



*Making Social Care  
Better for People*

# inspection report

## BOARDING SCHOOL

**The Elms**

**Colwall  
Nr Malvern  
Worcestershire  
WR13 6EF**

*Lead Inspector*  
Dawn  
Taylor

*Announced Inspection*  
3 October 2005

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

# SCHOOL INFORMATION

<b>Name of school</b>	The Elms
<b>Address</b>	Colwall Nr Malvern, Worcs. WR13 6EF
<b>Telephone number</b>	01684 540344
<b>Fax number</b>	01684 541174
<b>Email address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Mr L A C Ashby,
<b>Name of Head</b>	Mr L A C Ashby
<b>Name of Head of Care</b>	Mrs Sarah Wilson
<b>Age range of boarding pupils</b>	7 to 13 years
<b>Date of last welfare inspection</b>	10 March 2003

**Brief Description of the School:**

|The School provides education to day and boarding pupils aged between eight years and thirteen years old (not including the Pre-prep classes). The Elms states, in its prospectus, that their aim is to achieve "academically outstanding results, though the main emphasis is one of a happy balanced family, based on Christian values within a safe and secure structure. The Elms aims to foster an enthusiasm for life, to develop self-confidence and good maners, to enhance the talents of the individual and generate an appreciation of others and our environment".

# SUMMARY

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

This inspection took place over two days and was undertaken by two CSCI Inspectors and one Independent Boarding School Inspector. Morning and evening routines were observed in the girls' and boys' boarding accommodation and meals were taken with pupils. Records and policies were examined and pupil groups and key members of the staff team were interviewed.

Letters were sent to parents and professionals asking for feedback on the school. Pupil questionnaires were completed by boarders prior to the inspection.

## What the school does well:

The staff at The Elms School continue to promote a child centred environment that specialises in meeting the needs of boarding pupils. This is achieved in a way, which generates a happy and secure environment for the children accommodated. The positive experience of the Inspectors was strongly reinforced by the enthusiasm and praise of both children and their parents.

Feedback from professionals, parents and pupils described relationships between staff and pupils that were open, nurturing and supportive.

The School's discipline and rewards procedures are appropriate and effective resulting in high standards of pupil behaviour.

The boarding staff work as an effective team in caring for boarders and ensuring that their welfare needs are well met.

Feedback from parents was positive stating -

*"the school does an excellent job of looking after the boarding children. They are kept busy doing a wide variety of fun and interesting things, well fed and adequately supervised whilst at the same time encouraged to be outgoing and independent".*

*"Our child enjoys The Elms enormously, including dorm life, the clubs this term and playing outside on the summer evenings. He refers to the matrons and gap year students as nice, fun, fair and helpful".*

*"All the staff who look after the boarding children at The Elms are warm and loving, which contributes hugely to the easy transition that most of the boarders have between home and school".*

*"Time is taken for each individual child and the matrons and pastoral care staff are truly cosy and homely – they also keep in communication with home if your child is not settled".*

Feedback from pupil questionnaires was on the whole positive stating -

### **The best thing about being a boarder is**

*"having good friends".*

*"you get friends in the year above and the year below".*

*"being with your friends, having lots of grounds to play on".*

*"you get a head start in life and not afraid of leaving home".*

*"Being in clubs and doing lots of fun things after supper with your friends".*

### **The one thing the school deserves a prize for is**

*"being a very homely place".*

*"always being friendly and approachable".*

*"making you feel at home".*

*"being loving and kind".*

*"good matrons".*

*"being so good at understanding what the boarders like and don't like".*

*"everybody is friendly and helpful so if you are homesick someone will always comfort you".*

### **What has improved since the last inspection?**

Significant work has been undertaken to ensure the safe handling and storage of medicines.

Building work has been undertaken over the past three years, providing new dormitories for the girls and an additional sick bay.

All policies and procedures have been reviewed and developed.

## **What they could do better:**

Key members of boarding staff should maintain their first aid qualification to ensure competent designated staff are available to administer first aid and minor illness treatment.

The expansion of the School building has resulted in a number of new entrances close to the main gate. Risk assessments need to be undertaken and actions agreed to ensure access to this building is restricted and monitored.

Access to telephones and privacy of calls need to be reviewed to ensure that boarders have access to a telephone where they can make a private call.

The School's Development Plan should ensure the new girls' boarding house is developed with adequate numbers of wash room facilities and the boys' boarding house is refurbished to the same standard as the girls' accommodation.

The boys' sickbay is next to matrons surgery and has a designated toilet/bathroom. The décor in the toilet/bathroom appears tired and unwelcoming. Work to revive this room should be included in the School's Development Plan.

The staff selection procedure should to be developed to ensure there is clear evidence of all checks required being undertaken to safeguard children.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.



# **DETAILS OF INSPECTOR FINDINGS**

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Achieving Economic Wellbeing

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# Being Healthy

## The intended outcomes for these standards are:

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

**JUDGEMENT – we looked at outcomes for standard(s) 6, 7, 15, 16, 17, 24, 25, 48, 49**

Boarders' health is sensitively promoted and relevant health and welfare needs of individual pupils are supported with access to medical, dental and optical services. Key members of boarding staff should maintain their first aid qualification to ensure competent designated staff are available to administer first aid and minor illness treatment.

Boarders receive meals that are nutritious and adequate in quantity and quality.

## **EVIDENCE:**

Topics relating to personal, social and health education are explored with pupils through the school curriculum, in assemblies and through informal discussions. Staff described practice in line with School's policies and procedures that ensure that pupils are appropriately supported and individual issues managed sensitively, involving parents where appropriate.

Individual medical records demonstrated that relevant health and welfare information is gathered from parents, including significant drug reactions, major allergies and notable medical conditions. Identification of the persons with parental responsibility for boarders, contact details for parents and any court orders affecting parental responsibility or the care of the boarder is clearly recorded.

There are appropriate administration of medication procedures and records in place. Medication is stored securely in locked cupboards in the 'Matron's surgery'. A doctor from Colwall surgery visits every Friday. Pupil's medical records are stored securely in line with School policy. Written parental permission is obtained in advance of the administration of first aid and appropriate non-prescribed medication and to seek medical, dental or optical treatment. It was noted that Matron's first aid qualification had expired. The management team should consider funding the training of Matron and additional boarding house staff to ensure that first aid and minor illness treatment is given at school by competent designated staff under the supervision of a qualified nurse or first aider.

It was observed, and pupils confirmed, that Matron was always available and that the 'surgery' provides a warm and welcoming environment where pupils can go to be comforted.

Pupils who are sick are separated from others and cared for in the School's two sickbays. Pupils described how staff regularly checked and looked after them when they were in sickbay and how, if they needed anything, they could summon staff. The girls sickbay is situated in the new dormitory area and has a toilet/shower room that can be designated for use if a girl is sick. The boys sickbay is next to Matron's surgery and has a designated toilet/bathroom. The décor in the toilet/bathroom appears tired and unwelcoming. Work to revive this room should be included in the School's Development Plan.

Staff offer practical and sensitive solutions to individual's medical and emotional needs with the involvement of parents were appropriate. Prefects, pupils and staff described how they would help a child who is missing their family and home.

Links exist with outside medical professional services who, with parents permission will work with boarders.

One parent's feedback stated "*Healthcare issues are superbly covered by the matrons when required, and there appears to be ready access to a doctor if and when required*".

Staff and pupils stated that the meals provided by the School are good and prepared using fresh local produce. Pupils described the meals prepared to celebrate birthdays and other key events. Snacks, fruit and drinks are available throughout the day and pupils described how their recent feedback had resulted in evening hot chocolate and biscuits being serviced. Pupils are able to give feedback with regard to food and mealtimes through a range of forums, including a specific group recently set up to explore 'healthy eating'.

The kitchen staff are integral to the running of the School and ensuring the success of School events. Parent feedback stated that children "*are fed well*".

*"My child, a fussy eater, enjoys the food and is encouraged to drink quantities of water. They make special arrangements for boarders to have Birthday teas if they fall within term time – cakes, crisps, biscuits..."*

The dining room and furnishings are suitable for the numbers and ages of boarders dining.

# Staying Safe

## The intended outcomes for these standards are:

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

**JUDGEMENT – we looked at outcomes for standard(s) 2, 3, 4, 5, 13, 26, 29, 37, 38, 39, 41, 47**

There are effective policies on ensuring the safety and well being of children, which are known to parents, boarders and staff and which are implemented successfully in practice.

There is a written and appropriate policy on discipline, punishments and rewards for good behaviour, which is known to parents, boarders and staff and which is implemented successfully in practice.

The Prefect system effectively safeguards the well being of boarders and promotes the School's ethos and values for boarders to take on leadership roles and responsibility of the well being of peers.

Boarders and boarding staff are protected from the risk of fire.

Boarders' safety and welfare during high risk activities is protected by adequate and appropriate safety measures.

Staff ensure that boarders' personal privacy is sensitively promoted.

The staff selection procedure is not adequate and needs to be developed to ensure there is clear evidence of all checks required under Standard 38.2 being undertaken.

Measures to protect boarders accommodation from access by the public is not adequate and needs to be reviewed to protect the safety and well being of boarders.

## **EVIDENCE:**

Staff, Prefects and pupils described good practice for supporting pupils who are being bullied and who bully. This practice was in line with the School's anti-bullying policy. All parents are encouraged to visit the School on a regular basis or telephone staff whenever they have questions, queries or concerns. All important discussions, calls and correspondence are recorded and discussed at whole school staff meetings. These meetings are minuted, and action taken and progress made, reviewed and recorded. Prefects described the importance of their role in ensuring that other pupils are safe and were able to describe the actions they would take if concerned about a peer. It was evident that Prefects had in-depth knowledge and understanding of their role, and their views and concerns were taken seriously by staff and the Headmaster.

The child protection policy is consistent with the requirements of Working Together to Safeguard Children and the local Area Child Protection Committee procedures. The School has a designated senior member of staff who takes responsibility for the child protection policy. All staff, including ancillary staff, receive training in child protection.

Pupils and staff were able to describe the School's use of punishments and rewards and felt that they were consistent and fair. A record of punishments is maintained by appropriate School staff and monitored in whole school meetings and by the Headmaster.

The complaints procedure is available to pupils, staff and parents. Pupils felt that complaints were listened to and taken seriously by staff. Parents stated the School promoted close contact with parents and that they would feel confident to take any concerns to staff or the Headmaster and that they would be dealt with appropriately. A record of complaints is maintained in the office and by the Headmaster.

The role of Prefects is specific and relevant to the age and abilities of the children and the ethos of the School. Practice described by staff, boarders and Prefects was in line with clear written guidance. The Headmaster mentors the Prefect group, meeting with them on a regular basis. This is an effective system, which promotes self esteem and learning in the Prefects and ensures peer support throughout the School. Prefects have appropriate knowledge of issues relating to anti-bullying, abuse, home-sickness and behaviour.

Boarders and boarding staff are aware of emergency evacuation procedures from the boarding accommodation in case of a fire. A written record is maintained by appropriate staff of fire drills and equipment checks. There were no outstanding recommendations from the Fire Officer. At the time of the inspection work was being undertaken by a specialist fire maintenance company to complete work in the new boarding accommodation building, this work included additional smoke detectors, additional emergency lighting and additional fire and safety signage. The Headmaster confirmed that this work was being undertaken as a priority.

Appropriate checks are undertaken on staff of organisations and external staff running adventure activities. Written parental permission is obtained by the School prior to School holidays or trips where boarders are to participate in identifiable high risk activities. Staffing levels are risk assessed before all trips and holidays and ensure appropriate levels and genders of staff.

Pupils and staff described and the Inspectors observed practice that promoted boarders' privacy in line with School policy.

Four staff recruitment files were sampled. The School is following DFES guidance with regard to undertaking Criminal Records Bureau checks. The four files sampled did not contain evidence of direct contact by the school with two referees to verify references or records of interviews, with written outcomes. One file did not contain proof of qualifications. The management team should ensure that all staff files contain evidence of the checks listed under Standard 38.2.

Measures to ensure the security of the School from access by the public are in place, but would benefit from being developed. The expansion of the School building has resulted in a number of new entrances close to the main gate. Risk assessments need to be undertaken to ensure access to these buildings is restricted and monitored.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

## **JUDGEMENT – we looked at outcomes for standard(s) 11, 18, 43, 46**

There is a wide range and choice of activities for boarders to participate in.

The School promotes an environment that takes into account the care of all boarders and is sensitive to individual needs.

Suitable facilities for study are available to boarders.

Boarders have access to a range of safe recreational areas.

## **EVIDENCE:**

Boarders and staff described a range of activities and facilities available to pupils in the evenings and at weekends. Activities were organised on and off site. The Inspectors observed evening activities that enable children to participate if they wanted to in a structured activity or spend time on their own or in a group entertaining themselves. Parent feedback stated "*The Elms seem to get the work/life balance just right, with enough timetabled activities and entertainments (outside), but also with plenty of free time when the children roam the fields or chill out on their bed, or go to the pool*".

The School has an equal opportunities policy and is committed to supporting pupils from minority groups. Staff are sensitive to the need to treat each pupil as an individual, and recognise and meet any individual learning or care need. One parent stated "*Exceptional care is taken over treating each child as an individual and catering for that child's requirements accordingly*".

Pupils demonstrated an understanding and awareness of supporting and befriending children with disabilities, from a different cultural background or



with different abilities. Staff described how they would meet individual pupils dietary, religious, dress, learning and environmental needs.

Inspectors observed suitable study facilities and staff supervision available to boarders during prep.

Pupils and staff were clear about the practice for supervising boarders' use of and access to areas within the School buildings and grounds. These areas were safe and provided boarders with a range of activities and places they could go on their own or in a group.

# Making a Positive Contribution

## The intended outcomes for these standards are:

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

## **JUDGEMENT – we looked at outcomes for standard(s) 12, 14, 19, 21, 30, 36**

Boarders are enabled to effectively contribute to the operation and development of boarding in the School. They have access to information and people to whom they can turn for personal guidance or with a personal problem.

Boarders are also supported to maintain contact with their parents. Access to telephones and privacy of calls need to be monitored and reviewed to ensure that boarders have access to a telephone where they can make a private call.

Appropriate induction and guidance for new boarders ensures they are able to settle in and feel welcomed.

Appropriate information is made available to boarders, which informs them of events in the world outside the School.

There are positive relationships between staff and boarders that promote mutual respect and trust.

## **EVIDENCE:**

The Headmaster and staff are proactive in inviting comments and feedback from pupils. Pupils described a range of forums open to them to express concerns and views, and were able to give examples of recent changes

influenced by them. The Headmaster implements questionnaires and sets up consultation groups to explore specific matters. The Inspectors saw excellent examples of pupils' views displayed around the School. One notice board informed the reader of staff and pupils' views of the new girls' dorms, another displayed pupils' contribution to the development of a handbook for new pupils arriving at The Elms.

Pupils are able to identify a range of people available to them to talk to. These included people outside School as well as those inside the School. The School has an Independent Listener who was known to all the pupils and attends the School on a regular basis. Staff promote the importance of listening to a child and encouraging them to talk or seek others to talk to.

Pupils are encouraged to maintain contact with family and friends through writing letters, sending e-mails and using the telephone. Families are encouraged to visit the School and weekly and special events are run by the School always inviting and including parents. There was one telephone available to pupils to enable them to make calls. These facilities are being increased with a telephone being installed in the new girls' boarding house. Pupils felt that there were not enough telephones and that calls could not take place in private. Five parents also commented that improvements could be made in this area. Feedback from one parent stated *"that the only area we can think of for improvement is the children's telephone. Currently there is one phone for all in and out going calls, for use in the evenings and weekends. We would like to see at least two phone sets for the children to call out on, as well as an additional dedicated line for parents to ring in on. We also feel that the children should be able to talk in privacy not overheard by the queue"*. Similar feedback was given to the School after the last inspection. Once the second telephone has been installed, this situation should be monitored and the privacy of calls reviewed.

Pupils described established procedures for introducing boarders into the School. New boarders felt the process had been informative and had helped them settle into the School and become aware of rules and routines. Staff described written guidance and initial discussions that would help to make a new pupil feel welcome. Feedback from one parent stated *"The Elms introduced our son to the school and boarding with a lot of care and consideration. He spent a day at the school in the preceding term meeting his future class mates, seeing his dorm and joining in the school routine. He was introduced to the boys who would be his 'guides' when he started. Consequently he was excited about the prospect of starting at The Elms. Within 24 hours of our son arriving [the Headmaster and Head of Care]rang to let us know how our son had settled in. As new parents we appreciate this"*.

Newspapers and reading material is made available to boarders. The news and other informative programmes can be watched on a television or videoed and watched at an appropriate time. Topical issues are discussed with staff

and in more formal classroom settings, as well as informally in the boarding houses.

Parents and pupils described excellent relationships between boarders and staff and proactive communication between parents and staff. Staff and pupils described, and Inspectors observed, a child centred approach that promotes the holistic development of children. One parent stated " *The school has a very big family feel to it – cosy, fun but with good values and ethics. It seems a perfect stepping stone between childhood and public school. It is small enough for the staff to really get to know pupils. I am particularly impressed by the matrons who seem universally loved*".

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

**JUDGEMENT – we looked at outcomes for standard(s) 20, 40, 42, 44, 45, 50**

Boarders' possessions are protected.

Boarders accommodation continues to improve to meet with National Minimum Standards. The School's Development Plan should ensure the new girls' boarding house is developed with adequate numbers of wash room facilities and the boys' boarding house is refurbished to the same standard as the girls' accommodation.

## **EVIDENCE:**

The School has a policy that is known to staff and pupils, which ensures protection for boarders' possessions.

All building and development work undertaken at the School is driven by a Development Plan, which is reviewed and up dated on a regular basis with the input of staff and School Governors.

The School has achieved significant building work over the last three years, which includes new girls' boarding accommodation. At the time of this inspection, although the girls had moved in, the work was not quite finished with the addition of a number of toilet and washing facilities to be completed. Due to the School ethos, that every child (including day pupils) should have an allocated bed and with the encouragement of flexi boarding, the School's management team need to ensure that an adequate number of toilets and wash room facilities are made available by the end of the development work. Pupils and parents were positive about the new boarding facilities and the School are keen to apply the same standards to the boys boarding facilities.

One parent stated *“The new dormitories are a great improvement for the girls and thought has gone into them. Things are comfortable and clean and the children are genuinely pleased with them”*.

Boarders and staff described how pupils are able to obtain minor necessary personal and stationary items while accommodated at the School.

# Management

## The intended outcomes for these standards are:

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

**JUDGEMENT – we looked at outcomes for standard(s) 1, 8, 9, 10, 23, 31, 32, 33, 34, 35, 52**

Written guidance, that includes a School Prospectus, is given to all parents, boarders and staff.

There is clear management and leadership of the practice and development of boarding in the School.

There are effective risk assessments and procedures in place to ensure the safety and welfare of pupils.

The organisation of the boarding houses operates satisfactorily. The School has a Development Plan that identifies the need to develop the boys' boarding accommodation in line with the newly built girls' accommodation.

Boarders are supervised appropriately at all times, by a sufficient number of qualified staff.

## **EVIDENCE:**

The School has a Statement of Boarding Principles and Practice. This document along with other written guidance is sent to all prospective boarders and families before arrival. These documents provide an accurate description of boarding at the School. The School operates in line with policies and procedures that are regularly reviewed and developed.

The School's Governing Body has a clear system for monitoring the School's welfare provision and development. Regular meetings take place that monitor pupil welfare and the provision of boarding services. Governors are involved in regularly run events and specific aspects of school life.

Feedback from one parent stated "*The Headmaster has an exceptional skill in understanding each child's character and brings out the very best in the pupils. His positive outlook on life and desire to see each child maximise their talents, whilst remaining sensitive to the needs of others makes for an exceptional environment*".

There are planned responses to a range of foreseeable major incidents or crisis. All concerns or changing issues are discussed in the whole school staff meeting. These meetings are minuted and action taken reviewed. Staff were able to describe the action they would take to ensure the health and safety of pupils in line with the School's policies and procedures.

A range of records are maintained by the Headmaster and appropriate staff. These records are regularly monitored and reviewed by the school's management team and in whole school staff meeting. Minutes of these meeting demonstrated that the well being of pupils is promoted.

Sleeping areas, recreational areas, toilets and bathroom provisions are laid out taking into account the age range and gender of pupils. The School's Development Plan identifies the need to develop the boys boarding accommodation to meet the standard of the girls' newly built boarding accommodation.

Staffing at the School ensures that pupils come into contact with staff of both genders on a daily basis. Levels of supervision are more than satisfactory, no 'thin' staffing times were identified. Staff rotas are drawn up by a senior member of staff at the beginning of each term. Gap students are not left alone in charge of boarders without a supervising member of staff contactable on site or accompanying them when away from the School. Boarders described satisfactory means of contacting a member of staff at night.



Staff job descriptions are appropriate and in place. Staff described the process for inducting new staff and gap students.

Staff described clear procedures, that are followed in practice, when organising trips and holidays off school site. Action is taken where appropriate to check accommodation, staffing levels, qualifications and checks of staff employed by external companies used by the School

# SCORING OF OUTCOMES

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

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

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

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

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

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

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

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>14</b>	4
<b>19</b>	2
<b>21</b>	3
<b>30</b>	3
<b>36</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	3
<b>40</b>	3
<b>42</b>	3
<b>44</b>	2
<b>45</b>	4
<b>50</b>	3

# SCORING OF OUTCOMES

## Continued

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

Are there any outstanding recommendations from the last inspection? yes

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	15	Key members of boarding staff should maintain their first aid qualification to ensure competent designated staff are available to administer first aid and minor illness treatment.	
2.	41	The expansion of the School building has resulted in a number of new entrances close to the main gate. Risk assessments need to be undertaken and actions agreed to ensure access to this building is restricted and monitored.	
3.	19	Access to telephones and privacy of calls needs to be monitored and reviewed to ensure that boarders have access to a telephone where they can make a private call.	
4.	40, 42, 44	The School's Development Plan should ensure the new girls' boarding house is developed with adequate numbers of wash room facilities and the boys' boarding house is refurbished to the same standard as the girls accommodation.	
5.	48	The boys' sickbay is next to matrons surgery and has a designated toilet/bathroom. The décor in the toilet/bathroom appears tired and unwelcoming. Work to revive this room should be included in the School's Development Plan.	
6.	38	The staff selection procedure should to be developed to ensure there is clear evidence of all checks required under Standard 38.2 being undertaken.	30/11/05

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