



Making Social Care
Better for People

inspection report

Boarding School

St George`s School

Sun Lane

Harpenden

Hertfordshire

AL5 4TD

29th & 30th June 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

St George`s School

Address

Sun Lane, Harpenden, Hertfordshire, AL5 4TD

Tel No:

01582 765477

Fax No:

01582 469830

Email Address

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

Hertfordshire County Council

Name of Head

Mr Norman F Hoare

CSCI Classification

Boarding School

Type of school

Comprehensive

Date of last boarding welfare inspection

26th-29th
January
2004
carried
out by
OFSTED

Date of Inspection Visit		29 th & 30 th June 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Mr Neil Fernando	076639
Name of CSCI Inspector	2	Mr Jeffrey Orange	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Ms Angela Tear	
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		Mr Norman Hoare (Headmaster) Mr Richard Gibbs (Director of Boarding)	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (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 George'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 George's School is a voluntary aided specialist technology college, situated in the town of Harpenden. It was founded in 1907 and is one of the first fully co-educational independent boarding schools in England. In 1967, its Diamond Jubilee year, St. George's became a Voluntary Aided School in association with Hertfordshire Education Authority, which is responsible for the cost of education for all pupils. Parents of boarding pupils only meet the cost of accommodation and care as tuition is funded by the DFES in a maintained boarding school. The school has increased in size and now offers education to over 1,000 pupils including up to 107 boarding students, whose age may range between 10-19. Boarding students are accommodated in two units (Houses), which are located in the school grounds. Approximately forty per cent of the boarders are from overseas.

Keswick House – Girls' Unit:

Keswick House forms part of the original, Victorian School House and offers accommodation for up to 60 girls who are currently between 10 and 19 years of age. The smallest room being for 2 and the largest being a dormitory for 7. The rooms are located on three floors with bathroom/shower and toilet facilities available. Communal facilities include four lounges, one of which opens in a spacious private garden for girls' use and a small kitchen for making snacks. Improvements, which have been carried out recently include some new carpets and castle beds with workspaces.

Crosthwaite House – Boys' Unit:

Crosthwaite unit was purpose-built as a boys' boarding House in the early 1970's. It can accommodate up to 54 boys and the present boarders are between 11 to 19 years of age. The smallest room being for 2 and the largest being a dormitory for 7. The rooms are located mostly on the first and second floors, each offering ample sanitary facilities. The two main bathroom suites have been completely refurbished to a high standard. A new Sixth Form area was also completed in 2001. Communal facilities include a lounge, a games room, a small kitchen, a quiet room with computers for study and some facilities for Sixth Formers. Outside there is a patio area and a lawn for the boys.

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

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The staff teams in both Houses have successfully created a warm and relaxed atmosphere where boarding pupils feel comfortable and safe. In the main, boarders generally echoed a good level of satisfaction with respect to the quality of support and guidance they receive from staff. The relationship between boarding students and staff members was of mutual respect and the latter were seen to treat pupils with dignity and respect, during both days of the visit. The boarders displayed a high level of discipline through their conduct at all times, which is a credit to the students and the staff teams. There is evidence of senior pupils demonstrating great maturity in their ability to assist and support junior boarders. Boarding students expressed satisfaction with respect to the level and variety of social and recreational activities accessible to them. They also felt that the quality of food offered is improving continuously although female boarders suggested a better variety of salads for tea. Food sampled by the Inspectors for lunch and tea was noted to be of good nutritional value. Evidence available indicates that boarders' care, health and educational requirements are being satisfactorily addressed.

The policies and procedures covering various areas of boarding practices were updated in November 2003 and although at draft stage, these are noted to be comprehensive and generally of an excellent standard. Policies and guidance on the boarding are made available to staff members, boarding students and their parents/guardian as appropriate. The complaint procedures are known to boarders and parents and questionnaires and letters received from students and parents respectively indicate that they would not hesitate to raise any concern or complaint they may have regarding any welfare matters. Staff interviewed demonstrated a good understanding of their responsibilities to ensure that boarding students are protected and their welfare promoted at all times. Good evidence is available to show that the management of child protection matters is dealt with sensitively and satisfactorily.

Some of the male boarders commented on the changes that have taken place recently to improve some aspect of the sanitary facilities and make the boys' House more like a home. Pupils are allowed to personalise their rooms and in the dormitories furniture is arranged to provide adequate privacy. The school has created an environment that enables the boarders to separate from their school life during the evenings and weekends. House rules are kept to a minimum and were seen by the pupils to be generally fair

The deployment of staff in the houses ensures a supportive caring environment. Each unit is managed by the Head of House. A recent innovation has been to establish the post of Director of Boarding. This has resulted in the drafting of a strategic plan for upgrading the sanitary facilities in the girls' accommodation. All staff members and boarding students interviewed were consistent in their views that there have been positive changes, which have occurred since the appointment of the Director of Boarding in September 2003. Information from boarders and parents also shows that they value the knowledge and experience of both the Director and Headmaster and were generally very complimentary about them. Their excellent leadership is very evident. Good support is available from the health and ancillary staff teams.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The consistency with respect to the administration and management of medication and first aid between both Houses requires improving. Senior boarders who are capable of retaining and administering their own medication should be encouraged and assisted to do so. The school nurse should be registered with the United Kingdom Nursing and Midwifery Council. Other issues needing minor attention are around sanctions, accidents/incidents, complaints and a couple of procedures. Essential training identified should be made accessible to staff as appropriate, a supervision system instituted for individual staff with boarding duties and a co-ordinator to provide a supervisory overview considered, in order to ensure that sanctions/control used are satisfactory. It is suggested that CRB checks are initiated for those staff members who have been in post prior to 1.04.02.

The security system in Crosthwaite House should be reviewed and remedial action taken, as appropriate. A rolling programme of redecoration and replacement of furniture and fittings should be implemented, and ventilation in some boarders' rooms improved. The bathroom/shower and toilet facilities to the Girls' boarding house are poor and less than adequate. The Director of boarding has however confirmed in writing to the Commission that this would be addressed in a phased refurbishment programme. Phase 1 of the upgrading work will start on 5.07.04 and is scheduled to be fully completed before the end of August, for the next term. Phase 2 of the refurbishment programme with respect to the remaining bathroom/shower and toilet facilities in the girls House would be undertaken in 2005. With this in mind, the Inspectors feel that shortfalls arising with regard to the sanitary facilities would be more appropriately viewed in the context of the upgrading programmes.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was a very positive inspection. Both boarding Houses generate a homely atmosphere for the students. The committed and effective staff teams create an appropriately caring and supportive ethos. Staff members are aware of the difficulties adolescents may face and their openness is to be commended. The receptive attitude of boarding pupils, staff members including the Director of Boarding and the Headmaster, to inspection, is also acknowledged.

Overall, good evidence is available to indicate that St. George's School offers a very good experience to its boarding students. There is a strong sense of community identity in both Houses. Older and younger boarders know each other very well and appeared to enjoy healthy and meaningful relationships. The welfare of boarders is being protected and promoted. Some areas have been identified for minor improvement but the main issue is with respect to the fitness of some aspect of the accommodation, which is being addressed in a phased refurbishment programme.

Good evidence is available to indicate that the Governors undertake their role and responsibility seriously and effectively. The staff team including the Director and Headmaster are to be commended for their hard work and achievement.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	<p>The school's policy and procedures on Child Protection to reflect:</p> <p>A) Specifically that staff members would report any child protection matter to the designated child protection co-ordinator or the CSCI and this would not be held against such members for "Whistle blowing";</p> <p>b) The local Area Child Protection Committee should be consulted and any comment/advice received should be included in the school's policy and procedures on child protection.</p>	31.10.04
2	BS15	<p>a) Improve consistency between houses with respect to the administration and management of first aid and medication, and maintain best practice. It is suggested that the Keswick model is adopted for both Houses and if possible, both surgeries and Matrons are line managed by the same person);</p> <p>b) The school nurse holds a registered nursing qualification awarded in South Africa. This person should be registered with the United Kingdom Nursing and Midwifery Council;</p> <p>c) A few 18 year-old boarders expressed the wish to retain and administer their own medication. This is an area that should be reviewed and remedial action taken as appropriate.</p>	<p>31.10.04</p> <p>31.12.04</p> <p>31.10.04</p>
3	BS23	Essential information/training for ancillary staff and other care staff as appropriate on COSHH Regulations and infection control has been identified as an area for improvement.	31.12.04
4	BS41	The security system in Crosthwaite House should be reviewed and remedial action taken, as appropriate.	30.09.04

5	BS44	Upgrade and provide adequate bathroom/shower and toilet facilities to the Girls boarding House. <i>(This will be addressed in the phased refurbishment programmes schedule for summer 2004 and 2005).</i>	Phase1 (August 2004) & Phase 2 (august 2005)
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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	BS2	The daily log of relevant incidents regarding bullying should reflect the remedial action taken following the incident.
2	BS3	Members of the management team (Boarding) would benefit from child protection (level 2) training.
3	BS4	A separate record of all sanctions applied should be kept in each House and a senior staff member for example, the child protection co-ordinator, provides a supervisory overview, in order to ensure that sanctions/control used are satisfactory.
4	BS5	Complaints record should reflect investigation outcomes and remedial action taken, if any.
5	BS7	All accidents/incidents should be recorded in a separate book, in each of the Houses.
6	BS34	An individual staff supervision system should be instituted for all members of staff with boarding duties.
7	BS35	Minor amendment is needed to the staff disciplinary procedures, in order to reflect the provision for guidance/support to staff during suspension or investigation while allegations against them are being investigated.
8	BS38	CRB checks should be initiated for those staff members who have been in post prior to 1.04.02.
9	BS40	Implement a rolling programme of redecoration and improve ventilation in some boarders' rooms, as appropriate.
10	BS42	Old furnishings including mattresses and carpets should be replaced, as appropriate.

*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 NO NO NO 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	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	29/06/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	19.40
Number of Inspector Days spent on site	6

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

10

 TO

19

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

Boys	50
Girls	56
Total	106
Number of separate Boarding Houses	2

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

The 4-point scale ranges from:

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

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

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

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

4

This standard has been exceeded. The school has a comprehensive handbook, which includes information on the boarding facilities. It clearly outlines the aims and organisation of boarding at the school, admission criteria, an outline of the care and supervision for boarders and the religious or cultural aspects of the school. The information is also comprehensively covered in the staff handbook. Parents, boarders and staff confirmed that a copy of the handbook has been made available to them. Good evidence is available to indicate that the handbook is updated regularly, in order to accurately reflect boarding practices at the school.

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence

Standard met?

2

The school's policy and procedures regarding the prevention of bullying are comprehensive and satisfactory. This is included in the handbook for boarders, staff members, parents and significant others. It covers the definitions of bullying, staff action with respect to incidents of bullying, the involvement of parents and other adults, pupils, action to take if you are bullied or see someone being bullied. Boarding pupils confirmed that there are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation. Staff reported that bullying has not been a serious problem in the school but they are open and vigilant to minimise any potential for bullying. Evidence available shows that pupils who are being bullied are suitably supported and those pupils who may bully others are also given assistance and guidance. However, the daily log of relevant incidents regarding bullying needs some minor improvement, in order to reflect the remedial action taken following the incident.

Of the 94 boarders who completed questionnaires, 51 boarders stated that they were never bullied, 26 hardly ever bullied, 13 sometimes get bullied and 4 often get bullied.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

81.9

%

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 Child Protection Policy and procedures, which have been updated and ratified in May 2004. It recognises its duty to work with the local social services and other agencies to undertake child protection investigation, rather than an internal investigation by the school. It requires staff to report the matter to a senior person and includes guidance on the recognition of abuse, responding to suspicions or allegations of abuse. Good evidence is available to show that the policy and practice procedures are widely circulated to all boarding and school staff members.

The school has a child protection co-ordinator who is responsible to ensure that any child protection issue is dealt with within the remit of the school's policy and procedures. Child protection policy and procedures are an integral part of the induction training for all staff members. All records regarding child protection matters are stored securely in the office of the child protection co-ordinator. Records examined and information gathered from members of staff including the child protection co-ordinator and Headmaster indicate that child protection issues are being managed sensitively and satisfactorily.

There is a policy, known to staff and used in practice, for searching for and, if necessary reporting, any boarder missing from school. The Director however reported that there have been no boarding pupils missing/absconding in the last year, other than a boarder leaving the premises without authority on some rare occasion.

In the main, robust systems are in place to safeguard and promote the welfare of boarders. However, the following remarks are made: The schools policy and practice procedures on Child Protection should reflect:

- 1) Specifically that staff members would report any child protection matter to the designated child protection co-ordinator or the CSCI and this would not be held against such members for "Whistle blowing";
- 2) The Local Area Child Protection Committee should be consulted and any comment/advice received should be included in the school's policy and procedures on child protection.
- 3) It is also recommended that child protection level 2 training should be made accessible to the members of the management team (boarding).

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

This standard has been achieved. There is a written policy on pastoral care and discipline. The behaviour of pupils on both days of the visit was observed to be excellent. Boarders interviewed were clear that they are expected to behave courteously, considerately and sensibly. Pupils are encouraged in good discipline by positive role models, high expectations, respect and encouragement. Discussion with boarders and information from 94 completed questionnaires indicates that pupils are fairly treated and punishments are known and handed out fairly.

Records examined show that sanctions used for behavioural difficulties are contemporaneous and fair. Pupils are given the opportunity to discuss incidents and express their views. It is however recommended that a separate record of all sanctions applied should be kept in each House and a senior staff member for example, the child protection co-ordinator, provides a supervisory overview, in order to ensure that sanctions/control used are satisfactory.

The Inspector is particularly impressed with the attitude and approach of staff members, who provided good evidence of the excellent manner in which children are treated and cared for.

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's policy and procedures for dealing with complaints are available and accessible to boarders, parents/guardians and staff members. The Boarders Complaints Policy and Procedures are instructive and informative. Boarders and their parents are able to contact any of the agencies such as The Commission for Social Care Inspection (CSCI), and Child Line. Boarding staff members also reported that pupils are informed about how to make a complaint, through regular discussions at 'Boarders' meetings'. Informal Parents' meetings are held regularly and this forum is also regarded as an excellent opportunity for parents to raise any concern they may have with staff members. Boarders interviewed demonstrated a good understanding of the procedures and expressed confidence that they would not hesitate to make a complaint if they had any cause for concern.</p> <p>Boarders and their parents were informed in advance about the forthcoming CSCI inspection via the school communication system and a number of parents have written to the Commission and boarders have responded by completing questionnaires. There have been no complaints received by the Commission regarding any aspect of the welfare of boarders prior to the announced inspection.</p> <p>Staff members were clear about their responsibility to ensure that all complaints were investigated and recorded. It is recommended that complaints record should reflect investigation outcomes and remedial action taken, if any.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		X

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
<p>This standard has been achieved. The policy on alcohol, smoking and illicit substances is quite clear and understood by pupils. No pupil may smoke, use illicit drugs or illegal substance on school premises, or at any function arranged for or by the school, or at which they may be considered to represent the school. Alcohol may be occasionally provided for senior boarders on special occasions.</p> <p>The boarders are made aware of the health risks of each of the substances through pastoral care and education via the school science and PSHE lessons. The PSHE follows the National Curriculum Guidance and includes substance abuse and sex education. There are guidelines for members of staff to follow in the event of a substance abuse incident, where a pupil's health may be at risk.</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?****3**

This standard has been achieved. Individual health records are maintained for each child, which is locked and confidential. These records were seen, and contained appropriate information needed for students, on entry to the school, and contained contact details and next of kin. These records are kept up to date and welfare information is only passed to other staff members on a "need to know" basis.

Each House maintains a diary of relevant developments and proper documentation is made of any incident or accident concerning the individual boarder. All accidents/incidents should be more appropriately recorded in a separate book in each of the Houses.

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
<p>This standard has been achieved. The Director of the boarding element has the overall responsibility for the implementation, welfare and monitoring and evaluation of the boarding facilities. The school has an ongoing action plan of development, which has been clearly laid out for the year 2004/5. Good evidence is available to indicate that there are a number of systems in place to ensure that the welfare of boarders is closely monitored. The Headmaster and Director have both significant years of experience in boarding element and they provide clear leadership and management.</p>		
<p>At least two members of the governing body visit the boarding Houses each term and they report back to the Governors' Committee. Any issue needing attention is referred to the Director of boarding for remedial action. Staff members were clear about their roles and what they are expected to do in meeting the welfare needs of the boarders.</p>		

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
<p>This standard has been achieved. There are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or significant accidents.</p>		

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

There are two separate boarding Houses. Boarders are accommodated in single sex Houses. The standards of welfare in individual houses are not significantly poorer, although older boarders have more privacy as they are given double rooms. There does not appear to be any major or inappropriate discrepancy in principles between the houses, as they are governed by procedures and protocols and monitored by one individual – the Director.

The arrangements for sleeping, recreational and sanitary areas with respect to the ages of boarders are satisfactory. Major upgrading work with respect to the bathroom facilities in the girls' boarding House and overall maintenance and improvement of facilities is scheduled for this summer. This is an area commented on in greater details later, under "Premises".

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

This standard has been achieved. Boarders have access to school sports facilities, recreational and hobby facilities outside class time. Records examined indicate that the level and variety of social and recreational activities accessible to boarders is of a good standard. The Houses offer various facilities, equipment, books, television, craft materials and computers

Systems are in place to ensure a good balance between control and free time. There are sufficient and appropriate supervised activities for boarders remaining at the school when other boarders are away for weekends. Overall, boarders expressed satisfaction with respect to the social and recreational activities accessible to them, in order to maintain an appropriate level of stimulation for their development.

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

Good evidence is available to demonstrate that this standard has been achieved.

Standard 13 (13.1 - 13.7)		
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
This standard has been achieved. A prefect system is in operation in both Houses. The responsibilities of a prefect are clearly reflected in their defined general duties. They are selected on the basis of their suitability for the duties for a trial period. Prefects are neither authorised to undertake clearly defined staff tasks nor administer serious punishments to any pupil. All prefects receive induction and guidance on child protection matters. Prefects provide a link between the pupils and the staff team and are supervised by the staff member in charge of each house.		

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
It was clear from the pupil questionnaires that pupils turned to a variety of staff for guidance and support. All boarders interviewed confirmed that they have received a copy of the leaflet, which provides information on how to make a complaint or raise a concern. They felt able to discuss personal and welfare issues as well as academic or administrative matters.		
Boarders have access to a Counsellor and two Independent Listeners for advice on personal problems or concerns at school, an input which is much valued by most boarders spoken to. The telephone numbers of Child Line and the CAB are also available.		

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
<p>The boarding house sick bays are an active, open facility within the school. Children have access to all medical services. A school nurse is available between Monday and Friday each week, from 8.30 am to 4.30 pm. She administers first aid, monitors the health of pupils who are unwell, maintains records and liaises with parents/guardians and the boarding House Matrons. A Matron is on duty whenever boarders are in need of their attention. The GP visits weekly and boarders can be seen at the surgery in Harpenden. However, the following remarks are made:</p> <p>a) Improve consistency between houses with respect to the administration and management of first aid and medication, and maintain best practice. (Standard 15.12). It is suggested that the Keswick model is adopted for both Houses and if possible, both surgeries and Matrons are line managed by the same person);</p> <p>b) The school nurse holds a registered nursing qualification awarded in South Africa. This person should be registered with the United Kingdom Nursing and Midwifery Council (Standard 15.3).</p> <p>c) A few 18 year-old boarders expressed the wish to retain and administer their own medication. This is an area that should be reviewed and remedial action taken as appropriate.</p>		

This standard would be met once the above issues are addressed.

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

This standard has been achieved. A boarder who is unwell will convalesce in a quiet room. A member of staff will monitor the boarder's condition at regular intervals and record his/her progress. Boarders are able to seek staff assistance readily and quickly when ill, by day and night. Evidence is available to demonstrate that a significant majority of boarders echoed a good deal of satisfaction with respect to how they are looked after when they are unwell.

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

Good evidence is available to indicate that this standard has been achieved.

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

This standard has been achieved. The policy and practice procedures on equal opportunity actively seek to promote tolerance, understanding and respect for each other's rights and views, cultures and religions. Staff members pro-actively encourage open conversation about such topics as morals, conscience and beliefs. Boarders are free to attend worship at appropriate places as they wish, although all are welcome to attend the school Chapel. Parents and children are made aware of these facilities when they choose to board.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

3

Good evidence is available to show that this standard has been achieved.

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

This standard has been achieved. Each boarder has a lockable facility for valuables. Information gathered from boarders indicates that there are no concerns regarding the protection of personal possession. From the amount of possessions left lying around it is clear that there is a high level of trust among the boarders.

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

This standard has been achieved. New boarders are given a copy of the written Boarders' Handbook. Members of staff offer assistance and support as appropriate. The experienced boarders are encouraged to befriend new boarders during the settling in period. Some boarders spoken to stated that they had been welcomed and found it easy to settle in. Evidence is also available to indicate that parents are kept informed of the progress of their children in the boarding school.

Standard 22 (22.1 - 22.4)

Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.

Key Findings and Evidence**Standard met?**

3

This standard has been achieved. The school does not arrange guardians for the boarders. The parents make their own arrangements and these parents are responsible for the welfare of their children whilst they are staying with their guardians. The school was in the process of writing to parents (as per standard 22.2) to clarify that parents rather than the school are responsible for the welfare of their children while staying with the guardians concerned.

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

The heads of houses are responsible for monitoring the school records. The school has a designated Health and Safety Officer who undertakes regular assessment of health and safety matters. The Health and Safety Officer also provides an input by attending staff and boarding meetings, as appropriate. The recent appointment of the Director of Boarding would no doubt assist further in reinforcing the monitoring of records of risk assessments, sanctions applied, complaints and accidents, and take remedial action as appropriate. However, information/training for ancillary staff and other care staff as appropriate on COSHH and infection control has been identified as an area for improvement. Once this has been addressed this standard would be achieved.

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?**

3

This standard has been achieved. Information gathered from discussion with boarders and completed questionnaires indicates that they are satisfied with the quality and variety of food offered to them. They felt that the quality of food available is improving at all times. It is positive to note that the Director of Boarding has interviewed every boarder individually during the last Autumn term, in order to seek their views on various matters including catering. This was reported to be valuable to effect change; For example, 6th form boarders wanted to bring their lunch arrangements into line with day pupils in the 6th form common room. This has been achieved following discussion between the Director, catering department and the Bursar. However, some boarders have suggested better vegetarian options, especially at tea and a food committee involving boarders. Food sampled by Inspectors on both days of the inspection was noted to be of good nutritional quality.

The dining facilities and furnishings are suitable for the numbers and ages of children. There are adequate staff members to meet the catering needs of boarders. Catering team members have undertaken training in Basic Food Hygiene and Handling as required.

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

This standard is met. Drinking water is available in both boarding Houses and each house has a kitchen where boarders can prepare snacks. Boarders reported that the facilities are adequate to meet their needs.

Standard 26 (26.1 - 26.5)
 Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

Key Findings and Evidence	Standard met?	3
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This standard has been achieved. Boarders are aware of the emergency evacuation procedures from sleeping and living areas. Fire drills are regularly carried out in 'boarding time'. Records show that emergency lighting, fire alarms and fire fighting equipment are regularly tested. The local Fire Officer has visited and a number of requirements/recommendations have been made. The designate fire co-ordinator has confirmed that he was in discussion with the relevant fire authority and requirements/recommendations made would be complied with, within the prescribed timescales.

Standard 27 (27.1 - 27.3)
 Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.

Key Findings and Evidence	Standard met?	9
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This standard is not applicable

Standard 28 (28.1 - 28.2)
 The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence	Standard met?	9
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This standard is not applicable.

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?**

3

This standard has been achieved. Comprehensive policies and procedures are available and accessible to staff members. If the activity involves travel abroad or potentially hazardous activities, appropriate risk assessment is carried out in consultation with the Health and Safety Officer and boarding staff members where necessary, prior to the activities taking place. Documentary evidence is available to show that parental consent is obtained and a list of the names and addresses of all party members left with the school. Staff members interviewed demonstrated a good understanding of their responsibilities to ensure that activities are supervised as appropriate, in order to minimise any health hazard.

Standard 30 (30.1 - 30.5)

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

Key Findings and Evidence**Standard met?**

3

This standard has been achieved. Boarders have access to newspapers, television, telephone, faxes and e-mail via House computers. Supervision arrangements outside the school are age related and appeared to be satisfactory.

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
<p>This standard has been achieved. Staff duty rotas examined and information provided by the Director of Boarding indicated that a minimum 2 staff members are available from the time the boarders return from the school to the boarding Houses. Boarders were consistent in the view that a member of staff was always accessible to them when required.</p> <p>Boarders are at all times under the responsibility of an identified member of staff. The Director of boarding provides an on – call facility and may be contacted for support and advice, in case of an emergency.</p> <p>The staffing arrangements are adequate to meet the welfare needs of pupils in both boarding Houses.</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

This standard has been achieved. The school has a comprehensive policy and procedures for the safety and supervision of boarders during school journeys, including the use of school and public transportation. Boarders temporarily away from the school site must adhere to the policy of the school. Senior pupils are able to access the local amenities of Harpenden on their own, whereas junior boarders may have a staff member to accompany them as appropriate. Good systems are in place, in order to ensure effective communication with the House staff in an emergency. The “signing out and back in” system appears to be complied with by boarders.

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

This standard has been achieved. Staff roster indicated that a minimum of 2 staff members provide a sleeping in facility in each of the boarding Houses. These staff members may be called as and when required at night. Boarders interviewed confirmed this to be the case. Again, a senior staff member is always available and provides an on – call facility and may be contacted for support and advice, in case of an emergency. The night staffing arrangements are adequate to meet the needs of the boarding students in both Houses.

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

Staff members including the Heads of House and Director of Boarding reported that job descriptions are available to them and reflect the specific duties they undertake. All new staff members receive induction training in boarding practice from their respective Head of House. A new and more comprehensive induction package has been devised for use with all new staff members, which gives a higher profile to child protection. This is welcomed by the Commission. Whilst some guidance/support is provided to boarding staff members, it is recommended that an individual staff supervision system should be instituted for all members of staff with boarding duties. Training attended includes Boarding School Association Conferences, Child Protection and Health and Safety.

Each staff member is given a copy of the boarding school policy handbook and they are expected to read, understand and put into practice accordingly.

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

Evidence is available to indicate that all staff members have been issued with a copy of the staff 'hand-book', containing policies and procedures regarding boarding practices. This covers a wide range of issues and is noted to be comprehensive. The 'hand-book' is in draft stage and arrangements are in hand for this to be finalised in October 2004. All boarding staff are expected to familiarise themselves with up to date boarding school's policies and procedures. There is a staff grievance and disciplinary policy and procedures but minor amendment is needed, in order to reflect the provision for guidance during suspension or investigation while allegations are being investigated (Standard 35.4).

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

3

The general view of the boarders was that staff looked after them well and fairly. However, there were a few issues raised by boarders and these have been passed on to the Director of Boarding and Headmaster for remedial action.

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

Key Findings and Evidence**Standard met?**

3

Members of staff are aware that boarders' privacy must be respected and maintained. Some boarders suggest that they would wish that members of staff adopt the policy of 'knock and wait for a reply' prior to entering the bedroom of boarders. This has been passed on to the Heads of House for remedial action.

Standard 38 (38.1 - 38.10)

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

Key Findings and Evidence**Standard met?**

3

This standard has been achieved. The school follows Hertfordshire County Council processes for recruitment and selection, which are robust and meet all the requirements. Recruitment procedures include a CRB check, two written references, check of proof of qualification and check of identity against an official document such as a passport or birth certificate, full employment history, explanation of any gap in CV, and a personal interview with a written record of the outcome. CRB checks are also carried out on partners of staff members living in although this is currently not applicable. Agency staff members are not used.

A random sample of files for 6 staff members was examined and all the required documents were available. It is however recommended that CRB checks should be initiated for those staff members who have been in post prior to 1.04.02.

Standard 39 (39.1 - 39.4)

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

Key Findings and Evidence**Standard met?**

3

This standard has been achieved. Members of staff have their CRB clearance prior to the commencement of employment. All visitors and outside personnel are under staff supervision at all times during the visit to the school and boarders accommodation.

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?	1
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The boarding premises are adequately lit. The temperature was not tested on this occasion due to seasonal factors. In the main, ventilation is satisfactory but some boarders complained of a lack of ventilation in their rooms, which appears to be due to window restrictors. Currently there are no wheelchair users in the boarding school. The standard of cleanliness in both boarding Houses was noted to be good. Some boarders like the accommodation, whilst many expressed concerns with respect to the standard of decoration and furnishings. The standard of decoration throughout the Houses is poor and in some specific areas, is not acceptable. Furniture and fittings in some areas are old and shabby and would benefit from a replacement. The boarding accommodation was not unnecessarily noisy.

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
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Boarder's rooms and living areas are for the exclusive use of the boarders. There is a clear policy restricting access to school premises and boarders by people from outside the school, which is implemented in practice. Suitable and adequate security measures appeared to be in place. However, a number of senior boarding boys expressed some concern regarding the security facility with respect to the entrance in Crosthwaite House, which could be currently accessed by visitors to the school. They would like to see a keypad fitted to the front door. This is a minor but nevertheless an important matter, which must be reviewed and remedial action taken, as appropriate.

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
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Bedrooms and dormitories used by the current boarders appear to be adequate. Boarders are generally satisfied with their double rooms or dormitories. Dormitories accommodate between 3 to 7 boarders. Boarders accommodated in dormitories said that they do not feel they are overcrowded instead they like and prefer the arrangements. The furniture and mattresses in Keswick House are old and very much in need of replacement. The carpets are very poor, particularly in Crosthwaite House. Some efforts have been made in Keswick House in particular with the provision of bright new curtains and chairs chosen by boarding pupils, which appear to be much appreciated by the boarders. The boarders have personalised an area of the room for their own use with personal items and suitable posters. There is evidence to indicate that requests from boarders to change bedroom are considered by the boarding staff. The overall storage space should be adequate.

The boarders' sleeping accommodations are appropriately separated by age and gender. The boys occupy Crosthwaite House and the girls are accommodated in Keswick House. The members of staff are accommodated in separate accommodation within the boarding premises.

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
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This standard has been achieved. Facilities are available in each house that may be used for homework. The older children have facilities in their rooms for private study. Overall, facilities for private and organised study are adequate and satisfactory.

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	1
<p>The standard of bathroom/shower facilities is significantly variable between the two Houses. These facilities in Crosthwaite (boys) House are very good whereas those in Keswick (girls) are very poor. Equally, the shower facilities in the girls' House are not adequate. Some shower units are out of commission and some do not work properly due to poor water pressure. Consequently, the remaining bathroom/shower facilities are over-utilised and there are significant queues for accessing sanitary facilities at peak times. Wash hand basins, with soap, hot water and hand drying facilities are available in both Houses. Staff and other adults have separate toilets and showering facilities.</p> <p>However, a strategic assessment of the existing bathroom/shower and toilet facilities to the Girls boarding House has been carried out for the purpose of upgrading these facilities. Considering the major upgrading work proposed and in order to minimise disruption, a phased refurbishment programme has been agreed. The Director of boarding has confirmed in writing to the Commission that Phase 1 of the upgrading work will start on 5.07.04 and is scheduled to be fully completed before the end of August, for the next term. Phase 2 of the refurbishment programme with respect to the remaining bathroom/shower and toilet facilities in the girls House will be undertaken in 2005. With this in mind, the Inspectors feel that shortfalls arising with regard to this standard will be more appropriately viewed in the context of the upgrading programmes.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>This standard is achieved. Adequate changing facilities are available.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>This standard has been achieved. All houses have a common room and/or recreational areas available to boarders outside school time, in the evenings and at weekends. Boarders reported that the houses and premises are adequate to enable them to find quiet areas if they wished to be alone or relax. The school grounds are accessible to boarders at certain time of the day.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
This standard has been achieved. The school has a comprehensive health and safety policy, which is available and accessible to all members of staff. Appropriate written risk assessments are in place. There is a nominated Health and Safety officer who has the overall responsibility for health and safety matters.		

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
This standard has been achieved. There is ample accommodation in each house to meet the requirements of sick boarders. The boarders' accommodation is always staffed where necessary.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
This standard has been achieved. The laundry facilities appeared to be adequate to meet the needs of the pupils' group. Two laundresses are employed to wash, dry, iron and sort boarders clothing. A domestic washing machine and drying facilities are also available in each House. Boarders echoed a good deal of satisfaction in this area.		

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
This standard has been achieved. Boarders confirmed that minor personal toiletries and stationery are easily purchasable, locally. Staff reported that pupils also have access to the shopping facilities in the school shops and the town.		

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 is not applicable as there are no lodgings arrangements made by the school for any of its boarders.		

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

This standard has been achieved. The school has comprehensive procedures in place for organising trips and obtaining parental consent. Staff members interviewed were able to demonstrate that they take reasonable, appropriate and sensible steps to protect and promote the welfare of boarders when they are away from the boarding accommodation, on exchange schemes and other tours.

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 29th and 30th June 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox" value="YES"/>
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" value="YES"/>

Note:

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

D.2 Please provide the Commission with a written Action Plan by 23rd September 2004, 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" value="YES"/>
Action plan was received at the point of publication	<input type="checkbox" value="YES"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox" value="YES"/>
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, Norman F Hoare, Headmaster of St George's School, confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name Norman F Hoare
Signature _____
Designation Headmaster
Date Tuesday, 5th October 2004

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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