



Making Social Care
Better for People

inspection report

Boarding School

St Mary`s School

Shaftesbury

Dorset

SP7 9LP

7th, 8th & 9th March 2005

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

St Mary`s School

Address

Shaftesbury, Dorset, SP7 9LP

Tel No:

01747 852416

Fax No:

01747 851557

Email Address

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

Shaftesbury Trust

Name of Head

Mrs Margaret McSwiggan

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

Feb 2002

Date of Inspection Visit		7th March 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Wendy Anderson	095421
Name of CSCI Inspector	2	Martin Davis	
Name of CSCI Inspector	3	Sarah Talbott	
Name of CSCI Inspector	4	Mary Collier	
Name of Boarding Sector Specialist Inspector (if applicable):		Lynne Heath	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MRS MARGARET MCSWIGGAN	

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 St Mary's 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.

St Mary's School is an independent boarding school for girls age 9 to 18years. Although the school has a Catholic foundation it welcomes pupils of any Christian denomination. The school is a registered charity.

The school is set in 55 acres of parkland on the outskirts of Shaftesbury and occupies a large, formerly private house. There are also a number of purpose built buildings. The school offers the pupils a number of facilities including a drama centre, a sport hall, an outdoor swimming pool (an indoor pool is about to be built), a well presented library (with study facilities) and various games pitches both grass and astro turf.

The boarding accommodation is divided into six houses.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The relationship between boarders and staff are a real strength of the school. Boarders told inspectors that staff were caring and approachable. The school has a good system for the induction of new boarders. The boarders interviewed particularly like the Guardian Angel' system. The inspectors found no onerous demands on boarders. Boarders interviewed felt they were well consulted and involved in the life of the school. This was evidenced by the school having a school council and the use of a house captain to raise issues for boarders. The school is very welcoming and the boarding houses have a homely/cosy atmosphere. Information provided by the school to parents and boarders is comprehensive. Boarders and staff interviewed informed inspectors that bullying was not an issue within the school. This was also reflected within the pupil questionnaires. The boarding and teaching staff have received comprehensive training on child protection. Staff have also been enabled to attend multi agency training on this issue.

The school has a comprehensive Personal, Social and Health Education (PSHE). Boarders are provided with a wide range of activities and clubs within the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school need to provide training and information to ancillary staff, at an appropriate level on child protection issues. This issue also needs to be revisited with the prefect group, at an appropriate level. The school need to develop a policy for searching for pupils who are missing from school.

The school has developed a draft restraint policy. This needs further development. Staff also need to receive appropriate training in restraint techniques.

The school need to develop its recording systems and create central records that can then be monitored and trends identified.

The school needs to ensure that risk assessments are reviewed and updated. These also need to contain information on what action is taken to reduce identified risks.

The school need to ensure that staff files contain all the required information.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Boarders at the school are well looked after. The staff team are experienced and committed to the pupils. Boarders through interview and the pre inspection questionnaires were very positive about the school and the staff.

Within the school there are a lot of informal systems of communication and support. These need to be formalised

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:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

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

YES

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	2	The school counter bullying policy needs to include a definition of bullying.	1 st December 2005
2	3	The Child Protection Policy needs to refer to the Commission for Social Care	1 st December 2005
3	3	Ancillary workers need to receive the appropriate level of training in child protection	1 st October 2005
44	3, 13	Prefects need to receive the appropriate level of training in child protection and the prefects' handbook should also contain information on child protection	1 st October 2005
5	3	The school needs to develop a policy for action to be taken when a boarders is suspected of being missing.	1 st December 2005
6	4	The draft restraint policy needs to be developed to include the boarding staff and boarding life.	1 st December 2005
7	4	The school needs to ensure that no member of staff uses restraint unless appropriately trained and that this training is provided on a rolling refresher course basis.	1 st October 2005
8	4	The restraint policy needs to refer to the support staff will be offered to staff and boarders following an incident of restraint.	1 st December 2005
9	4	The school needs to develop a central records for sanctions and restraints.	1 st October 2005

10	4, 13	The school needs to add information to the prefect's handbook on what powers the prefects have regarding sanctions.	1 st December 2005
11	5	The school needs to develop a central log for recording complaints.	1 st October 2005
12	5	The school needs to offer staff training on the complaint procedure	1 st October 2005
13	8	The school need to develop a system to monitor the welfare provision.	1 st October 2005
14	15	Consent should be sought from those with parental responsibility for boarders to keep their own medication where this is assessed as appropriate. Any boarder who self-medicates should be given suitable information about the safe keeping of their medicines.	1 st October 2005
15	15	Records of medication administered in the houses should be made available to the infirmary in written form.	1 st October 2005
16	15	The young peoples' health files should contain all relevant and current information about treatment, medication and first aid administered to them.	1 st October 2005
17	8	The school needs to ensure one of the school Governors monitor the welfare provision within the school.	1 st October 2005
18	9	The school needs to include specific plans for the crisis in its crisis management plan as listed under 9.2.	1 st October 2005
19	19	The school needs to improved the privacy of the pay phones	1 st December 2005
20	23	The school needs to develop a monitoring system of records by senior staff so that trend and concerns can be identified.	1 st October 2005
21	24	The school needs to ensure that there is an adequate range and supply of vegetarian options at meal times	1 st October 2005
22	24	The school needs record the temperatures of the fridges in the boarding houses.	1 st October 2005
23	26	The school need to carry out a full audit of the report commission by an independent fire consultant and then ensure that the appropriate action is taken	1 st December 2005
24	26	Schedule fire drills need to take place as planned	1 st October 2005

25	26	The school need to carry out an audit of its risk assessments and then amend/update as required	1 st December 2005
26	26 & 47	The school needs to insure that where risk assessments have identified a risk either action or additional assessment takes place. The risk assessments also need to record actions taken to minimise risk.	1 st October 2005
27	26	The school needs to carry out risk assessment on the school grounds.	1 st October 2005
28	31	GAP students should not be left in a position of sole responsibility for boarders.	1 st October 2005
29	34	The role of spouses and partners of staff within the boarding houses needs to be written into a policy document as required under 34.2	1 st October 2005
30	34	The school needs to develop a formal supervision and appraisal procedure for boarding and ancillary staff.	1 st October 2005
31	38	Staff files need to contain all the information as required under Standard 38.2	1 st December 2005
32	38	CRB checks on ancillary staff need to be taken up prior to them starting work.	1 st October 2005
33	38	The school needs to take up letter of good conduct from GAP student's hometown.	1 st October 2005
34	38	References for prospective staff must not be open references.	1 st October 2005
35	38	The school need to regularly audit and update the information they hold on the taxi drivers they use.	1 st December 2005
36	39	This should be developed in to a code of conduct for visitors to the site	1 st October 2005
37	39	The school needs to develop an agreement with adults who live on site but not employed by the school as detailed under Standard 39.4	1 st October 2005
38	41	The school need to install security keypads to all external doors	1 st December 2005
39	42	The school should not use the 'cubies' for two boarders as they do not provided enough room for two boarders.	1 st October 2005

40	44	The school need to ensure that all bathroom, toilets and shower rooms are fitted with the appropriate locks.	1 st October 2005
41	44	The school need to ensure that staff do not use the same bathing and toilet facilities as the boarders.	1 st October 2005
42	45	The sports hall should not have communal showers	1 st December 2005

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	2	The countering bullying policy should be added to the parents information
2	12	The school should consider minuting the school council meetings
3	14	Once the review of the role of the school counsellor and independent person has been completed the appropriate role should be publicised.
4	19	The school should consider placing other appropriate help line number in the public phone boxes, including the number for the Commission for Social Care inspection.
5	20	The school should consider getting boarders to sign their passports/tickets in and out.

*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

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	YES
	YES
	YES
	YES
	NO
	NO
	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 boarders	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	07/03/05
Time of Inspection	9 AM
Duration of Inspection (hrs.)	111.5
Number of Inspector Days spent on site	12.5

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 BOARDERS

**FRO
M**

9

TO

18

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

Girls	198
Boarders	198
Total	198
Number of separate Boarding Houses	6

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 has a clear statement of boarding principles. Information is provided for parents and boarders. Approximately 6% of St Mary's boarders are overseas students. The school provides parents and boarders with a statement of the school's principles and practices in two language as well as English via their website.

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

The school has a policy on countering bullying this needs to have a clear definition of bullying added to it.
The policy was well known to all boarders spoken to and staff were clear on action to be taken if bullying was encountered. Staff and boarders all said that bullying was not an issue. Staff said that the boarders were good at alerting staff so that any incidents could be dealt with immediately.
The policy on countering bullying should also be added to the information provided to parents.

PERCENTAGE OF BOARDERS REPORTING NEVER OR HARDLY EVER BEING BULLIED

97.7

%

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 written child protection policy. This was found to be in line with NMS 3.3 and is consistent with the Local Area Child Protection Committee Procedures and Working Together to Safeguard Children.

The Child Protection Policy does not refer to the Commission for Social Care however it does require staff to report to a designated senior member of the school staff any concern or allegations about school practices or the behaviour of colleagues which are likely to put boarders at risk of abuse or serious harm and provide immunity from retribution or disciplinary action against such staff for whistleblowing in good faith (NMS 3.4)

A training programme has been developed for all staff, however some ancillary workers indicated that they had not received this training. An audit is therefore recommended. Staff who had received the training had a good awareness of child protection issues and all staff spoken to had had some form of training and knew who the Designated Child Protection Officer was.

The designated Child Protection officer is the Senior Mistress. She has attended local authority multi agency and Boarding School Association child protection training. The designated Child Protection Officer briefs the GAP students and senior boarders who have responsibility over other boarders on child protection matters. The GAP students had also received child protection training as part of the Boarding School Association training they attended. The handbook for GAP students makes reference to child protection, identifies the senior mistress as the Child Protection Officer and refers students on to the Child Protection Policy. Within the interviews with the prefects inspectors felt that their knowledge of child protection was unclear. Child protection training needs to be revised with the prefect group at an appropriate level. The information booklet for prefects should also contain appropriate child protection information. The Designated Child Protection Officer provided an awareness-training day with all teaching and house staff about a year ago.

Staff spoken to reported feeling well supported by the Designated Child Protection Officer.

The school does not have a policy for searching for and, if necessary reporting, any boarder missing from school. This needs to be developed.

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
<p>The school present draft restraint policy is specific to the academic staff and situation. This needs to be developed to include the boarding staff and the boarding life.</p> <p>The draft policy sets out what can be described as reasonable force, how to record and incident of restraint, why and when to use restraint. There is a list of people authorised persons needs to stress that no person will use restraint unless appropriately trained. The school need to establish what training will be offered, how staff will be assessed as competent, what refresher training will be offered and how the level/incidents will be monitored. The policy also needs to refer to the support staff will be offered to staff and boarders following an incident of restraint.</p> <p>There were no reports of unfair punishments by boarders. Boarders who took part in the questionnaire stated that 79.4% of them felt that punishment ranged from average to very fair. Punishments appear to be kept to a minimum and staff preferred to give ‘Mary Ward’ tickets for good behaviour, helpfulness in the House etc. than to give out punishments – boarders confirmed this. Good conduct/gold tickets were also announced at Friday House meeting.</p> <p>The school needs to develop a central records for sanctions and restraints.</p> <p>The school needs to add information to the prefects’ handbook on what powers the prefects have regarding sanctions.</p>		

Standard 5 (5.1 - 5.7)		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The school has a complaints procedure that meets the requirement of this Standard. The policy should be modified to accommodate complaints received from both boarders and parents. The complaints policy also needs to include timescales for responding. The school needs to develop a central log for recording complaints.</p> <p>In the interviews with staff and boarders there was no clear understanding of the complaint process. Boarders thought they would feed back problems/complaints to their year representative or House captain and she could raise any issues with the House Mistress. Boarders and staff need to have an understanding of the school complaint process.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3)		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	4
<p>The school has a comprehensive Personal, Social and Health Education (PSHE) programme and covers all the points raised in this standard. The programme is age related and provides space for topics to be raised by the boarders or by staff in the light of current events.</p> <p>Boarders spoken to said the PSHE programme was very good and led to some lively discussions. They also said that they were able to raise topics that interested them in these lessons</p>		

Standard 7 (7.1 - 7.5)		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	2
<p>Health records for all boarders are kept in the infirmary. These contain information from parents and health professionals, and details of treatments. Visits to the infirmary are recorded in a daybook; a record of the boarder's visit is not always made in the file. Information about boarders with particular medical needs is made available to relevant school staff.</p> <p>In the boarding houses it was observed that House Assistants keep a list of boarders' particular health concerns e.g. allergies. In some of the houses this information was not kept in a locked filing cabinet, although House Assistants recognised the importance of maintaining confidentiality.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

2

The school has a clear management and leadership. Senior boarding staff have the adequate level of experience.

All staff interviewed felt there was clear leadership and felt the system worked well; they felt very supported.

The school need to develop a system for monitoring the welfare provision.

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

The school has a crisis management plan. This needs to include specific plans for the crises listed under Standard 9.2.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

The boarding houses are well organised and there is no discrepancy between the houses. Some of the house are of mixed age ranges which the boarders and staff feel work well. Mary Ward house accommodates only older boarders and appears to operate in a slightly different way because of this – e.g. it provides facilities that boarders may use to wash/dry their own clothes. The boarders interviewed appear to appreciate these extra privileges.

Standard 11 (11.1 - 11.6)

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

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

Inspectors were told that during the week there was a wide range of activities. During the inspection the inspectors saw a textiles club, photography, cooking and sports clubs. Boarders reported a good range of activities, kickboxing, self-defence, first aid, cookery, and horse riding. However several boarders said that there was insufficient sport for boarders not on teams.

With regard to weekend activities opinions of boarders were divided here. Many boarders below the 6th form said that Sundays were particularly boring and that there was nothing to do. Staff said that trips are organised about twice a term on Sundays and that parents grumble about paying for trips if there are any more. Other boarders said they enjoyed having a day to do nothing special.

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**

Each House conducts weekly meetings with minutes taken. Boarders said that they felt their views were listened to and that their views did effect change. Inspectors were told by boarders and staff that the school has a student council. These meetings are not minuted so there was no evidence of these meetings taking place. The inspectors suggest that these meetings be minuted. The inspectors were also told that Year reps feed back to House captains who, in turn, either speak to the House Mistress or take issues to School Council. Boarders felt that these systems were effective.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

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

The prefect group interviewed were clear on their role within the school. The school has a prefect information booklet. This needs to include information on child protection at an appropriate level and the prefects needs to receive refresher training on the same issue. The school needs to add information to the prefects' handbook on what powers the prefects have regarding sanctions.

Boarders reported that there was no great divide between prefects and the rest of the boarders, prefects were well liked and helpful; felt they were more like big sisters, though they respected their authority. Boarders generally felt able to approach them and did not feel that they abused their powers.

Standard 14 (14.1 - 14.6)

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

Key Findings and Evidence**Standard met?**

3

The boarders felt that they had a wide range of people that they could approach. The tutor system involves a short daily meeting with the pupils and tutor so personal contact is well established. Boarders reported using the nurses, prefects and other boarders as well as House staff and friends. The school informed the inspectors that they were reviewing the roles of the school counsellor and the independent person. The inspectors suggest that after this review the school publicise the appropriate person.

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 boarders 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?

3

All boarders are registered with a local GP practice that visits the school twice a week. The local surgery also supports the asthma care and vaccination program. Visits to dentists and opticians can be arranged. Five nurses are employed by the school to cover the hours of 7.30am to 8pm. Boarders are able to choose whether they see the doctor accompanied or unaccompanied, and a female doctor is available.

Some household remedies are used by the school in the infirmary and the houses. The parents sign consent forms for these interventions, but not for prescribed medicines or self-medication. Some boarders are allowed to self medicate certain medicines and this is noted in their files. Clear information should be given to these boarders as to their responsibility for the safety of these medicines.

A record is kept of all medicines administered to boarders, but the exchange of information between the houses and the infirmary is often verbal and should be confirmed in writing.

All medicines other than those used by boarders for self-medication are kept in locked cupboards in the infirmary or houses.

First aid boxes are available and appropriate staff are trained in first aid.

There was evidence of locked medical/First Aid cabinets in Houses visited and protocol for administration of household medicines. Although details of any medication are recorded in the medical book and signed regularly by the House Mistresses the school needs to develop formal links between Sanatorium and House concerning the administration of medication instead of relying too much on phone calls.

It is noted that the Boarding Handbook details that “boarders are not permitted to hold their own supplies of any medication, unless they have discussed doing so in advance”.

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence

Standard met?

3

Boarders who are ill can be accommodated in the infirmary. They are checked regularly and their illness is recorded in their files. If a boarder needs to stay in the infirmary over night a nurse sleeps in.

Boarders reported easy access to staff when ill in the night.

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

The nurses deal with most of the health and personal problems of the boarders and are always available to them. Many boarders choose to see the nurses in the infirmary rather than their house staff to discuss problems.

At the time of inspection there was one stated girl presently in the school. Educational plan (IEP) in place. The Head of Learning Support liaises with parents and all educational plans are sent to County Council who should attend a meeting. Many other boarders with mild learning difficulties – IEPs all in place and handbook with profiles of all boarders with any difficulties circulated to staff.

Boarders who had been home sick felt they were well supported by staff and older boarders. The school has a clear policy for dealing with this discreetly should the problem occur in the future.

The Head of Pupil Development; also ensures suitable welfare plans are in place and represents the PSHE programme on Senior Management Team.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence

Standard met?

3

Overseas boarders spoken to felt well integrated and supported.

However with approximately 6% of boarders coming from overseas, the inspectors suggest the school has a designating a member of staff with particular responsibility for overseas students, in order that their particular cultural, social, religious and academic needs – as well as language requirements - are fully addressed.

Although the school is a Catholic school an Anglican Priest also conducts services at the school and is available to boarders. The school also holds Mass in Spanish.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>Most boarders have their own mobiles and all have email addresses. Boarders felt there were no issues in contacting family or friends.</p> <p>The privacy within the public phones needs to be improved as boarders could be overheard too easily. This was raised by boarders in their questionnaires. The phone number for Childline number was displayed in the phone boxes but no other appropriate numbers including that of the Commission for Social Care Inspection were available.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>All the boarders spoken to report that they have a lockable tuck box, although some of the younger boarders in Hewarth House report that their tuck boxes have been broken into and food stolen. Boarders have lockable drawers in rooms.</p> <p>All House Assistants spoken to report appropriate care in the dispensing of pocket money. The inspectors suggest that both staff and the boarders sign the pocket money records. Passports are handed in to the school main office and recorded. The inspectors suggest that boarders should sign their passports/tickets in and out.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The school allocates each new boarder a "Guardian Angel" from whom the boarder may obtain advice, information and support in the first three-week period. Guardian Angels are boarders themselves, with the expectation that each boarder (including overseas students) will eventually become one. Boarders spoken to said that the scheme appears much appreciated. None of the boarders spoken to reported feeling 'lost' or neglected in any way. The school also has a Right of Welcome ceremony for all new pupils. The school is developing a boarders' handbook.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of boarders should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>Although a number of boarders report having a guardian, school literature indicates that it is the responsibility of the family to appoint guardians.</p> <p>It is however understood that the school is giving consideration to the appointment of "Aegis" as their guardianship organisation. The organisation will thereafter assume responsibility for the appropriate checking of guardians and for the monitoring of care provided by guardians.</p>		

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

2

House records, which include medical, sanctions, assistants' logbooks, are all signed off on a regular basis by the House Mistress. Accidents are not logged in House, but centrally, and House staff said that these were recorded by Senior House Mistress. The school needs to develop a monitoring system of records by senior staff so that trend and concerns can be identified. This needs to include any central records.

The Bursar and Senior Mistress monitor all risk assessments, depending on whether these relate to the whole school or specifically to the boarding.

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 boarders and staff reported that the food was very good and different styles of cooking (oriental etc.) catered for a variety of tastes. Some commented that food ran out and others identified this as happening because boarders early in the queue took too much of every dish on offer. There was however a limited vegetarian choice and it was not always clear from past menus if there was a vegetarian choice

Comments were made that there was too much pasta and chips in the evenings, but others identified this as a recent problem due to staffing problems. Everyone agreed that he was excellent.

All crockery and cutlery was clean and the dining facilities good. Appropriate and effective system in place to ensure no long queues – boarders sit down at tables and are then sent up table by table. Member of staff always on duty.

The school should record the temperatures of the fridges in the boarding houses.

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

There is an adequate supply of drinking water available for boarders around the school. In all houses visited an appropriately furnished kitchen was available that allowed for the preparation of snacks. Boarders were also provided with a supply of fresh milk, bread and eggs on a daily basis. Boarders are also able to buy and store own food.

Standard 26 (26.1 - 26.5)

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence

Standard met?

2

There were no outstanding recommendation from the Fire Service who last inspected the school in January 2003. This inspection was not a comprehensive audit of all the fire safety matters. However the school has since commissioned a fire consultant to complete a full inspection. This report made a number of recommendations. The bursar had been appointed as fire safety manager and assumes responsibility for ensuring that appropriate action was taken in response to this report. The bursar informed the inspector that this work had been incorporated into the schools five-year development plan. Significant work has taken place so that the majority of 'high risk' work has been completed. From the records a number of high and medium risks appeared to remain. However, the bursar reported that he was confident that this work had also been completed. The inspectors advised that a full audit should take place to confirm where work remains outstanding. The inspector was informed that the fire safety consultant is due to re-inspect the school during the Easter holidays 2005, his report will be used to plan further maintenance work.

The fire safety consultant provides fire warden and fire safety training to key staff, including House Mistresses and House Assistance.

A comprehensive record of boarders' response to emergency evacuations is maintained centrally. During the inspection the fire alarm sounded. Boarders and staff responded in an orderly and appropriate fashion. A record of fire drills is also maintained. Planned fire drills may be cancelled if an emergency evacuation is triggered by a false alarm or for another reason. Fire drills should allow evacuations to take place at different time of the day and night under different conditions, (for example simulating blocked exits). Care should be taken to ensure that evacuations whether through drills or false alarms adequately prepare boarders. The inspectors would recommend that the school keep to its schedule of fire drills despite any other evacuations. All boarders and staff reported regular fire practices and an awareness of the required procedures

A central record of servicing and repairs of emergency lighting, fire alarms and fire fighting equipment is maintained.

A whole school fire risk assessment was in place. This was supported by individual house risk assessments. These should be audited and where necessary reviewed. Inspectors found that some of these risk assessments indicated the need for additional assessment or work. No record could be found to confirm that this had taken place.

The inspectors saw risk assessments for high-risk activities but a number of these are in need of review and updating. This includes the risk assessment for the swimming pool. The school needs to develop a risk assessment for the grounds.

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
The inspectors found no evidence of onerous demands on boarders. Boarders interviewed supported this view		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than boarders, is protected.		
Key Findings and Evidence	Standard met?	9
N/A		

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?	4
Excellent and very thorough risk assessment procedures are in place; all parental permissions are gained and outside organisations provide the school with their own risk assessments, copies of licences and relevant insurances. The inspectors were shown evidence of these assessments. Activities, which are undertaken by staff, fall under two levels of risk. Any activity shown to have a high risk factor must show what can be done to reduce the level of risk – e.g. take more staff on the activity. All medical details relating to the boarder and their phone numbers and parental details accompany the assessment together with staff names, phones numbers. All assessments are approved by either the Head or Senior Mistress.		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	4
Within the houses there were television, newspapers and magazines. Daily newspapers were also available in evidence in the Library. Within the weekly house meetings news reports are discussed.		

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?	2
<p>The duty rota demonstrates that an appropriate number of staff are on duty. Boarders reported that they always knew what staff were on duty and how to contact them. This was witnessed during the inspection. Cover during sickness is provided within the team of house staff and usually by one of the two House Assistants assigned to each house. Staff reported a 'bank' of cover staff, which is in place in case of staff illness or absence. A House Assistant showed one of the inspectors detailed instructions for duties in case of a 'bank' person having to take over duties at short notice. Boarders did not report insufficient levels of supervision at any time of day. The inspectors were told that there have been occasions when GAP students are left to supervise boarders whilst staff are supervising supper. The Head informed the inspectors that this was not school policy. GAP students should not be left in a position of sole responsibility.</p> <p>The boarding staff are an all female group. Male teachers are employed and some of the staff who provided extra activities are male.</p>		

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
When the boarders are off the school campus GAP students are not left in sole charge of boarders. The Deputy Head confirmed staff ratios satisfy DfES guidelines, but also confirmed that discretion would be used here and more staff would accompany activities, which presented a higher risk.		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
Within the houses there is always one member of staff on duty. The House Mistresses are also resident and on duty 6 nights a week. Fire logs give details of boarders sleeping in the House that night. Staff can also call on the Senior House Mistress or Head in emergency. The relationship between the boarders and House Assistants/House Mistresses appeared very positive and the boarders spoken to were not apprehensive about contacting staff, nor seemed unaware of their whereabouts at night.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>Staff with boarding duties have written job descriptions.</p> <p>The role of spouses and partners of staff within the boarding houses have not been written into a policy document as required under 34.2 although an unwritten understanding exists. The school had not established formal individual supervision systems for boarding and ancillary staff. House Assistant reported that they had regular meetings with their House Mistresses and said that they were able to discuss any concerns but that they did not receive formal supervision. The inspector saw the minutes of these meetings.</p> <p>No formal appraisal system was in place for non-teaching staff.</p> <p>All staff reported good induction. However, many Assistants had been in post for over 12 years. All said that they had clear job descriptions and knew line of accountability.</p> <p>All, with the exception of two Assistants, reported that the school encouraged them to go on training courses. One House Mistress is presently doing the BSA Diploma in boarding; two assistants reported doing various courses on boarding with BSA, one at Imperial in London, and NVQ childcare courses, levels 2 & 3.</p>		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
Staff guidance on boarding practice is comprehensive and contains the majority of points raised under this Standard.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
The inspectors felt that the relationships between staff and boarders were a real strength of the school. Groups of boarders said that they felt very comfortable talking to staff and felt that they were very well looked after indeed. Within the discussion groups and the questionnaires boarders made comments like the following, ' the boarding staff are all amazing. We have a wonderful House Mistresses and all the staff respect our privacy.' Boarders said they never felt that staff interfere but are always there if you need them. They have just the right balance.'		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	2
All House Mistresses/House Assistants interviewed seemed particularly sensitive to the need to respect the privacy of boarders. All staff observed knocked on boarders' doors. Boarders interviewed said that staff respect their need for privacy. The inspectors felt that the use of curtains instead of doors on the 'cubies' did not offer the boarders enough privacy.		

Standard 38 (38.1 - 38.10)
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence	Standard met?	2
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Within the staff files inspected there were gaps in the recruitment information held on staff. All staff files need to contain the information required under Standard 38.2. All the files sampled had CRB checks. These had not been taken up prior to the appointment of ancillary workers. This should happen. CRB's are taken up for GAP student upon their arrival but there was no letter of good conduct from their home. This needs to happen. The references on file for the Gap students are open references, 'To Whom It May Concern'. The school needs to obtain references written specifically for them. There were references missing from one of the ancillary staffs file. The school needs to ensure that follow up phone calls on references are done. Peripatetic staff also had CRB check. Some of these had been transferred from other organisations. The Head needs to ensure that she makes contact with the counter-signatory. There was no other staffing information on the peripatetic staffs files. There was evidence of the school checking their driving licences. Where the school has any concerns about a taxi driver they raise these with the licensing authority. The inspectors saw evidence of this. The school should regularly audit and update the information they hold on the taxi drivers they use as one company on the school approved list had no information in their file.

Standard 39 (39.1 - 39.4)
The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

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

The school has a clear practice on adult access to boarding areas. This should be developed in to a code of conduct for visitors to the site. Male family members are not allowed to have access to bedroom areas. Any maintenance/contract worker is supervised. Those staff that live in the boarding houses have separate entrances to their accommodation for their families and visitors. The school needs to develop an agreement with adults who live on site but are not employed by the school as detailed under Standard 39.4

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

The boarding houses inspected were warm, comfortable and suitably furnished. There were no reports from boarders of any problems. House staff and boarders all reported that any maintenance issues are dealt with immediately.

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

The bursar informed the inspectors that he has commissioned a feasibility study to inform the school of the options and costings for keypads on the external doors. Public access to the school site is likely to increase once the swimming pool opens, as community groups will be encouraged to use this. At the time of inspection there was limited public access to the school site. The inspectors would recommend that keypads be fitted to all external doors. There are large security lights on the main building.

Standard 42 (42.1 - 42.14)		
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	2
<p>With the exception of the 'cubies' the inspectors found all the sleeping accommodation to be of good quality. The inspectors felt that the 'cubies' did not provide enough room for two boarders to share. There was general space and storage in the 'cubies'. Also the 'cubies' only have a curtain at the doorway, which the inspectors did not feel provided enough privacy for the boarders. It is part of the school development plan to relocate the junior boarding within the main part of the school.</p> <p>Boarders that I spoke to indicated that they were able to use their own bedding (duvets). Additional blankets could be obtained from the House Assistant.</p> <p>Some of the boarders reported lumpy pillows. The House Mistress said they had been washed and hadn't fared too well. Perhaps the school should investigate this and replace pillows as necessary.</p> <p>Some of the wardrobes in Harewell were very small.</p> <p>The boarders also reported that sympathetic consideration was given to requests to share sleeping accommodation with particular friends.</p>		

Standard 43 (43.1 - 43.2)		
Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Young boarders do their prep in the classrooms. Senior boarders (L5 upwards) study in their rooms but can use the computer suite/classrooms if they prefer. No reports of inadequate provision and all boarders spoken to were satisfied.</p>		

Standard 44 (44.1 - 44.10)		
Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>There are adequate facilities in all Houses. Boarders reported no significant queues and said that the supply of hot water was good. However, boarders from Givendale said that they would prefer to have more showers and fewer baths in the House.</p> <p>In some of the Houses toilets did not have wash basins in them so boarders have to go back to their room to wash hands. Some of the doors to the toilet, bathroom and shower rooms did not have the appropriate locks fitted.</p> <p>Assistants do not have separate facilities in Harewell, Givendale, Hewarth and Newby. They use the same facilities as the boarders. Staff should not be using the same facilities as the boarders</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	2
There are adequate changing facilities within the school. However the sports hall has communal showers, which are not appropriate.		

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?	4
There was a good range of common rooms throughout the school and these are well equipped. The school provides an excellent range of outdoor facilities. There are plenty of places around the grounds where boarders can be alone if they wish. At the time of inspection the school was making a 'quiet garden'.		

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
The school needs to have risk assessments in place for the grounds and the swimming pool. The risk assessments for other areas and equipment within the school need to be audited, reviewed and updated. The inspectors found that some of the risk assessment lack information on what action would be carried out to minimise a risk where a risk has been identified. The inspectors found no trailing flexes or heaters and the pond was well fenced. Inspectors were told by staff and boarders that repairs and maintenance were carried out quickly.		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
The school has provision for six ill boarders in appropriate accommodation in the infirmary, with washing and toilet facilities. The nurse who sleeps in has a separate room with en-suite facilities. Many boarders return home during an illness.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
Boarders reported good service done daily – different items are washed each day. The caretaker's wife will sew on all name labels when boarders come into school, so good labelling of clothes means clothes go missing less often.		

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
Shop provides stationery, stamps and phone cards. All stationery items are provided for 6 th formers at beginning of year.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate boarders 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
N/A		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
The school carries out thorough checks of any accommodation to be used by the pupils. They also ask for risk assessment information from the centre to be used. Staff will wherever possible visit the site before the school use it.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

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 7, 8 and 9 March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<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. 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 by 20 May 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	<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"/>

ST MARY'S SCHOOL, SHAFTESBURY – 7, 8 & 9 MARCH 2005

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____ 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 _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

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

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