic matters.

Neither School House nor the CSCI have received any complaints within the last twelve months. Minor concerns are recorded in the 'Day Diary' and dealt with appropriately. The Head teacher keeps a written record of all complaints and any outcome. This is also recorded in the boarder's file e.g. a racial incident involving day students and two boarders. The telephone number for the CSCI is available in the boarders' telephone booth.

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**

Ashby School and School House have a clear policy on countering major risks to health including alcohol and substance abuse. The Personal Health and Social Education (PHSE) programme is overseen by the Deputy Head (Pastoral) and in Year 10 and 11 sensitive matters of sexual health is undertaken by specialists including outside speakers e.g. the School Nurse. Biology teachers and PE teachers assist in the programme on matters such as alcohol and substances, which affect health and performance. The school also uses speakers from Alcoholics Anonymous and the Police to reinforce the learning.

In house, Matron takes a very proactive attitude to health matters. School House also has its own Policy on Alcohol and a Smoker's Contract, which is signed by parents.

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?****4**

School House maintains information in relation to individual boarders' health and welfare needs. Information is provided via a comprehensive medical questionnaire, completed by parents prior to the boarder joining the school. The questionnaire includes information such as vaccination, childhood illnesses and any required medication. In addition, parents complete a medical form that is retained by the local health centre. Medical records are updated on a yearly basis or more frequently, as required. Personal welfare and General Practitioner (GP) information is kept in a sealed envelope. Daily health care needs are recorded in the 'Day Diary' and updated into more formalised records, on a daily basis. Welfare information includes significant illnesses, permission for School House staff to give prescribed medication and 'household' medication, such as mild analgesia, (i.e. paracetamol) and parental permission to act in loco parentis in an emergency. Records are maintained of all other healthcare needs and treatments such as dental and optical care, GP visits, medicines given, both prescribed and 'homely' remedies and any visits made by the school nurse. Boarders are able to choose to see either a male or female GP and to see the GP in private if they wish. Boarders were noted to visit the GP, optician and dentist during the course of the inspection and were accompanied by School House staff.

Matron stated that she intends to update the method of recording welfare information to provide a more individualised approach (see Standard 23).

The Responsible Individual, Matron and staff are commended for the comprehensive information kept in relation to individual boarders' health and welfare needs and issues.

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

There is evidence of clear leadership and Management of Boarding in the school. Mrs Keller-Garnett, Head teacher, who has been in post for some eight years, has overall legal responsibility for the boarders, including those who attend Ivanhoe School, Manor House School, and School House. The majority of boarders attend Ashby School. The Head teacher delegates responsibility for the day to day running of School House to Mr Williams, Head of Boarding and Housemaster of some 15 years, who is also spearheading the proposed expansion and development of boarding to create a separate Sixth Form House. The Head teacher and the Head of Boarding meet regularly with the Bursar to discuss the provision within School House and to ensure high standards and best value for money. The wealth of experience and vision of the school management is clearly evident and the buoyancy of recruitment is evidence of their good practice.

There is a sub-committee of the Governing Body, which meets to consider matters relating directly to boarding. It consists of Mrs Hunt, Chairperson, Mrs Keller-Garnett, Head teacher, Mr C Jones, Chairman of Governors, 3 further Governors and the Head of Boarding, Mr J Williams and Mr A Burton, the Bursar, attends. The meeting is minuted by the Health and Safety Officer, Mrs A Allsop. Minutes of these meetings were noted. There is an advisory recommendation that the Boarding sub-committee develops more formal procedures for monitoring the welfare systems in School House.

There is a clear development plan for boarding to improve the staffing of School House, the facilities of the House and currently negotiations to set up a separate Sixth Form House, Arlington House, are at an advanced stage. There is a contingency plan to consider further areas of the school or applying for permission to build on to the existing School House in the event of the lease of Arlington House not proceeding, as recruitment for boarding is buoyant and 31 boarders had to be refused places in the current academic year.

The Responsible Individual is recommended, in accordance with Standard 8.2, to ensure that the governing body, sub committee (boarding), have a system to monitor welfare provision in School House.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence**Standard met?**

4

The Ashby School, which includes School House, has good systems in place for managing crises outlined in brief in the Health and Safety Policy. Photographs of all boarders are kept on file.

The Inspectors evidenced the procedures that were adopted during the 'SARS' epidemic when they put in place a TEFL course while the boarders were isolated after the holidays in the Far East.

There was a separate incident on a school visit to New York during that period and it seemed likely that one student who was ill was to be detained and not allowed to fly back with the rest of the party. In fact this did not happen but there was a clear plan to accommodate the student and a member of staff until such times as they were allowed to return.

There was further evidence of the arrangements made by the school when one member of the day school contracted meningitis.

All students/boarders who are in school sports teams, going on outings involving transport have, lodged in school, a signed parental indemnity form or they are not permitted to go.

It is the detail and the advanced planning evidenced to the Inspectors that satisfies them that this standard is exceeded

The Responsible Individual and staff are commended for the extensive information and planned responses in managing crisis affecting boarders' welfare, which they were able to demonstrate were used in practice.

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

Currently all the boarders are accommodated in School House and the Annexe, which is reserved for Year 12 and Year 13 boarders only. All the boarders share the common rooms and the toilet and washing facilities although there are toilets and wash hand basins on all landings and in the annexe.

The sleeping accommodation is separate and boys are arranged in dormitories of similar ages. It is clear that the separation of age ranges affords protection for all the boarders and the practice and principles of boarding are the same for all boarders of whatever age range. School House is at maximum capacity but no boarders complained of crowded facilities and indeed comment on the family atmosphere where sharing is expected.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

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

Ashby School and School House offer a good range of activities appropriate to the age of the boarders. After school hours and at weekends, the boarders are able to use the swimming pool, if staffing is available. There are recreation areas and a new all weather games area, which is floodlit, that the boarders will be able to use shortly. They are also able to wander in the grounds of School House and the school land adjacent to the house safely as there is good security fencing.

School House also has company membership of the local community Sports and Leisure Centre and more senior boarders are permitted to join the Centre and use the facilities there. All boarders are allowed to go into the town provided they sign out at specially designated times.

In house, there is a sitting room with a selection of board games and books, a TV room with video and DVD systems and a very good computer room with 15 computers networked to the school system and one computer is able to access Cantonese programmes for the Chinese boarders. The computer system has two good filter systems, which are monitored in school by the IT Department.

In addition, in the dormitories boys are permitted to have TV sets and some also have DVDs. At weekends outings are offered and the boys are asked to decide which outing they go on if several options are given.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?****4**

School House operates on a family style culture and ethos, embracing different cultures and creating an ethos, which is valued and appreciated by the boarders and their families. The Inspectors were able to speak to a grandparent of one of the boarders and she commented that the family ethos was the decisive factor in her choice of school and she was very impressed that it was followed in practice.

The boarders made their opinions known informally to boarding staff and recently in February 2004, a House Council had been formally set up. The Inspectors were able to evidence not only that the Council met regularly but that their requests were given due consideration and responses were given, even if the requests were not granted. Matters discussed included outings, menus, rewards and sanctions and all House business. The boarders confirmed that their views were listened to and that they understood the reasons their requests were rejected, even if they disagreed with those reasons.

The Head of Boarding had regular meetings with the Prefects and the Head Boy advised the Inspectors that he acted as a 'Go-Between' for boarders and staff.

There was also minuted evidence of a meeting between the Head of Boarding and the senior boarders about evenings out and alcohol consumption. This followed an alcohol incident but it was evidence of a real desire by the Head of Boarding to take into account the events, which led to a change in policy.

Boarders of all ages confirmed, in discussions, that they felt able to contribute their views to house matters and that they would be heard.

The Responsible Individual and staff are commended for ensuring that boarders are enabled to contribute effectively to the operation of School House.

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**

There is a prefect system operating in School House. They are the 'elder brothers' in the 'Family of boys in Leicestershire', and they are encouraged to advise and pass on anxieties about any of the younger boarders. The prefects are appointed to do specific duties in a defined area and these duties aim to support and encourage the younger boarders. They have no disciplinary role and no power to punish but can discuss punishments for individual misdemeanours with the Head of Boarding.

There is also a clear description of the role of the Head Boy. The prefects are given full briefings by the Head of Boarding and also by Mrs Ridley, Deputy Head (Pastoral). His duties include representing the House at the Old Ashbien Dinner, a public relations role on Open Days, for recruitment purposes, to make a speech at the Christmas Dinner and with the Prefects to act as hosts for guests.

The boarders confirmed that they enjoyed their responsibilities as Head Boy and Prefects and the younger boarders declared that the Head Boy was a good role model and that in time they would like to be Prefects

The Housemaster and other resident staff confirmed that they supervised the Prefects from a distance and were pleased to observe how they grew into their role and how it helped personal development.

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**

All of the boarders in School House confirmed that they had a teacher as their tutor in school and that they met with them frequently to discuss their progress but they could discuss welfare or boarding matters as well. They also commented that information, essential to their progress, was passed to the Housemaster. The Deputy Head of Boarding commented that they discouraged teachers from passing on information to the House in situations where they would not contact a parent directly, in this way protecting the boarders from being disadvantaged e.g. reporting late prep when the teacher would not have contacted the parent of a day student. 'It is important that the staff regard School House as a home in the same way as they regard day students' homes.

The boarders of all ages commented that they had plenty of people to talk to in the House and especially Matron who is very approachable about all matters.

The Inspectors saw other members of staff in the House talking to boarders individually, and some teachers came into the House to discuss work and other matters as well as running individual lessons and group revision sessions.

Ashby School also has access to the Open Door and Teen Health Clinic, which is situated in the Hospital and run by the School Nurse, allocated to Ashby School through the Leicestershire Health Authority. The boarders are able to access these facilities

The older boarders commented that they could take issues to Mrs Ridley, Deputy Head (Pastoral), and were confident that their concerns would be handled sensitively and, where possible, confidentially. Mrs Ridley acts as the Independent Listener because she has no duties or responsibilities in School House, although she may occasionally teach a boarder in the PHSE lessons. Technically she cannot have this role but the boarders do see her as independent. Only one boarder expressed the view that it would be helpful to have a totally independent person to be able to contact and the school may wish to consider implementing that suggestion over and above their current arrangements, which appear to work very well.

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?

4

School House has comprehensive medical and welfare records. Matron oversees the boarders general health and welfare needs and remains 'on call' when not on duty. Boarders' medication and 'homely remedies' are stored and disposed of appropriately. Parental permission is sought and recorded for prescription medications, 'homely remedies', such as paracetamol, emergency treatments, dental and other medical care. Dental and optical care is accessed in Ashby. All treatments and medications are recorded in the 'Day Diary' by the boarding staff. Files with clear emergency procedures, telephone numbers and information are readily available in the staff kitchen area.

Boarders are able to see a male or female GP if they wish, and can choose whether they are accompanied by an adult when visiting the doctor, dentist or hospital. Personal welfare, GP and hospital records are kept separately in a sealed envelope (also see Standard 7).

Information relating to allergies and significant illnesses is provided for academic and catering staff on a 'need to know' basis.

First Aid boxes are available.

The Responsible Individual, Matron and staff are commended for the level of medical support and care provided for the boarders.

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

Matron or a Housemaster ensures that sick boarders are regularly monitored, as was the case during the inspection. One boarder said that when he was unwell a member of the boarding staff sat with him throughout the night.

School House does not have a sick bay/sanatorium, but has a room that can be converted. The room has an easily accessible bathroom and toilet, a telephone, television and computer facilities. It is readily accessible to the boarding staff.

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

School House keeps extensive and comprehensive welfare and medical records, which identify boarders with significant health and personal problems. The welfare plans demonstrate parental consultation and involvement where boarders had specific healthcare needs. Boarders with specific problems such as asthma or boarders who suffered from emotional problems and homesickness are well supported by Matron, the Head and Deputy Head of Boarding, boarding staff, the Independent Listener and academic staff which demonstrated an integrated approach to the health and welfare needs of the boarders. All support plans are recorded in the 'Day Diary' and transferred to formal records that are appropriately maintained. Outside professional services are sought through the GP and School Nurse where required. Welfare records demonstrated that this happens in practice (see Standard 2).

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

School House has the Leicestershire Educational Authority (LEA) Equal Opportunities Policy. The Inspectors noted that cultural and religious differences are supported and celebrated in House and were observed in practice, on a number of occasions, during the inspection.

School House has a large percentage of boarders who are from overseas, some of whom do require English Language support. English as an Additional Language (EAL) is provided where required. Additional educational support is provided in other subjects such as mathematics and geography if necessary.

Ashby School has a specified uniform made known to parents in the information pack and all boarders wear the required uniform during the school day but are allowed to wear mufti in the evenings and at weekends.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	4
<p>School House provides access to a telephone with contact numbers for 'Childline', 'Kidscape' and other services. Parents are provided with both the House staff telephone number and the Boys' Line telephone number. However, most, if not all, boarders have a mobile phone and are able to contact parents at any reasonable time and in an emergency. Contact numbers including those of the Head of Boarding, school fax, E-mail and website are detailed in the information for parents and boarders. Boarders have supervised access to E-mail facilities and are encouraged to write letters to their parents. Post is distributed daily.</p> <p>The Head of Boarding, Matron and boarding staff record any contact made by them to parents and consult parents on any significant welfare or disciplinary problems. Parents may visit at any time and accommodation is arranged for them if required.</p> <p>The Responsible Individual and staff are commended for the arrangements made to enable boarders to maintain contact with parents and family.</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>Pocket money is kept and recorded appropriately. A set amount of pocket money is banked once a term. Weekly request are made in advance. Boarders spoken to during interviews said that they were able to have pocket money once a week. Parents may be contacted if large amounts of pocket money are requested without a reasonable explanation being given. Some boarders have separate bank accounts for which neither School House or Ashby School are responsible.</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?	4
<p><i>School House's Mission Statement – Provide boys with a happy comfortable and secure environment in which they feel supported and confident.</i></p> <p>School House new boarders, once accepted, visit the boarding house for another look round and overnight stays are sometimes possible. New boarders are provided with an extensive and comprehensive programme, which is recorded and kept on file. Support from more experienced boarders is on an informal basis but was observed by the Inspectors during the visit to the boarding provision and throughout the four days of inspection. Boarders confirmed that they felt able to seek advice from other boarders but also felt well supported by the Head of Boarding, Matron and other members of the boarding staff.</p> <p>In the Inspectors' opinion this has been achieved and School House provide a warm, welcoming, supportive and homely atmosphere for the boarders.</p> <p>The Responsible Individual and staff are commended for the extensive induction, support and guidance provided for new boarders.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
Neither Ashby School nor School House appoints guardians; therefore this standard does not apply.		

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>School House has not had any recent major punishments, complaints or accidents. The Head teacher and Head of Boarding monitor the risk assessments, any disciplinary issues raised by boarders, complaints (if any) and accidents.</p> <p>However, this did not appear to be twice a term, as recommended in Standard 23.2.</p> <p>Healthcare trends were discussed with Matron and, it was agreed, that some form of monitoring system could be useful to ensure that reoccurrences of repeated illnesses, such as headaches, or repeated requests for medication, such as paracetamol, could be 'flagged up'.</p> <p>The Responsible Individual is recommended, in accordance with Standard 23.2, to ensure that records of risk assessments, major punishments, complaints and accidents are regularly, (at least twice a term), monitored and signed by the Head or a designated senior member of staff.</p> <p>The Responsible Individual, Head of Boarding and Matron are recommended to implement a system by which the trends in boarders' health care requirements can be monitored and actioned where required.</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**

Boarders are provided with three main meals a day, including weekends, except on Saturday, when Brunch is provide. There is a wide choice of menu, including a vegetarian option at each meal; with a Thai meal provided one evening per week. The menu is a weekly rolling programme but there are at least four choices (or more) and many combinations offered at each meal. The dining area is attractive, clean and well equipped. It is suitably furnished and is large enough for the number of diners, although a little cramped when all the boarders are present. There are plans to add a conservatory to extend the dining area. Boarders queue to be served but this is done quickly and boarders have sufficient time to eat their meals. However, a number of boarders were concerned because they were being reprimanded by their teachers for being late for their afternoon classes when boarding staff took too long giving out messages after lunch!

Boarders are supported with any cultural or religious requirement involving diet and encouraged to celebrate birthdays and special festival days. Special dietary requirements are catered for and nutritional advice, sought where necessary, on an individual basis. Matron also supplies biscuits and sweets, as treats, for the boarders.

A boarder's relative provided an impressive Halloween cake for the boarders to share. Staff involved in preparing the food have received appropriate training in food handling and hygiene. The kitchen and food preparation areas were very clean and well maintained.

The Responsible Individual and staff are commended for quality and variety of food provided for boarders.

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**

Drinking water is available in School House from the kitchen and in the main school. Boarders are able to ask for extra drinks and snacks, if required, and boarding staff were observed reminding boarders to take extra drinks with them when they took part in sporting activities. Boarders also keep bottled water and soft drinks in their dormitories.

Senior boarders, in the Annex, are provided with bread, milk, tea and coffee in their common room.

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
Ashby School and School House have extensive Health and Safety Policies and Procedures within its Health and Safety Manual, which includes fire evacuation procedures and a fire system management. The fire service provides a 'walk round' service to identify potential problems. Fire drills are carried out once a term for School House, out of hours, followed by an evaluation of the procedure. Fire bells are tested weekly. Fire risk assessments for the School House had been completed. Records of drills and tests were provided.		

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?	9
School House does not impose unusual or onerous demands on the boarders, therefore this standard does not apply.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	3
School House accommodates children during the summer. It runs a two-week summer school for 'Gifted and Talented' young people. The Head of Boarding stated that all the policies and procedures relating to boarders were implemented in respect of the summer school. In previous years the school has notified Leicestershire County Council of the dates of the summer school. The school is advised to continue notifying CSCI of dates of the Summer School, staffing arrangements and details of students enrolled. The Head teacher stated, in her response to the draft report, that they had been inspected by OFSTED and by the LEA.		

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?**

9

School House does not undertake any high-risk activities with boarders: therefore this standard does not apply.

Boarders who undertake high-risk activities with Ashby School are subject to their rigorous policies and procedures (see Standard 9).

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?**

4

Boarders have access to information about events in the world outside through radio or television, either in their own room or in the common rooms. Boarders can also maintain contact with friends and family by mobile phone, Email and letters. Boarders have access to daily newspapers and can buy their own newspapers and magazines if they wish. Boarders also go on arranged school trips and trips to the cinema, evenings out, such as on Bonfire Night, and participate in many external sporting and other activities with other schools and organisations.

The homely, well-furnished common room has books, television, video player, DVD player and games consol video games, with age appropriate videos and board games. Staff were observed playing board games with some of the younger boarders during the evening and boarders are able to use the well-equipped computer room in School House. Boarders are allowed to go into Ashby but return at the prescribed time and sometimes occasionally organised groups go to Leicester.

There are many opportunities to take part in sports both at Ashby School and in School House (see Standard 11). Boarders went swimming and took part in football and basketball matches and discussed hobbies such as chess and music, which are supported and encouraged by the boarding staff. Boarders, especially seniors, felt a little restricted but acknowledged that this was for their protection and it was the responsibility of the boarding staff to keep them safe.

The Responsible Individual and staff are commended for providing boarders with a wide variety of age appropriate activities.

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?

4

The staff supervising the boarders in School House are very experienced and generous in number. There are at all times, day and evening, at least two members of staff on duty one of whom is female, except for two afternoon slots during the week, when female teachers can be called upon if necessary. Two members of staff sleep in overnight and, in addition, there are members of the teaching staff who come to the boarding house in the afternoons and early evenings to give support lessons and extra lessons to any boarder who needs help, in particular the overseas boarder, boarders with academic difficulties and also the boarders taking examinations. The duty rota divides the week into two halves and extra staff are available at weekends when activities and outings are organised. The names of members of staff on duty are displayed on notice boards and they eat with the boarders; the boarders confirm that they are always aware of which staff are on duty. The Head of Boarding and Matron are 'on call' even during their time off when they are living at home, off site, and the Head of Boarding calls in to School House during his off duty hours if there are any concerns, even of a minor nature. Arrangements are in place to cover absent staff, usually by the existing complement of staff, as the security of the boarders is paramount and staff prefer to do the extra duties to preserve that security.

School House boarding staff only work in boarding and do not have a teaching role.

The Responsible Individual, Head of Boarding and staff are commended for the dedication shown to providing care and supervision over and above that required within the National Minimum Standards for Boarding Schools.

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**

There is a rigorous procedure for signing in and out detailing destination and time out whenever a boarder leaves the boarding house, except when he is attending lessons. The procedure for taking boarders on visits follows the detailed instructions in the Health and Safety Policy. The staffing ratios are more generous than that required by the DfES. Clear briefings are given to boarders about travel in the minibuses/coaches; there is an emergency contact at school 24 hours a day, including the holiday periods, and even ad hoc visits by boarders e.g. to pick strawberries or go for a walk at the weekend are notified to the Health and Safety officer so that all journeys can be accounted for. The Inspectors evidenced the records for sports team visits, the visit to New York, a history visit to Warwick Castle, (boarders were present on all of these visits) and a House visit to Warwick and Stratford. They also evidenced the procedure where boarders were given three options for a weekend visit to watch fireworks for Bonfire Night.

Boarders wishing to go further a field than Ashby have to have written consent from their family and if they wish to have an optional exeat and stay with a person other than their family or guardian, then the Head of Boarding must have written, signed consent from the boarder's family or guardian and the host family.

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**

At least two members of staff sleep in the boarding house at night and the boarders confirm that they are able to contact them overnight. In the Annexe (a separate building some ten yards from the house but within School House's security fence with locked gates), where only Year 12 and Year 13 boarders live, there is a direct telephone link to, and the mobile phone numbers of, the Head of Boarding or the House parent on duty overnight. The Head of Boarding or the House parents have a written record of any boarder who is not present in School House overnight and the boarders are not permitted to sleep in any other area than their own room.

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**

All staff within School House have job descriptions and as part of Leicestershire's review of non-teaching personnel, the Hayes Review, these job descriptions have been updated and grades reviewed.

All new staff including domestic and catering staff have a full induction before they take up their duties, when all procedures and key policies are explained by the Head of Boarding or the Matron. These procedures are then revisited, especially the key areas such as Child Protection, during the first half-term, to ensure that the staff are familiar and confident with the actions required of them in the course of their duties.

The Ashby School takes part in the Investor's in People scheme and opportunities for staff training are valued. The domestic staff have Control of Substances Hazardous to Health (COSHH) training when any new substance is introduced as well as during their induction and records of this training are kept by the Matron. Similarly, if any new equipment is to be used they will attend a demonstration prior to using it. Catering staff and any domestic staff who do shifts in the kitchen hold current Basic Food Hygiene Certificates.

The Matron has a degree in counselling and also attends the Boarding School Association (BSA) training for Matrons and Nursing sisters. The Deputy Head of Boarding is a psychologist and has worked with the Leicestershire Psychological Service.

There is in place a system for Performance Management and Review and each member of staff in School House, including all the domestic and catering team, have an annual review. The Inspectors evidenced the process and confirmed with one member of staff that Matron had completed her review and that the House parents' initial meeting for the current year is already calendared.

The Inspectors were impressed by the desire of the Management of School House to use the staff strengths and to continue to develop them.

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**

All staff in School House are provided with a comprehensive pack outlining the School House Mission statement and its aims, their duties on a day-to-day basis as well as specific instructions on key duties e.g. 'How to Run a Fire Practice', 'Kitchen Duties' etc. School House has its own procedures in addition to the procedures for Ashby School e.g. 'Child Protection', 'Anti-Bullying Policy', 'Rewards Discipline and Sanctions', 'Complaints Procedure' etc. It would be beneficial to all staff to have all the policies and procedures, relevant to the School House, contained in a comprehensive handbook, when the policies and procedures are next updated and revised. This would ensure clarity of practice between the Ashby School and School House in key areas e.g. in Fire Practices and How To Run a Fire Drill in School House

Ashby School follows the Leicestershire disciplinary procedure and includes provision for precautionary suspension pending investigation as well as provision for support and guidance for the member of staff involved.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The Inspectors found the relationships between staff and boarders to be sound with a very positive outlook reported by both staff and boarders. Interaction was relaxed and caring and showed mutual respect. The Inspectors observed good-natured banter and repartee between the staff and the boarders. The boarders spoke very warmly of the support they received from all of the staff but particularly Matron to whom they turned in times of unhappiness, confusion or stress; they also noted staff interest in the boarders successes and how they were mentioned (often during communal meal times) and rewarded even informally by a metaphorical pat on the back for simple actions like a good duty or a success academically, on the sports field or in any part of their school life.</p> <p>It is the effort, management, thought and dedication put into this aspect of School House life that satisfies the Inspectors that this standard is exceeded.</p> <p>The Responsible Individual, Head of Boarding, Matron and staff are commended for fostering sound staff/boarder relationships.</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>The boarders regarded staff supervision as respectful and they reported that it did not intrude on their privacy. This was borne out by observed practice during the inspection. In general, although some boys did comment on the lack of space in the big dormitories, they did not complain of a lack of privacy.</p> <p>The Head of Boarding and the Head teacher are well aware of the need for privacy for the senior boys in particular and apprised the Inspectors of their development plans. The senior boarders are aware of these plans and look forward to more space, single or double rooms and a more adult environment, although they commented forcefully that they do not want to lose the family, caring atmosphere of School House when the new accommodation becomes available.</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?	3
<p>Ashby School and School House follows the recruitment procedures with regard to CRB checks undertaken by Leicestershire County Council Education Authority. It is advised that they devise a simple system to ensure that all the requirements of Standard 38.2 are carried out by the LEA.</p> <p>There are very full records of the interviewing process for all staff, including two written referees, interview notes, completed application form or CV.</p> <p>It was noted by the Inspector that one member of the boarding team appointed in 2003 had only the standard CRB check instead of the enhanced check but a teacher appointed in 2004 had an enhanced check. It was also noted that a member of the domestic cleaning staff was in post but the CRB check had not yet been confirmed.</p> <p>The Head of Boarding confirmed that the taxi drivers used by School House had CRB checks.</p> <p>The Responsible Individual is recommendation to ensure that in the recruitment procedure all bullet points in Standard 38.2, especially bullet points 3, 4, 8, 9 are recorded. It is further recommended that clear supervision arrangements are in place for any domestic or maintenance staff if they take up their post before CRB clearance has been given as specified in Standard 38.7.</p> <p>It is noted that 38.4, 38.5, 38.8 and 38.9 do not apply to the school.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
<p>It was noted by the Inspector that one member of the cleaning staff was working unsupervised in the boarding accommodation despite the fact that her CRB check has not yet been cleared. It is a recommendation that clear supervision arrangements are put in place and implemented as soon as possible. These arrangements ought to be used for any future staff in a similar situation (see Standard 38).</p> <p>Visitors can only gain entry into School House from one point and will be met and escorted to the duty member of staff. The maintenance man employed in School House is self-employed and it is a recommendation to ensure his CRB check is enhanced.</p> <p>It is noted that Standard 39.4 does not apply.</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?

3

School House only houses male boarders. The main house houses all of the younger boarders with most of the Year 12 and Year 13 boarders living in the Annex. Both areas have adequate heating, lighting and ventilation, although the boarders in the Annex said that the heating was a little temperamental at times but was generally OK. Both areas were clean and have a good standard of decoration. Furniture and furnishings are suitable for the number and needs of those accommodated, and are in a satisfactory condition. Boarders indicated that the accommodation was not unnecessarily noisy and younger boarders were not allowed access to the Annex.

School House do not currently accommodate anyone with a specific physical disability.

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

School House is situated in its own grounds, within school grounds, and has security fencing. Both the School House and the Annex can only be accessed from outside by security coded locks. There is no way into the sleeping accommodation from outside of the building. All windows have widow restrictors. The sleeping areas are reserved for boarders and accessed only from within the building. Given the location of the school site, all reasonable measures are taken to prevent unauthorised public access to the grounds and to School House.

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**

School House – Main Building. This has six dormitories, Big Top & Little Top and Big Bottom & Little Bottom for the younger boys. The sleeping accommodation is separate and boarders are arranged in dormitories of similar ages. The boarders in the dormitories are accommodated in bunk beds. Although this is not entirely satisfactory and does not comply with Standard 42.5 the Inspectors are aware of the development plans for the boarding facility. If these come to fruition in the next 12 months it is hoped that the issue of bunk beds will be addressed.

All rooms have windows and are carpeted and curtained and there is sufficient storage space for boarders' clothing and property. Rooms inspected were well personalised. Boarders said that their dormitories are comfortable, and they had sufficient privacy. One older boy had moved back to the dormitory from a single room in the Annex because he preferred to have the company of other boarders.

Resident staff are housed in accommodation that is separate from the boarders' accommodation and has separate toilet and bathing facilities (see Standard 10).

The Responsible Individual is recommended, in accordance with Standard 42.5 that bunk beds should not be used for boarders beyond Year 8.

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**

A classroom is used after school for supervised prep; this is close to the boarding accommodation. In addition, boarders are able to use the computer room, in School House, in the evening. All single bedrooms in the Annex have provision for private study, although the rooms are small and study space limited.

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**

School House and the Annex have adequate washing facilities in relation to the number of boarders at the time of inspection. These are located on each corridor, providing access for boarders of a similar age. Boarders in the Annex have washing and toilet facilities but have to go to School House to bathe/shower. The boarders did not identify this as a problem. However there is less than one WC for every 5 boarders.

In discussion boarders reported that there was no significant queuing in the morning or evening.

The Responsible Individual is recommended to provide an additional toilet/urinal to comply with Standard 44.2.

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
The boarders at School House and the Annex use their own private accommodation to change for sports or the school's facilities where appropriate. School House has a 'boot room' where boarders store their trainers and other sports shoes.		

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
See Standards 11 & 30.		

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
Sleeping, living and recreational areas are free from significant hazards. Windows are fitted with opening restrictors and safety glass is used where appropriate. There are no significant hazards in the recreational areas or on the routes used by boarders between buildings. Boarders have to cross a road to the main school campus but crossing patrols are on duty at the beginning and end of the school day. Ashby School and School House have a comprehensive Health and Safety Policy, which includes procedures for controlling and supervising the use of areas of risk within the building and grounds. There is an effective system of specific risk assessments supported by written records. School House has some specific risk assessments for the boarding provision such as the kitchen area and the grounds are covered by the school's risk assessments.		

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
Where boarders require separate care, when they are ill, a room has been identified that can be made up at short notice. There is a bed settee and a blanket chest with the required bedding. The room has a television, computer and telephone and access to a separate bathroom and toilet. The room is close to the staff office, kitchen and sitting room, where Matron and the boarding staff are readily available. One boarder, who was ill overnight, said that he had used this facility and that a member of staff had sat with him throughout the night. Matron also has a contingency plan should more than one boarder become ill but in practice most boarders stay in their own bed if a little unwell or would be taken to the hospital if this was required.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>School House has a well-equipped and fully staffed laundry on site. Bed linen is changed and laundered weekly. Boarders' personal laundry is also washed but boarders in the Annex have the facility to do their own, if they choose. The laundry is very well organised and has a system to ensure that clothing is returned to the correct boarder.</p> <p>Boarders provide their own duvet covers and pillowcases, which help to personalise their own sleeping area.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>Any necessary items not provided by Ashby school or School House can be purchased in Ashby. The town centre is within walking distance of the boarding house.</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
<p>Neither Ashby School nor School House provides lodgings for boarders; therefore this standard does not apply.</p>		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
<p>Ashby School and School House have a comprehensive, fully documented procedure to be followed before any boarders are taken away from the school site and where they are required to sleep away from school. This has been extensively checked and recorded by the Health & Safety Officer who works closely with the Head of Boarding. Boarders are accompanied by school staff with a staff/student ratio that is appropriate to the age of the students and to their destination. Short stay accommodation used by Ashby School and School House fulfils all the requirements listed in Standard 52.8.</p>		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not Applicable

Lay Assessor N/A **Signature** _____

Date _____

Regulation Manager Sue Shaw **Signature** _____

Date _____

Lead Inspector Carole Burgess **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

We would welcome comments on the content of this report relating to the Inspection conducted on 1st, 2nd, 3rd, & 4th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

"We are working on the best way to include the Head's responses in the published report. In the meantime, responses received are available on request."

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

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan within 28 days, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <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 Ms Vivian Keller-Garnett of School House, Ashby 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 Ms Vivian Keller-Garnett of School House, Ashby 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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S0000001838.V180475.R02

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