



Making Social Care  
Better for People

# inspection report

Boarding School

## **Dallam School**

Haverflatts Lane

Milnthorpe

Cumbria

LA7 7DD

10th, 11th & 12th 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**

Dallam School

**Address**

Haverflatts Lane, Milnthorpe, Cumbria, LA7 7DD

**Tel No:**

015395 63224

**Fax No:**

**Email Address**

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

Chairman of the Board of Governors

**Name of Head**

Mr Stephen Holdup

**CSCI Classification**

Boarding School

**Type of school**

Local Authority Boarding School

**Date of last boarding welfare inspection**

N/A

<b>Date of Inspection Visit</b>		10th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Stewart Waddell	121431
<b>Name of CSCI Inspector</b>	<b>2</b>	Catherine Wilson	055939
<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>		Myra Rodgers	
<b>Name of Lay Assessor (if applicable)</b> 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 STEVEN HOLDUP	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Dallam School.

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

The report will show the following:

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

## INSPECTION VISITS

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

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

## BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Dallam School is based on two sites. All the boarding accommodation for pupils is based at the Heversham site. Education for sixth form boarders is mainly based at the Heversham site, with all other year groups receiving most educational lessons at the main school site in Milnthorpe – approximately one mile from the boarding accommodation.

Boarding accommodation was all sited in the main building at the Heversham site. The accommodation comprised of 2 separate areas - a boys wing and girls wing. The site offers many recreational facilities for boarders to participate in activities – such as a games hall, swimming pool, ICT suite, games room, weights room, floodlit all weather tennis courts and sports pitches. Students also accessed local facilities and some also attended local youth groups and organisations such as scout groups.

At the time of this inspection the school accommodated 56 boarders – 31 female pupils and 25 male pupils.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

From observation, interview and pupil questionnaire's completed it was evident young people accommodated were confident in being able to express their views and opinions clearly. Young people were given opportunities to develop independence and it appeared that positive working relationships had been established between boarders and house staff. Pupils stated, both in interviews with inspectors and in completed questionnaires that bullying was not an issue within the boarding houses. Young people were consulted on issues that affected them and their views taken in to consideration. Generally young people spoken to were positive in their views about the boarding provision offered to them at the school.

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

The standard of the boarding accommodation provided was the issue that received the most frequently expressed negative views from young people although some did state standards had improved over the last couple of years. Discussions with relevant senior staff evidenced that improvements had been made to boarding accommodation and further improvements were planned. However, inspectors were of the view that areas of the boarding accommodation were in need of redecoration and refurbishment, some areas required repair and maintenance work carried out, and some furnishings needed replacing and upgrading. It was felt the boy's wing would benefit from a common room specifically for the boys accommodated in that wing.

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

All the inspectors were unanimous in their view that, overall, the standard of boarding welfare provided was of an acceptable and appropriate standard. Young people were observed to interact positively with each other and with staff members supervising them. Young people were encouraged to make decisions for themselves and take responsibility for their behaviour. A wide range of activities was on offer to boarders. Young people spoken to during inspection were generally positive in their views about life at Dallam School. The boarding accommodation would benefit from a programme of refurbishment and redecoration to upgrade facilities for young people.



**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

**NO**

**Notification to be made to:**

**Local Education Authority  
Secretary of State**

**NO  
NO**

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

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**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

**Were the Recommended Actions from the last Inspection visit fully implemented?**

**NA**

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

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	BS 3	All ancillary staff should receive a briefing or training on the school's Child Protection policy, with particular reference to how to respond to any suspicions or allegations of abuse.	
2	BS 5	The school should amend their complaints policy to include the right of parents or boarders to take a complaint directly to CSCI. The policy should also contain the telephone number of the local area office of CSCI.	
3	BS 15	The school should ensure that all boarding staff hold an appropriate, current, first aid certificate.	
4	BS 23	The school should review its methods of recording and monitoring records and risk assessments, such as the recording of sanctions.	
5	BS 26	The school should ensure all the actions recommended by the Fire Officer are implemented.	
6	BS 38	The school should ensure that the recruitment of ancillary staff complies with the requirements of Standard 38 of the Boarding Schools Standards.	
7	BS 40	The school should ensure that appropriate repairs and maintenance are carried out when required on boarding accommodation premises.	
8	BS 42	The school should ensure that furnishings in sleeping accommodation are appropriate, and are renewed, repaired or replaced when necessary.	

9	BS 44	The school should ensure bathrooms and shower areas are appropriately maintained and contain sufficient areas for hanging towels and clothes, and appropriate hand drying facilities.	
10	BS 47	The school should ensure that boarders do not overload the electrical sockets and electrical system within the boarding accommodation.	

### 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	BS 10	The school should consider creating a common room for male boarders in the boys wing of the boarding house.
2	BS 23	The school should consider reviewing how they evidence that regular monitoring of the areas detailed under Standard 23 of the Boarding School Standards occurs.
2	BS 33	The school should consider installing a door bell at the sleeping in room on the ground floor of the girls wing.
3	BS 41	The school should consider fitting an alarm to the fire exit door near bedroom 6 on the boy's side to prevent against unwanted access or egress.
4	BS 47	The school should consider installing a safety light at the Heversham site entrance, for use during periods of darkness.

\*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	NO
• 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	NO
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
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	NO
Individual interviews with pupil(s)	NO
Date of Inspection	10/11/04
Time of Inspection	09.30AM
Duration of Inspection (hrs.)	23
Number of Inspector Days spent on site	3

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

**SCHOOL INFORMATION:**

**AGE RANGE OF BOARDING PUPILS** FROM 

11
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 TO 

19
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	25
<b>Girls</b>	31
<b>Total</b>	56
<b>Number of separate Boarding Houses</b>	1

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

The 4-point scale ranges from:

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

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

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

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

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

### Standard 1 (1.1 – 1.4)

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

#### Key Findings and Evidence

Standard met?

3

The school's "Boarding House Handbook" contained a "Statement of Boarding Principles and Practice" that, along with other sections of the handbook, covered all areas required under Standard 1 of the Boarding Schools Standards. The boarding handbook was reviewed annually and distributed to all boarders and their families prior to the start of the school year in September.

### Standard 2 (2.1 – 2.6)

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

#### Key Findings and Evidence

Standard met?

3

Evidence gained during interviews with young people, and from the pre inspection questionnaires they completed, showed that bullying was not an issue at the school. Inspectors observed young people interacting positively with each other during inspection and did not observe any instances of behaviour that could be construed as bullying. The school had a detailed policy covering bullying issues.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

98

%

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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Boarding staff had received training on child protection procedures and issues. Further training had been provided from an external trainer on 8/11/04. The school had developed an appropriate child protection policy for staff. An inspector met with the schools nominated “named person” for child protection issues. However, interviews with ancillary staff evidenced that they had not received any child protection training.

**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.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The boarding house handbook contained a discipline and sanctions policy - the policy appropriately detailing types of sanctions that should not be used. From interviews with young people, and the pre inspection questionnaires they completed, it was evident that young people were aware of the tariff of sanctions that may be employed. Viewing of boarding house documentation evidenced that sanctions were rarely used. Discussion took place with the Head of Boarding about alternative methods of recording any such sanctions imposed.

**Standard 5 (5.1 - 5.7)**  
 The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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Young people interviewed stated they knew how to make a complaint and stated they all had at least one staff member they felt they could take any complaint to. The boarding house kept a record of any formal complaints received and any actions taken in response to the complaint. The boarding house handbook contained a section on “Worries and Complaints”. This needed to be amended to include the right of boarders and parents to take a complaint direct to CSCI if they so wish, and to include the telephone number of the local area office of CSCI.

<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>	<b>0</b>
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**Standard 6 (6.1 - 6.3)**

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

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

3

The head of boarding informed the inspector that the boarding house policy was that no smoking or alcohol was allowed on site. The school addressed other issues detailed under Standard 6 of the Boarding School Standards through their PHSE programme that included lectures given to pupil's by visiting speakers from relevant agencies or professions.

**Standard 7 (7.1 - 7.5)**

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

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

3

An inspector met with the boarding staff member responsible for boarder's health records. The inspector viewed records of individual boarders and found that the records kept were appropriate and contained the relevant information required by this standard.



## 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

The head of boarding had several years experience of working in boarding school's. The head of boarding met with the school's headmaster each Monday morning to discuss any relevant issues arising from the boarding provision. The School's Governors Boarding Committee met once per term – the boarders were now represented at this meeting.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

Standard met?

3

The school had developed a policy for managing crises that may affect boarder's welfare. The head of boarding was able to detail to the inspector the actions the school would take in given situations, and alternative accommodation that would be used in circumstances that required boarders to be re-housed.

### 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

The school's boarding house had been organised to provide separate accommodation for male and female boarder's – the house comprising of a "boys wing" and a "girls wing". Boys interviewed stated they no longer had their own individual common room due to the room being redeveloped for further bedroom accommodation. Some male boarders expressed the view that female boarders had better facilities in their accommodation wing than male boarders had in theirs.

<b>Standard 11 (11.1 - 11.6)</b> There should be an appropriate range and choice of activities for boarders outside teaching time.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
From documentation viewed, interviews and observation it appeared that boarders were offered an appropriate range and choice of activities. Boarders had also accessed local youth groups and facilities – during inspection some boarders attended the local scout group, and others were transported to dancing and piano lessons.		

<b>Standard 12 (12.1 - 12.2)</b> Boarders have opportunity to contribute views to the operation of boarding provision.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Young people interviewed appeared confident in expressing their views about the care offered to them. Inspectors observed young people openly discussing issues with boarding staff. The school operated a Senior Council on which boarders were represented, the house captain attended the Governors Boarding Committee meetings, and boarders were represented on the school's food committee.		

<b>Standard 13 (13.1 - 13.7)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarding house did not operate a prefect system. The boarding house did have a house captain who represented their views at the Governors Boarding Committee meetings.		

<b>Standard 14 (14.1 - 14.6)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	3
It was a strength of the school's boarding and welfare provision that all young people interviewed stated they had at least one member of staff that they would approach if they had any personal problems or concerns. Several young people identified more than one staff member whom they would approach.		

## 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

Not all boarding staff held appropriate, up to date, first aid qualifications. There were adequate arrangements for boarders to secure medical, dental and optical attention if required. Boarders interviewed stated they could see a doctor on their own if they so wished. Medication given was appropriately recorded. Discussion took place with relevant senior staff on medication issues and it was agreed that the CSCI pharmacist would visit the school at a future date to give further advice.

<b>Standard 16 (16.1 - 16.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A member of the boarding staff was on duty in the boarding house throughout each day. This staff member carried a pager to enable them to be contacted by school staff should a boarder have to be returned to the boarding house from school unwell. Boarders interviewed stated they knew how to contact staff if they were in bed unwell during the day. The head of boarding stated that if a boarder required to be confined to their bed for more than a couple of days they would be sent home to recuperate.		

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was appropriate evidence to show that any health or personal problems of individual boarders were appropriately addressed. Individual support was offered to boarders – a member of the boarding staff detailed how they had addressed an issue of personal support to a boarder who had suffered a family bereavement. The staff member had used personal contacts to secure the services of a bereavement counsellor for the boarder concerned.		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school's boarding staff handbook contained an "Equal opportunities statement". Approximately 50% of the school's boarding population were overseas pupils. During the inspection the inspectors did not observe any instances that could be construed as a form of discrimination.		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarders interviewed had their own mobile phone that they were allowed to keep in their personal possession. They were not allowed to use their mobiles during prep time. The school also offered e-mail facilities, through which young people could contact family and friends. Pay phones were also available for boarders use. Inspectors witnessed young people receiving incoming mail during inspection.		

<b>Standard 20 (20.1 - 20.3)</b> Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Young people were provided with lock boxes in which they could store personal possessions – young people interviewed stated they rarely used these. Young people could deposit money at the finance office at the main school site in Milnthorpe and could access this at allocated times.		

<b>Standard 21 (21.1 - 21.3)</b> There is an appropriate process of induction and guidance for new boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Some young people interviewed had visited the school before becoming a boarder. All had received appropriate documentation about the school's boarding provision, detailing the boarding house's rules, guidelines, timetables etc. Boarders files viewed showed that the head of boarding had kept in contact with parents, informing them how their children were settling in at school. The boarding house had a mentor system where new boarders were allocated an experienced boarder to offer assistance and advice during their first few weeks of boarding.		

<b>Standard 22 (22.1 - 22.4)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard was not applicable as the school no longer appointed guardians.		

<b>Standard 23 (23.1 - 23.4)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
The head of boarding meets with the school's head teacher each Monday of term time to discuss any issues arising from the boarding house. Discussion took place on the need to be able to evidence that monitoring of the areas detailed in Standard 23 was taking place.		

<b>Standard 24 (24.1 - 24.8)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Meals taken with young people during inspection were of an appropriate quality and were well prepared and suitably presented. The dining room afforded sufficient space to accommodate all boarders and staff. Options were available at all meals and boarders requiring special diets were being catered for. Some young people stated that the evening meal was “too early”. However, the head teacher stated a survey of all boarders had taken place on this issue and the consensus was for it to remain as it was. The inspectors discussed the issue of the lunchtime meal allowance given to boarders to purchase meals during the school day with the head teacher.		

<b>Standard 25 (25.1 - 25.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders had appropriate access to drinking water in boarding and teaching areas. There were areas for boarders to make themselves drinks and snacks if they so wished. Boarders interviewed stated they could make themselves snacks and drinks when they wished to.		

<b>Standard 26 (26.1 - 26.5)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
The boarding house carried out weekly fire alarm tests and termly fire drills – the last drill being on 5/10/04. The boarding house handbook contained a detailed section on fire procedures. Not all the recommendations made by the fire officer after his recent visit had been addressed.		

<b>Standard 27 (27.1 - 27.3)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was no evidence of any boarder having any unusual or onerous demands placed upon them that would unacceptably affect their welfare. Senior staff at the school had been in discussion with boarders over some boarders wish to have evening or weekend jobs – the school were keen to ensure any such jobs did not affect the boarders studying.		

<b>Standard 28 (28.1 - 28.2)</b> The welfare of any children accommodated at the school, other than pupils, is protected.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
This standard was not applicable as there were no other children accommodated at the boarding house other than boarding pupils.		

<b>Standard 29 (29.1 - 29.6)</b> Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The school had appropriately risk assessed any high risk activities boarders participated in. The inspector viewed copies of such risk assessments. The school ensured that any activity centre or outdoor centre used by boarders was appropriately licensed.		

<b>Standard 30 (30.1 - 30.5)</b> Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarders had appropriate access to local facilities – some were members of the local scout group, others received dancing and piano lessons locally. Daily newspapers were available in the boarding house and the boarders had access to various televisions - the boarding house also had Sky TV installed.		

## 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

Staff duty rota's viewed showed that the boarding house had sufficient staff on duty on all shifts to meet the needs of the boarders accommodated. The inspectors were impressed by the young people's ability to act independently and supervise themselves to a large extent.

### 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

The head of boarding had a list of boarder's mobile phone numbers which he displayed on the office wall for all staff. This enabled boarders to be contacted by boarding staff whilst they were off site and allowed for boarders to contact the boarding house if necessary. Boarders under the age of 18 were not allowed off site on their own – having to have at least one other boarder with them.



<b>Standard 33 (33.1 - 33.5)</b> Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Duty rota's viewed evidenced that there was sufficient staff sleeping in the boarding house each night. The sleeping in room on the ground floor of the girl's wing may benefit from having a door bell installed.		

<b>Standard 34 (34.1 - 34.7)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The school's boarding house handbook contained copies of the job descriptions for the Head of Boarding, Deputy Head of Boarding and Care Staff. The Head of Boarding was responsible for organising a formal induction programme for new care staff. This induction programme included a briefing on child protection. All staff had recently had threshold interviews and the head of boarding stated that appraisal for care staff took place approximately every 18 months. The school did not employ GAP staff.		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
All boarding staff were provided with the boarding house handbook which was reviewed annually.		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Young people interviewed stated, both in interviews and in pre inspection questionnaires, that they generally got on well with staff who had the job of supervising them. Some young people commented very positively about individual staff members. The inspectors observed staff interacting positively with young people and it appeared that positive working relationships between staff and boarders had been established.		

<b>Standard 37 (37.1 - 37.2)</b> Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Staff were observed to appropriately respect boarders privacy and confidentiality. Boarders were encouraged to be independent and inspectors observed young people taking personal responsibility and thus requiring minimal supervision.		

<b>Standard 38 (38.1 - 38.10)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	2
Generally, the school followed appropriate recruitment procedures and were to be commended for ensuring all 175 staff had appropriate CRB disclosures. However, the recruitment of ancillary staff did not appear to meet with requirements and this was in contrast to other departments of the school. The issue was raised with senior staff during inspection – the inspectors stressed the need for all new staff to be subject to appropriate recruitment procedures.		

<b>Standard 39 (39.1 - 39.4)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The school had ensured that all staff and volunteers who had unsupervised access to boarders had been satisfactorily checked with the Criminal Records Bureau.		

## 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

Young people that had been resident for some years commented on the improvements that had been made to the boarding accommodation in the past few years. However, inspectors who toured the boarding house found areas that were in need of repair, maintenance or refurbishment. These were detailed to senior staff of the school during inspection.

### Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

#### Key Findings and Evidence

#### Standard met?

2

Boarding accommodation was solely used for those boarders designated to use it. The main external doors to the boarding accommodation were protected by a keypad entry system. The inspectors found an external fire door on the boy's wing that was not alarmed. Although only capable of being opened from the inside – this may still have afforded an opportunity for unwanted access or egress.

<b>Standard 42 (42.1 - 42.14)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	2
The sleeping accommodation was organised to provide suitable separation of genders and age. However, some areas of the sleeping accommodation required repairs and maintenance, others required renewing or updating and some furnishings and carpets required repairs or replacing. One bedroom required an additional wardrobe installed. These areas were detailed to the school at feedback.		

<b>Standard 43 (43.1 - 43.2)</b> Suitable facilities for both organised and private study are available to boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarding accommodation provided suitable facilities for both organised and private study.		

<b>Standard 44 (44.1 - 44.10)</b> Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
The toilet and washing facilities provided in the boarding accommodation exceeded the minimum number required by the Boarding School Standards. However, some areas were in need of redecoration or repair, some required appropriate hand drying facilities, and some required pegs installed to enable boarders to hang clothing or towels up.		

<b>Standard 45 (45.1 - 45.3)</b> Suitable changing provision is provided for use by day.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The school had appropriate changing room facilities for use by boarders and day pupil's during the school day.		

<b>Standard 46 (46.1 - 46.6)</b> Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The school provided a range of safe recreational areas for use by boarders – such as common rooms, games room, swimming pool, sports hall, weights training room, floodlit tennis courts, sports pitches, and access to computer rooms and class rooms.		

<b>Standard 47 (47.1 - 47.9)</b> Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
Generally, areas used by, or accessible to, boarders were free from reasonably avoidable safety hazards. However, inspectors detailed bedroom accommodation where there appeared to be over use of electrical sockets by boarders, wiring running underneath carpets, and electric kettles in boarders bedrooms. This was detailed to the head teacher at feedback, who informed the inspectors that the boarding house staff were aware of this and had removed electric kettles and other electrical items from bedrooms. Inspectors felt the boarders would benefit from having a safety light installed at the main gate to the Heversham site, to provide lighting when required during times of darkness.		

<b>Standard 48 (48.1 - 48.4)</b> Suitable accommodation should be available for the separate care of boarders who are ill.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarding accommodation had a sick bay in both the boy's wing and the girl's wing. The head of boarding stated to the inspectors that any boarder who required more than a couple of days of being confined to bed due to illness would be sent home.		

<b>Standard 49 (49.1 - 49.3)</b> Adequate laundry provision is made for boarders' clothing and bedding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarding house had a rota system for boarders to access laundry facilities. On average each boarder had three days per week allocated for handing in any items requiring to be laundered.		

<b>Standard 50 (50.1 - 50.2)</b> Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The boarding house had a tuck shop that was open each weekday from 3.30pm to 4pm. The boarding house also had facilities for boarders to purchase stationery and personal items that was run by a member of the boarding staff. This facility was open for boarders during the evening inspectors spent on site.		

**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 as the school does not arrange lodgings for pupils.

**Standard 52 (52.1 - 52.8)**

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

**Key Findings and Evidence**

**Standard met?**

9

This standard was not applicable as the school does not arrange any such accommodation.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

N/A

**Lay Assessor**          N/A          **Signature**      \_\_\_\_\_

**Date**      \_\_\_\_\_

**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 Announced Inspection of Dallam School conducted on 10 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.



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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

**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 (not applicable) 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	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I \_\_\_\_\_ of Dallam School confirm that the contents of this report are a fair and accurate representation of the facts relating to the announced inspection conducted on 10 November 2004 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 Dallam School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the announced inspection conducted on 10 November 2004 for the following reasons:**

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

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

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