

# inspection report

Boarding School

**Edgehill College**

Northdown Road

Bideford

Devon

EX39 3LY

30th 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**

Edgehill College

**Address**

Northdown Road, Bideford, Devon, EX39 3LY

**Tel No:**

01237 471701

**Fax No:**

01237 425981

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

The Governors, Edgehill College

**Name of Head**

Mr L.D. Clark

**CSCI Classification**

Boarding School

**Type of school**

Boarding School

**Date of last boarding welfare inspection**

9/12/03

|  |          |                                |                |
|--|----------|--------------------------------|----------------|
| <b>Date of Inspection Visit</b>  |          | 30 <sup>th</sup> November 2004 | <b>ID Code</b> |
| <b>Time of Inspection Visit</b>  |          | 09:00 am                       |                |
| <b>Name of CSCI Inspector</b>  | <b>1</b> | Michael Lane                   | 071569         |
| <b>Name of CSCI Inspector</b>  | <b>2</b> |                                |                |
| <b>Name of CSCI Inspector</b>  | <b>3</b> |                                |                |
| <b>Name of CSCI Inspector</b>  | <b>4</b> |                                |                |
| <b>Name of Boarding Sector Specialist Inspector (if applicable):</b>   |          | Vivienne Wells                 |                |
| <b>Name of Lay Assessor (if applicable)</b><br>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. |          |                                |                |
| <b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>   |          |                                | NO             |
| <b>Name of Establishment Representative at the time of inspection</b>  |          | MR. M. DYER                    |                |

**Introduction to Report and Inspection**

**Inspection visits**

**Brief Description of the school and Boarding Provision**

**Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

**Part B: Inspection Methods Used & Findings**

**Inspection Methods Used**

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

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

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Edgehill College.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

#### **BRIEF DESCRIPTION OF THE SERVICES PROVIDED.**

Edgehill College is an independent co-educational day and boarding school with a nursery, a prep department and a senior school. It has a Methodist foundation. Boarding is offered only to pupils in the senior school.

There are three boarding houses. Longfield accommodates girls, Carisbrooke boys between the ages of fourteen and seventeen and Belvoir boys who are sixteen or over.

A significant number of boarders come from the far east.

### **PART A SUMMARY OF INSPECTION FINDINGS**

#### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

- The school had handled a recent child protection matter, albeit not concerning a boarder, sensitively and effectively
- A nominated school governor has the specific responsibility to take a proactive interest in boarding welfare
- Good communication systems are in place between senior boarding house staff and the head of boarding and between the head of boarding, the senior management team and the head master
- A Boarders' Council had been introduced shortly before this inspection
- Good provision for the care of sick boarders is provided through the school's sick bay
- Security of the boarding houses was good
- A sound staff recruitment practice had been introduced by the new head master
- Arrangements for the supervision of boarders leaving the school campus for reasons other than visits to local shops were good

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

- Ensure that parents and boarders either have copies of relevant policies or are made aware of them and know that they can have access to them on request
- Although practice in relation to child protection matters was sound, a single and comprehensive policy document should be developed
- Provide parity of leisure facilities between the boarding houses
- Make boarders aware of the existence and roles of the independent listener and of the Commission for Social Care Inspection and give them contact details
- Actively encourage boarders' involvement in the Food Committee
- Ensure that one member of staff is trained in Health and Safety matters and in risk assessment and cascades this training to the staff team
- Produce a fire risk assessment and ensure that all fire escape routes can be used without obstruction at all times
- Provide choice of activities at the weekend
- Cease the practice of allowing new staff to come into post before a clear Criminal Record Bureau check has been received
- Develop meaningful communication between foreign boarders and the school
- Ensure that there is adequate water pressure in showers and that arrangements for privacy in showers, W.Cs. and bathrooms are adequate

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

During this inspection the inspectors were mindful that the school had done much work to determine the extent to which the National Minimum Standards were met. More work needs to be done to ensure that all policy documents are in place and that they are clear and unequivocal. The inspectors were mindful, too, that the school has begun to develop formal routes through which boarders consider that they have a meaningful contribution to make to the development of boarding life. Many boarders, however, and especially those from the far east were of the view that their opinions and suggestions were unwelcome and disregarded.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

|   |
|---|
| <b>The grounds for any Notification to be made are:</b> |
|   |

[illegible]

NA

| No | Standard* | Recommended Actions |  |
|----|-----------|---------------------|--|
|    |           |                     |  |
|    |           |                     |  |
|    |           |                     |  |
|    |           |                     |  |

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan:** The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

| No | Standard* | Recommended Action   |                       |
|----|-----------|--|-----------------------|
| 1  | BS26      | <p>Make monthly recorded checks on emergency lighting systems</p> <p>Undertake a fire risk assessment</p> <p>In Carisbrooke house ensure that all fire exit routes are unobstructed and that fire exit doors have suitable locking device to allow instant egress and that these doors are appropriately signed</p> <p>Render the switchgear and fuses in Carisbrooke house boiler room inaccessible to boarders</p> | With immediate effect |

### 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                | Expand the school's statement of boarding principles and practice to incorporate admission criteria, an outline of facilities and welfare support for boarders and a statement referring to the school's Methodist foundation |
| 2  | BS2                | Provide the school's policy on countering bullying to parents and make it available and known to boarders   |

|   |      |  |
|---|------|--|
| 3 | BS3  | <p>Bring together the three documents relating to child protection into one document and:</p> <ul style="list-style-type: none"> <li>• Require the designated person to make a referral to social services either directly in writing or in writing following a telephone call within twenty four hours of learning of an allegation of abuse</li> <li>• In the guidance to staff on how to respond to a disclosure should be added the need to listen</li> <li>• Include guidance on confidentiality</li> <li>• Include a statement that referrals can be made directly to the Commission for Social Care Inspection</li> <li>• Include a statement granting immunity from retribution or disciplinary action to a staff member who 'whistleblows' in good faith</li> </ul> <p>Ensure that all members of staff are familiar with the school's child protection procedure and their responsibilities under it</p> <p>Add the policy document on the unauthorised absence of boarders to the Boarding Staff Handbook</p> |
| 4 | BS4  | <p>Make arrangements to ensure that both parents and boarders are made aware of the school's policy on behaviour, discipline and use of punishments and include in the policy document the school's policy on the use of restraint.</p>  |
| 5 | BS5  | <p>Advise parents of boarders how they can raise complaints or concerns about the care of their children at the school and make the complaints procedure available to boarders.</p> <p>Advise parents of boarders and boarders that they can contact the Commission for Social Care Inspection regarding any complaint concerning their welfare</p>  |
| 6 | BS9  | <p>Complete the school's crisis management plan</p>  |
| 7 | BS10 | <p>Ensure parity of leisure facilities between the boarding houses</p>   |
| 8 | BS11 | <p>Extend the choice of activities available to boarders out of class time to activities at weekends</p>   |
| 9 | BS14 | <p>Make boarders aware of the role of the independent listener and how they can make contact with that person</p>  |

|    |      |  |
|----|------|--|
| 10 | BS15 | <p>Introduce a drugs book and in it make a record of all medication for which the school assumes responsibility</p> <p>Advise boarders and their parents that they should inform the school nurse in writing of any medication, prescription or otherwise that boarders ring into the school</p>   |
| 11 | BS16 | Make arrangements to ensure that sick bay has its own dedicated lavatory and bathroom facilities   |
| 12 | BS18 | Expand the school's equal opportunities policy to address religious and cultural differences   |
| 13 | BS19 | Ensure that telephones used by boarders in Carisbrooke and Longfield houses can be used in privacy   |
| 14 | BS20 | Make arrangements for each boarder to have lockable storage for personal possessions and valuables   |
| 15 | BS23 | Introduce a system to demonstrate that house records are monitored by the head master or a designated senior member of staff   |
| 16 | BS24 | Consult meaningfully with boarders and especially with foreign boarders on menus   |
| 17 | BS29 | <p>Ensure that records are introduced to demonstrate that the school has verified the competence of staff in activity centres used by the school and that the centre has undertaken all necessary recruitment checks on staff members</p> <p>Obtain prior written parental consent for boarders to take part in high risk activities</p>   |
| 18 | BS35 | <p>Add to the Boarding House Handbook:</p> <ul style="list-style-type: none"> <li>• the school's approach to boarding and the safeguarding and promotion of boarders' welfare</li> <li>• the school's practice in relation to the tutoring system</li> <li>• the school's practice on the role of prefects</li> <li>• the school's response to boarders' personal problems</li> <li>• the organisation of the boarding day</li> <li>• the handling of complaints from boarders</li> <li>• the procedure should a boarder be absent without authority</li> </ul> <p>Introduce a written staff disciplinary procedure including provision for precautionary suspension of staff pending investigation of final decision following allegations.</p> |
| 19 | BS36 | Take steps to improve the quality of the relationships between boarders and senior staff in Longfield house and to develop communication with boarders from the far east that they consider meaningful   |

|    |      |   |
|----|------|---|
| 20 | BS38 | Cease the practice of having newly appointed staff coming into post before a satisfactory Criminal Records Bureau check has been received   |
| 21 | BS40 | Monitor the temperature in boarding houses during cold weather and ensure that the heating is adequate  |
| 22 | BS42 | <p>Replace the old metal frame beds</p> <p>Ensure that all boarders have adequate storage in their bedrooms</p> <p>Introduce a system to monitor the efficiency of the system of houses reporting damage or necessary repairs to the maintenance staff</p>  |
| 23 | BS44 | <p>Investigate the pressure of water to the showers on the first floor of Longfield and Carisbrooke houses and take remedial action as necessary</p> <p>Take steps to improve the degree of privacy in the showers in Longfield house</p> <p>Ensure that all W.Cs. , shower rooms and bathrooms have locks that work</p>  |
| 24 | BS47 | <p>Risk assess the need or otherwise for restrictors to be fitted to windows above ground floor level and fit them where necessary</p> <p>Risk assess the unguarded gas fires in Belvoir house and if necessary fit guards</p> <p>Ensure that any electrical extension cables in boarding houses are used safely</p> <p>Have one member of staff attend a course on Health and Safety and the risk assessment process</p> |

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

**PART B****INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

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

|  |          |
|--|----------|
| Date of Inspection                     | 30/11/04 |
| Time of Inspection                     | 9.00     |
| Duration of Inspection (hrs.)          | 66       |
| Number of Inspector Days spent on site | 6        |

**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**

12

**TO**

19

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

39

**Girls**

15

**Total**

54

**Number of separate Boarding Houses**

3

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

The 4-point scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 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? | 2 |
|---|---------------|---|
| The school's statement of boarding principles and practice is included in the boarders' handbook, which is routinely sent to boarders and their parents and it also appears in the staff handbook. It should be expanded to incorporate the school's admission criteria, to give an outline of facilities and welfare support services for boarders and, as a Methodist Independent School, its religious foundation and tradition. |               |   |

### 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? | 2 |
|---|---------------|---|
| <p>The school's policy on bullying appears in the staff handbook. It includes a definition of bullying, 'methods of detection' and 'recommended responses to bullying.'</p> <p>The inspectors were unable to identify a mechanism by which the policy was provided to the parents of boarders or by which it was made known to boarders, although in the boarders' handbook is a single sentence under the heading 'Bullying' which refers to the school's 'firm anti-bullying policy'.</p> <p>Evidence from discussion groups conducted by the inspectors with randomly chosen boarders from each year group and from questionnaires completed by boarders demonstrated that bullying is not perceived as a problem at the school.</p> |               |   |

**PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**

85

%

**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**

The school has a document headed 'Child Protection Policy' dated November, 2004 and in the staff handbook two other, but undated documents, 'What is Child Abuse?' and 'Child Protection and Child Abuse – Ten Key Points if you suspect, or are told, of abuse'. For ease of staff use it would be helpful to bring all three documents together into one policy document.

The 2004 document names the designated person to whom staff should report any child protection matter and at paragraph 3.2 specifies that person's responsibilities. To that list of responsibilities should be added the need to make a referral to the local social services department either directly in writing or in writing following a telephoned referral within twenty four hours of learning of an allegation or suspicion of abuse. At paragraph 6.3 is written 'The role of school staff is: to observe, to record, to report. To this should be added 'to listen'. Reference is made at 6.6. to the important issue of confidentiality. It directs staff to the staff handbook for guidance on confidentiality. For ease of use it would be preferable to have guidance on confidentiality included in this policy. At paragraph 17.2 the policy states that 'Volunteers must not be left with sole responsibility for pupils over extended periods of time.' If the school uses volunteers in any capacity with boarders it is important to ensure that all the usual recruitment checks are undertaken as for employed staff and that a clear Criminal Records Bureau check has been undertaken at the enhanced level.

The policy should specify that as an alternative to reporting a concern to the designated person staff may report their concern to the Commission for Social Care Inspection. It should also be clear in stating that a staff member who 'whistleblows' in good faith will be immune from retribution or disciplinary action.

The designated person was very clear about her role and responsibilities and had been proactive in familiarising herself with her duties.

The inspectors raised the issue of child protection procedures with various staff groups, all of whom need to be familiar with them. Ancillary staff and the bursar had not been trained in child protection. Boarding house staff were uncertain of the procedure and few knew the identity of the designated person.

A policy document relating to the unauthorised absence of boarders appears in a bundle of papers with the first document giving guidance to staff taking evening prep in Mary Shaw Centre. It should appear also in the Boarding Staff Handbook.

The inspectors learned of a recent episode, with allegations not directed towards a member of the school community, which had been handled by the school effectively, sensitively and well.

**Standard 4 (4.1 - 4.7)**

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

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

The staff handbook contains a 'Policy on Behaviour and Discipline', the 'School Behaviour Protocol' and a 'Rewards and Sanctions Policy'. The inspectors were unable to identify the means whereby these policies were made known to boarders and their parents. In the boarders' handbook under the heading 'Discipline' appear four bullet points dealing with the school's expectations on conduct, friendships between boys and girls, the expectation that foreign boarders will speak only English during the school day and stating that 'Naturally each house has their own way of doing things'. As this last point appears under the heading of 'Discipline' it suggests inconsistency of practice between the boarding houses on matters relating to discipline. There should be consistency of practice between the boarding houses with any variation in practice formally sanctioned by the school's senior staff.

The Rewards and Sanctions policy specifies sanctions authorised by the school governors from expulsion to gating and the circumstances in which it would be appropriate to use them. It also authorises the head master to 'prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of the School Protocol and compliance with the School Rules'.

The policy contained no reference to the use of restraint.

All major punishments and rewards had been properly recorded.

Boarders considered that punishments were administered fairly.

The observed conduct of pupils' behaviour throughout the inspection was good, both during teaching time and in the boarding houses.

**Standard 5 (5.1 - 5.7)**

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

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

The procedure for dealing with complaints from parents and pupils is contained in the staff handbook. The school has adopted a document produced by the Scottish Council for Independent Schools. The inspectors found no evidence that boarders and their parents were made aware of it. What appears in the boarders' handbook under the heading 'Complaints is the statement that, 'There is a system for making a complaint. In the first instance you should see your housemaster/housemistress, a house tutor or Mr. Dyer (*head of boarding*).' No guidance is given specifying that the complaints procedure will be made available to either boarders or their parents and no information on how to make contact with the Commission for Social Care Inspection regarding any complaint concerning boarders' welfare.

**Number of complaints, if any, received by CSCI about the school during last 12 months:**

**0**

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 6 (6.1 - 6.3)</b><br><b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| The school's rules relating to smoking, alcohol and drugs is simply and clearly written in the Boarders' Handbook and in a policy document headed 'Edgehill College Drugs Policy', to which all staff members have ready access. |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 7 (7.1 - 7.5)</b><br><b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b> |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| All necessary information relating to boarders was readily available to staff on a 'need to know' basis.   |                      |          |

## 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

A member of the school's governing body routinely visits the school's boarding houses and reports back to his fellow governors.

The Head of Boarding has weekly meetings with senior house staff and any issues raised at these meetings can be taken to the head master and the senior management team.

Senior house staff all have considerable experience in running boarding houses, but little exposure to external training in boarding practice. It would be helpful for them to have such training because it would encourage them to look objectively at their practice and to challenge it.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

2

At the time of this inspection the school's Crisis Management Plan was in preparation. A contact list for use in an emergency had been produced.

**Standard 10 (10.1 - 10.5)**

**The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.**

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

Edgehill College has three boarding houses: Carisbrooke for boys aged fourteen to seventeen, Belvoir for sixth form boys aged sixteen to nineteen and Longfield for girls aged twelve to eighteen.

The inspectors identified no major discrepancy in the physical provision or standards of welfare between the boarding houses and considered that age separation within boarding houses was sound. In its common room Belvoir house had a pool table and in a separate room a multi gym. Similar facilities were not provided in the other houses.

**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?****2**

On each school day between four o'clock and five o'clock boarders take part in compulsory activities and have a wide range from which to choose. After prep and during free time at weekends the sports hall is available to them under suitable staff supervision.

For boarders below the upper sixth there was a compulsory activity every Saturday. This proved to be particularly unpopular with many boarders and compulsion conflicts with the principle of choice in out of class time activities

**Standard 12 (12.1 - 12.2)**

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

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

A Boarders' Council had been introduced shortly before this inspection. It meets monthly and consists of the Head of Boarding and two representatives from each boarding house, chosen by the house staff. All meetings are minuted. Because it was a recent innovation it was not possible to assess its value.

Minuted boarding house meetings take place weekly and at these meetings boarders can raise agenda items. Boarders also have representation on the Food Committee and on the School Council.

In addition to formal processes boarders can raise any matter of the moment with their boarding house staff.

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 13 (13.1 - 13.7)</b><br><b>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.</b> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>9</b> |
| This standard was not applicable because prefects have no role in boarding houses.  |                      |          |

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| <b>Standard 14 (14.1 - 14.6)</b><br><b>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.</b>   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>2</b> |
| <p>In the Boarders' Handbook under the heading 'Help and Advice' boarders are guided that they can take 'anything that worries or upsets you' to their housemaster, housemistress, house tutor or to members of the teaching staff.</p> <p>From talking to boarders the inspectors learned that boarders do not perceive house tutors as having a pastoral role. Rather they see them exclusively as teachers who happen to have a supervisory role within the boarding house staff team.</p> <p>The school had recently appointed an independent listener to whom boarders could go. The Boarders Handbook made no reference to this person or to the role of the independent listener and in discussion groups the inspectors were satisfied that boarders had no knowledge of this person.</p> |                      |          |

## **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?****2**

The school sick bay is run by a registered general nurse and is open throughout the working day from Monday to Friday. If the need arises she will stay overnight and come in at weekends.

Two general practitioners, one male and one female, each routinely visit the school once each week. Boarders can, therefore, if they wish, choose to see either a male or a female doctor. These doctors provide professional guidance to the school nurse.

When seeing a doctor or other health related professional, boarders can choose whether or not to be accompanied by a member of staff.

The Head of Boarding told one of the inspectors that during the previous academic year all staff with boarding house responsibilities had received training in First Aid from an outside training agency.

The school has a written protocol on the use of non prescription 'household' medicines.

Good records were kept for the administration of prescription medicines. It was recommended that a drugs book be introduced in which should be recorded all prescription medication for which the school assumes responsibility.

Good records were kept of consultations the school nurse had had with boarders and of all accidents and injuries she had dealt with.

Several boarders come from the far east and the school nurse raised a concern inasmuch as they can come into the school and unknown to her bring with them local medication. It is recommended that boarders and their parents be informed that the school nurse should be told of any medication that boarders bring into the school.

Unless they provide it themselves boarders have no lockable, secure storage for medication or for any personal effects.

The school's standard parental consent form should be extended to cover first aid and non prescription medication.

Good communication systems are in place. The nurse meets the Head of Boarding twice each week and each week visits the boarding houses to replenish First Aid boxes and to meet boarding house staff.

**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?**

2

The school's sick bay has two four bedded rooms, one for girls and one for boys, where boarders who are unwell can be looked after by the school nurse twenty four hours a day if necessary. These bedrooms are pleasant, light and airy rooms. Sick bay shares washing and toilet facilities with the prep school and this was considered a poor arrangement.

**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

All boarders see their parents or guardians at least three times each year. None needed a 'welfare plan'.

The inspectors were told of problems unrelated to the school which one pupil was facing and were impressed by the commitment of the school towards this pupil and the sensitivity with which the problems were being addressed.

The school demonstrated that it has a good working relationship with the local social services department.

**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?**

2

The school has a written equal opportunities policy, which makes reference to 'sex, race or any other general characteristic'. This represents the sole reference to race and essentially the policy focuses on gender discrimination. It should be extended to address religious and cultural differences.

The school chaplain demonstrated cultural sensitivity.

A room in the main school building had been set aside for the use of Moslem pupils who wish to practice their faith.

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| <b>Standard 19 (19.1 - 19.6)</b><br><b>Boarders are enabled to contact their parents and families in private.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>2</b> |
| <p>Telephones are available to boarders in all boarding houses. The telephone in Belvoir is in a booth under the stairs and can be used in private, albeit with no great comfort! The telephones in Carisbrooke and Longfield houses offer no privacy. Email facilities are available in the main school and many boarders used mobile telephones. Suitable helpline numbers are posted by telephones.</p> <p>It would be helpful for the numbers of helplines, the independent listener and the Commission for Social Care Inspection to be included in the Boarders' Handbook.</p> |                      |          |

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| <b>Standard 20 (20.1 - 20.3)</b><br><b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>2</b> |
| <p>Where house staff look after boarders' pocket money records had been kept of all transactions and boarders had signed for the receipt of money.</p> <p>Good security arrangements were in place to prevent unauthorised persons entering the boarding houses, but within boarding houses there was no provision for each boarder to have lockable storage.</p> |                      |          |

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| <b>Standard 21 (21.1 - 21.3)</b><br><b>There is an appropriate process of induction and guidance for new boarders.</b>  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| <p>The Boarders' Handbook gives some helpful information to new boarders and on admission they are 'buddied ' by an experienced boarder who will show them around, reassure them and generally help them to settle in during their first few weeks at the school.</p> |                      |          |

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| <b>Standard 22 (22.1 - 22.4)</b><br><b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>9</b> |
| <p>This standard was not applicable. No guardians are appointed by the school.</p>  |                      |          |

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| <b>Standard 23 (23.1 - 23.4)</b><br><b>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.</b> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>2</b> |
| <p>The Head of Boarding monitors house records monthly. It is recommended that he sign and date those records that he has monitored.</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?****2**

All meals are taken in the main school dining room and are served cafeteria style. The dining room is reasonably close to Longfield and Carisbrooke and slightly further from Belvoir. It is a pleasant and light room with ample space for pupils and staff.

An inspection had been undertaken by Environmental Health in December, 2003 when all was found to be in order and no requirements or recommendations had been made.

During the inspection the inspectors joined the boarders, day pupils and staff for each of the three daily meals. Mealtimes were unhurried, pleasant social occasions and at each mealtime there was a vegetarian option. The inspectors considered that the quality of the meals they saw and took was good.

Boarders were of the view that breakfast and lunch were of a reasonable quality, but they were less enthusiastic about the evening meal.

The school's catering is contracted out. The catering manager and his company demonstrated that they take a proactive approach to menu planning and consult the boarders and seek their views. A food committee, chaired by the catering manager and consisting of two boarders from each boarding house, two senior day pupils and two junior day pupils meets monthly. Two senior house staff attend as observers. Minutes of the committee's meetings are routinely sent to each boarding house. The committee had met during the week of the inspection, but the catering manager was dismayed that the attendance had been poor. The contracting company had also undertaken an anonymous survey. The survey results had been disappointing to the catering manager and he had amended the menu plan to take account of comments and requests from boarders. The boarders' questionnaire completed as part of this inspection demonstrated that boarders were generally happy with the quality of meals. This view was qualified during the inspection when boarders from the far east almost unanimously said that they were unhappy with the menu.

**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**

Each boarding house has a kitchen for boarders' use and to which the school supplies bread, butter, tea, coffee, sugar and milk.

There was real unhappiness expressed by many boarders that they have been forbidden to cook meat in the house kitchens.

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| <b>Standard 26 (26.1 - 26.5)</b><br><b>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.</b>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>1</b> |
| <p>From discussion with boarders from each of the three boarding houses the inspectors were satisfied that boarders were familiar with evacuation procedures. In Belvoir House, for example, there had been three fire drills between the start of the current term and the date of the inspection.</p> <p>Checks on fire precautions are undertaken by staff attached to the bursary. Fire alarm systems are checked weekly and emergency lighting annually during a holiday period. The emergency lighting systems should be tested monthly. Visual checks of fire extinguishers are undertaken monthly and contractors' checks annually.</p> <p>The bursar informed one of the inspectors that no fire risk assessment had yet been prepared.</p> <p>One inspector looking at Carisbrooke House was concerned about fire escape routes. One exit route was through an unused sitting room and he was told that the door to this room is usually locked. A fire door in room 11 was locked. The rear fire escape exits through the boiler room where the final exit door was not marked as a fire door and in the boiler room was a fuse box and switchgear which should be rendered inaccessible to boarders.</p> |                      |          |

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| <b>Standard 27 (27.1 - 27.3)</b><br><b>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.</b> |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>9</b> |
| <p>This standard was not applicable .</p>  |                      |          |

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| <b>Standard 28 (28.1 - 28.2)</b><br><b>The welfare of any children accommodated at the school, other than pupils, is protected.</b> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>9</b> |
| <p>This standard was not applicable.</p>  |                      |          |

**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?****2**

Regular weekend trips take place to a nearby activity centre. The competence of the centre's staff to lead activities, Criminal Records Bureau checks and the centre's recruitment process had been seen by the Head of Boarding, but no record had been made. Neither was the school able to demonstrate that it had checked that the centre possessed a license under the Adventure Activities Licensing Regulations.

The bursar was able to show an inspector the risk assessments undertaken for a skiing trip planned for the following term, but no specific consents had been sought from parents for boarders to participate in this trip.

**Standard 30 (30.1 - 30.5)**

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

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

Each boarding house has a television and the school provides each boarding house with a daily newspaper.

Suitable guidance is in place in relation to boarders leaving the school campus to use local shops and to walk into the town.

Boarders who take part in community service are accompanied by staff.

## STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

### Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

#### Key Findings and Evidence

#### Standard met?

3

Staffing arrangements in each of the three boarding houses and during prep were entirely satisfactory.

### 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

With the exception of visits to local shops and to the town for which there are clear guidelines boarders are under the supervision of staff for any activity that takes them away from the school campus.

For the skiing trip referred to under standard twenty nine the ratio of staff to pupils was one to seven.

Each boarding house operates a signing out and in system and has roll calls at appropriate times of the day.

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| <b>Standard 33 (33.1 - 33.5)</b><br><b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| Resident staff sleep in each of the boarding houses on every night of the week and are readily accessible to boarders. Four staff 'sleep in' in Belvoir house, three in Carisbrooke house and two in Longfield. |                      |          |

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| <b>Standard 34 (34.1 - 34.7)</b><br><b>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.</b>  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| Job descriptions for all staff with boarding house duties had been revised shortly before this inspection. They specify clearly the person to whom the staff are directly accountable.<br><br>GAP students confirmed that they had been given guidance on child protection and understood the guidance, but were unsure who was the designated person.<br><br>The recently appointed head master has introduced a staff appraisal scheme. |                      |          |

**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?****2**

The school has a Boarding Staff Handbook which contains various policy documents. It opens with the 'Aims of Boarding' and 'Methodist Independent Schools Mission Statement' and continues with:

- the policy on behaviour and discipline
- the school behaviour protocol, the rewards and sanctions policy
- the policy on harassment
- the equal opportunities policy
- a document headed 'Pastoral Care at Edgehill' which has sections addressed to all teachers, form tutors, the deputy head, the headmaster and 'adopted brothers and sisters' who are sixth formers who are assigned to look after new pupils, but which makes no reference to pastoral care duties of boarding house staff
- a definition of child abuse and a paper on child abuse written by the then chief inspector of a social services department
- the school's bullying policy
- a staff guide on bullying
- the school's policy and procedure on parental and pupil complaints. In fact this paper deals solely with parental complaints

To these documents should be added:

- the school's approach to boarding and the safeguarding and promotion of boarders' welfare
- the school's practice in relation to the tutoring system
- the school's practice on the role of prefects
- the school's response to boarders' personal problems
- the organisation of the boarding day
- the handling of complaints from boarders
- the procedure should a boarder be absent without authority

The inspectors saw no staff disciplinary procedure including provision for precautionary suspension of staff pending investigation of final decision following allegations.

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| <b>Standard 36 (36.1 - 36.4)</b><br><b>There are sound staff/boarder relationships.</b>   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>2</b> |
| <p>Boarders in Carisbrooke House and Belvoir House were of the view that relationships between them and the house staff were positive. Girls in Longfield House were less happy and considered that there were occasions on which there was no real communication between them and the senior staff. A not untypical quote was, "House staff are really rude. If they did wrong things they won't say sorry. They just shout at us and said you are a student and I am house staff. So you listen to me. It is very unfair."</p> <p>The inspectors were very conscious that foreign pupils considered that they had no real meaningful communication between themselves and senior staff.</p> |                      |          |

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| <b>Standard 37 (37.1 - 37.2)</b><br><b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>Boarders considered that their house staff supervised them discreetly and that they did not intrude unnecessarily on their privacy. They told inspectors that staff routinely knocked on doors and waited for a response before entering a bedroom.</p> |                      |          |

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| <b>Standard 38 (38.1 - 38.10)</b><br><b>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.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>2</b> |
| <p>One inspector talked through the school's staff recruitment practice with the head master, who had come into post at the start of the term during which the inspection was taking place. He told the inspector that his predecessor had destroyed staff personal files. The staff recruitment process detailed by the head master represented good practice. The school's application form included:</p> <ul style="list-style-type: none"> <li>• a request for a curriculum vitae</li> <li>• a request for two referees, one of whom was to be the last or current employer. The head master said that references are checked through verbal contact with the referee</li> <li>• a request for a full employment history, including explanation for any 'gaps'</li> <li>• a request for a list of qualifications</li> </ul> <p>The interview process included:</p> <ul style="list-style-type: none"> <li>• verification of identity using an official document</li> <li>• verification of qualifications</li> </ul> <p>For all new employees a Criminal Records Bureau check is done at enhanced level. The head master said that new staff may come into post before the CRB check has been received. This is not an acceptable practice.</p> <p>Criminal Bureau checks had been done on contract staff working at the school and on taxi drivers regularly used by boarders.</p> <p>Because of the lack of personal files the school was acting prudently in undertaking Criminal Records Bureau checks on all staff and members of the governing body.</p> |                      |          |

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| <b>Standard 39 (39.1 - 39.4)</b><br><b>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.</b>  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>2</b> |
| <p>The school was vigilant in ensuring that all staff working with boarders, with the exception of some new staff coming into post before the Criminal Records Bureau check has been received, have had clear Criminal Records Bureau checks. This includes taxi drivers regularly used by boarders.</p> <p>Systems are in place to ensure that only authorised visitors have access to boarding houses and that they are adequately supervised by staff members.</p> |                      |          |

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

2

Ventilation and both natural and artificial lighting was satisfactory in all three boarding houses.

Individual boarders in each of the three boarding houses said that at times and particularly at night there was insufficient heating and that they were cold. Boarders in Belvoir said that they regularly work until midnight, but that the heating goes off at 10.00 p.m.

The standard of cleanliness in each boarding house was good.

The standard of decoration in the boarding houses was adequate, although in many areas it was becoming tired and in the secondary lounge in Longfield House was barely acceptable. In this lounge was a piano used by a boarder and which was in urgent need of tuning. Similarly the standard of bedroom furniture and floor covering was reasonable, but much of it, too, was tired and worn.

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| <b>Standard 41 (41.1 - 41.8)</b><br><b>Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.</b> |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| Boarding house accommodation is for the exclusive use of boarders. Security locks have been fitted to entrance doors to prevent unauthorised access.                     |                      |          |

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| <b>Standard 42 (42.1 - 42.14)</b><br><b>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.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>2</b> |
| <p>Inspectors went into every bedroom in each of the three boarding houses. Furnishing was generally adequate, but in some rooms there were old and tired metal frame beds. New beds had been delivered to the school, but at the time of the inspection they were in store. Bedding was suitable and good arrangements were in place for laundering it.</p> <p>In all bedrooms there was adequate space, but in some there was a need for more storage and in some the floor covering was old and in need of replacement.</p> <p>The school has a team of maintenance staff and a system of reporting damage. One bedroom door in Carisbrooke house was damaged and the inspector was told that the damage had happened some four or five months before this inspection. This suggests a failure in the reporting system.</p> |                      |          |

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| <b>Standard 43 (43.1 - 43.2)</b><br><b>Suitable facilities for both organised and private study are available to boarders.</b> |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| Arrangements and facilities for prep and private study were entirely satisfactory.   |                      |          |

**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**

In each of the boarding houses there were sufficient W.Cs. and showers and these were appropriately sited near both living and sleeping areas.

Girls in Longfield house were very clear in saying that there was insufficient water pressure in the first floor showers and in consequence they were little used and the girls used showers on the ground floor. There was a problem with privacy in the shower rooms. The shower curtains gave little privacy and when the shower room door was open the shower cubicles were in the direct line of vision.

In Belvoir house one first floor bathroom with two W.Cs. and two hand basins had three showers in individual cubicles with no locks on the door. Another first floor room had two showers and three hand basins with a latch only on the outer door and one W.C. had no lock on the door and the door would not close properly.

In Carisbrooke house one bathroom had four hand basins, one W.C. and two showers. The door to one of those showers could not be locked. Boarders said that the pressure to the first floor showers was poor.

Soap and towels were provided in all bathrooms.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

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

Appropriate changing facilities are provided in the main school for boarders changing for games.

**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**

Each boarding house has at least one common room and a kitchen where boarders can prepare snacks and drinks and socialise. They have access to the extensive grounds and knew what was out of bounds. The sports hall is available for their use when they have free time.

On school days between the end of lessons and the evening meal all pupils, including boarders take part in a wide range of leisure activities of their choosing.

**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?**

2

Relatively few windows above ground level in the boarding houses had been fitted with restrictors and the inspectors found no evidence of risk assessments in relation to them.

In Belvoir house there were unguarded gas fires in the common room and in the hallway.

In one bedroom an inspector found an electrical extension lead plugged into a socket and the other end underneath the duvet on a boarder's bed. This was a very unsafe practice.

At standard twenty six is reported the potential danger in Carisbrooke house where boarders have access to electrical fuses and switchgear.

No member of staff at the school had had formal training in Health and Safety and risk assessment.

**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?**

2

Sick bay has good accommodation for sick boarders, but shares bathroom facilities with the prep school.

**Standard 49 (49.1 - 49.3)**

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

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

3

Bedding and personal laundry are laundered in the school laundry.

**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

Boarders are able to use local shops.

**Standard 51 (51.1 - 51.11)**

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

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

9

This standard was not applicable.

**Standard 52 (52.1 - 52.8)**

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

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

0

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

---

**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 30<sup>th</sup> November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI in response to Head's comments:**

Amendments to the report were necessary

☐

Comments were received from the Head

NO

Head's comments/factual amendments were incorporated into the final inspection report

☐

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

☐

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan by 6<sup>th</sup> June 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

☐

Action plan was received at the point of publication

NO

Action plan covers all the recommended actions in a timely fashion

☐

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

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

### D.3 HEAD'S AGREEMENT

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

**D.3.1 I** **of Edgehill College**  
**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, \_\_\_\_\_ of Edgehill College**  
**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.

**Commission for Social Care Inspection**  
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SW1P 2QF

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