



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Oratory Preparatory School

**Goring Heath
Reading
RG8 7SF**

Lead Inspector
Clare Davies

Announced Inspection
6th November 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

SCHOOL INFORMATION

Name of school	Oratory Preparatory School
Address	Goring Heath Reading RG8 7SF
Telephone number	01189 844511
Fax number	01189 844806
Email address	office@oratoryprep.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Oratory Preparatory School
Name of Head	Dr Richard Hillier
Name of Head of Care	
Age range of boarding pupils	9-13 years
Date of last welfare inspection	2-11-04

Brief Description of the School:

The Oratory Preparatory School is located in a rural location on the Oxfordshire/Berkshire border close to Reading. It is a coeducational boarding and day school for children between the ages of three and thirteen, including a pre-prep school, although boarding is only offered from the age of nine.

The school has a small boarding provision and, at the time of the inspection, accommodated 24 boarders on a full and weekly basis, with a further 20 pupils taking advantage of boarding at the school on a flexible basis. The majority of the boarders are boys, with only eight girls taking up the boarding option at the school.

Boarding accommodation is situated on the first floor of the main building with large dormitories, some sleeping up to ten boarders. The housemaster is supported by an assistant, a team of matrons, teaching staff who undertake boarding duties and some Gap students.

The Oratory Preparatory School is a Roman Catholic foundation where children of all denominations and faiths are welcome to benefit from the love, discipline and moral guidance which are central to the Roman Catholic faith.

The cost of this service for full boarding is £4,615 per term.

SUMMARY

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

This summary has been written for the boarders of The Oratory Preparatory School.

The school was assessed against the National Minimum Standards for Boarding Schools and was carried out jointly with the Independent Schools Inspectorate. The Commission for Social Care Inspection (CSCI) team was present at the school from 6th-8th November 2006 and consisted of one inspector from CSCI and one Boarding Sector Professional Inspector.

The inspection involved touring the boarding areas and holding discussion groups with representatives from each year group. In addition the inspectors:

- Invited boarders to complete a questionnaire.
- Interviewed the headmaster.
- Spoke with the school nurse and visited the school surgery.
- Toured the grounds and facilities.
- Interviewed the housemaster and other key staff.
- Interviewed the Chaplain.
- Joined boarders for lunch and an evening meal.
- Looked at various policies, procedures and records.
- Observed a meeting of the school council.

The inspectors would like to thank the boarders, the headmaster, the housemaster and the staff for assisting with this inspection. The inspectors found the boarders to be polite and helpful, a credit to the school.

The inspectors judged the boarding at The Oratory Preparatory School to be good. Some recommendations have been made to improve the boarding.

What the school does well:

- The school nurse, matrons and the local doctor take good care of boarders' medical and health care needs.
- Food is of a good standard. Boarders said they liked the choices and the salad bar.
- There are very low levels of bullying. Boarders said that the adults would, 'Sort it out'.
- There is a successful school council and boarders feel consulted.
- Boarders from overseas are made very welcome and integrated into the school. Many boarders told the inspectors, 'It's like a big family'.

- Boarders are able to identify an adult that they can talk to with any concerns. The following comments were written in the questionnaires: 'The matron and the teacher on duty are always very kind', 'Mr Sexon (housemaster) is very kind and helpful'.
- Boarders recognise that they belong to a Roman Catholic community where the spirit of looking after one another is promoted.
- A lot of work happens to make sure that boarders are safe when staying at school.
- The school organises exciting trips that provide new experiences.

What has improved since the last inspection?

A few suggestions were made at the last inspection on how to improve boarding and the school has seen to these changes. One example was to install a bell so that boarders could call for help if they were unwell. Others were:

- To provide more information in the parents' handbook.
- To arrange for the replacement of the windows upstairs.
- To improve the range of activities.

What they could do better:

From this inspection some recommendations have been made:

- Amend some documents so that they are accurate and up to date.
- Consider serving the evening snacks in the common room.
- Make the dining room, kitchen and serving area bigger.
- Arrange for boarding staff to repeat their fire safety training.
- Make sure fire doors are not propped open.
- When the school chooses staff to work at the school, they need to do lots of checks to make sure that person is okay and will keep pupils safe.
- Some thought should be given to the older boarders having more free time.
- Some of the boarding areas are cold in winter and, by finishing the replacement of the old windows, this should help make it warmer.
- Make the boarding areas more attractive and comfortable with some new furniture and decorations.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standards 6 and 15 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

6,15 and 24

Quality in this outcome area is good. The boarders' medical and health needs are well met and the food provided is of a good quality with great variety. The dining and serving areas need to be expanded to meet the needs of the number of pupils.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The Independent Schools Inspection Team reported that the Personal, Social and Health Education (PSHE) programme is carefully planned and allows pupils to become increasingly aware of their responsibilities towards the community and the wider world as they move through the school.

There are good arrangements in place to meet the health and medical needs of the boarders with a school nurse, who is supported by the matrons, and the school doctor. The nurse reported that there are good links with the local surgery and pupils are accompanied to appointments in addition to the GP's weekly visit to the school. The nurse maintains contact with nurses at the local surgery and the neighbouring senior school to discuss practice issues and keep abreast of medical updates.

At the time of the inspection only one boarder was receiving prescribed medication. The systems in place to store medication and record when they have been administered are very good. The matrons administer medication in the nurse's absence and the clear systems in place support consistent safe practice for all those involved. The medical form requesting parental consent needs to be amended to include permission for the administration of first aid and to seek dental or optical treatment when required.

The majority of the school staff are trained in the basic level of first aid (emergency treatment) and there is a good system in place to monitor when this training needs to be renewed every three years. Significant health and personal problems of individual boarders are identified and managed appropriately. Information is shared with staff that 'need to know' regarding personal issues such as allergies, asthma, sensory impairment, eczema. The inspectors concluded that, in practice, welfare support is identified and well provided for by various staff members relevant to the pupil.

The overwhelming majority of pupils recognised that the food was of a very good quality, offering a well balanced diet. This was certainly the experience of the inspectors with the meals taken in school. A good variety of choice both hot and cold is offered at each meal. The variety and excellent presentation of the salad bar is much appreciated, as pupils are able to mix and match with other dishes, hot or cold. Vegetarian options show imagination, enticing pupils to try. Themed meals such as Mediterranean dishes like paella were well received and sensitive to the tastes of young boarders so far from home. Match teas served in the hall were exceptional and provided a social interface between staff, parents and pupils.

The involvement of the catering staff in the care and nurture of the pupils was outstanding as pupils are known personally and their needs addressed.

Behaviour in the dining room is based very much upon the Christian ethic of caring for others - nobody leaves a fellow pupil or staff alone to finish their meal.

The input and interest of the school council in the dining room is special. Fruit squash on the table on Wednesdays is one of the many achievements of the school council working together with the catering manager. The serving of snacks in the evening is a great idea and very popular with the pupils, but the inspectors felt that the service is a little disjointed. Drinks are served upstairs in a cosy atmosphere in the company of supportive adults with the TV, and snacks are served and eaten downstairs by the school kitchen. It is recommended that consideration is given to serving drinks and snacks together in the common room.

The cutlery and the crockery are clean and readily available, though the inspectors observed that during supper time children do not have a plate for bread and use their hands or the table to spread butter or jam, etc. It is recommended that additional crockery is made available at suppertime.

The dining room needs considerable expansion and development, to serve the needs of the children on a practical level. The rushing, the queues and the noise caused by the pressure on a small, confined space are very evident. The inconvenience of the kitchen facility being set apart is obvious as is the all too small servery. The catering team is committed to providing a quality service for the children and are to be commended for working in a confined space and coping with a chef vacancy.

Staying Safe

The intended outcomes for these standards are:

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

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 3, 4, 5, 26, 37, 38, 41 and 47

Quality in this outcome area is good. The welfare of boarders is given a high priority and there are good procedures in place to address matters relating to bullying, child protection and high-risk activities. Some omissions were found in relation to recruitment records.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The policy statement on bullying is available in the parents' handbook and printed on a noticeboard for the boarders. It is strongly recommended that a more child friendly document is produced for boarders and incorporated into their handbook. 41 boarders completed a questionnaire towards the inspection and indicated that there was a very low level of bullying at The Oratory Preparatory School. When asked, 'Are you being bullied?', two of the respondents said 'Yes', 32 said 'No' and five reported 'Don't Know', (two did not complete). In discussions with the housemaster it was evident that he was aware of any boarders who were most likely to upset others and had strategies in place to try and avoid such situations occurring. Bullying behaviour is addressed in school through the PSHE programme, circle time and on an individual level where necessary. The school promotes a community that must look after and help each other and this was evident through discussions and observations.

The Oratory Preparatory School has liaised appropriately with the local authority for advice and training in child protection matters and is committed to inter-agency working. The child protection policy is well structured and distributed amongst all staff. It was recommended that the policy be amended slightly and the designated child protection officer (senior mistress) agreed to attend to this. All staff must be made aware of the revised child protection policy and it is suggested that staff sign a declaration to say that they have received and understood the policy and received training in child protection matters.

The newly appointed designated child protection officer has made an excellent start in the role by attending appropriate training and gathering relevant publications and documents. It is planned that the deputy child protection officer and the designated governor will attend some training arranged through the local authority and the NSPCC. The inspectors support this plan.

Staff were clear on the need to report any concerns but it is important that they receive refresher training and understand how to respond to any child who should disclose to them. The child protection officer is planning staff training and needs to develop a system to capture new staff as they are appointed.

The school has a good emphasis on praise and reward with a revised merit system. Boarders like the merit system and the school council is to be commended for being instrumental in creating it. A low number of incidents of misbehaviour were reported and the boarders saw sanctions as fair. The inspectors recommend that spending time in the 'San' as a sanction should be avoided and replaced with something that results in contributing to the boarding community. The inspectors were impressed with the exceptional good behaviour shown by the boarders in taking personal responsibility for themselves and showing care and thought for others.

Details on how to complain formally are printed in literature distributed to boarders and their parents with contact details of the CSCI included. (Reference to Social Services should be removed from the boarders' information on complaints as this is no longer relevant). The inspectors observed good relationships amongst staff and boarders and it was felt that this enables boarders to raise concerns, negating the need for them to raise formal complaints. It is recommended that the poster for boarders be revised to be simpler, using child friendly language and to be included in the boarders' handbook.

There are systems in place in relation to fire safety and boarders are aware of evacuation procedures. It is recommended that a system is devised to identify that all flexi boarders have been briefed on the evacuation procedure and have experienced walking the route from their dormitories.

Several doors were propped open and the school reported that this has been discussed with the fire officer to assist with the supervision of the children. The inspectors were concerned that some dormitory doors remain open over night at the boarders' request. It is recommended that boarders are reassured by alternative ways to enable the doors to be closed overnight. All staff receive training in fire safety as part of their induction and it is recommended that refresher training occurs for boarding and residential staff who have been in post for several years.

Samples of six recruitment records were inspected of staff in various positions. All had clearance through the Criminal Records Bureau although one related to a different employer and needs to be arranged again through the school. Inadequate references had been accepted; one was without a signature, one addressed 'to whom it may concern' and, for one member of staff, the school had only received one reference. The new headmaster reported that he would ensure a thorough recruitment procedure will be followed as detailed in the National Minimum Standards and in line with recommendations from the Bichard inquiry.

Security of the boarding area was discussed with the headmaster and it is recommended that this receive regular review.

Pupils are kept safe from hazards. The health and safety officer is to be commended for her pursuit of ensuring that risk assessment is not so much a written exercise but a frame of mind promoting the safety and welfare of the children.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14, 18 and 46

Quality in this outcome area is good. The boarders are supported by adults who can help them and pupils from overseas are fully integrated, with the Catholic faith being their common bond. There is a range of activities in the evening and during weekends.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The results of the boarders' questionnaire showed that there is a range of adults within the school that boarders feel they could talk to if something was worrying them or making them unhappy. This was confirmed during discussions with boarders and is seen as a positive aspect of The Oratory Preparatory School. The housemaster, matron, tutors and the chaplain were particularly highlighted, along with parents and friends.

The school doctor is available as an independent listener to boarders and recently arrangements have been made to have a female independent listener in addition.

There is an equal opportunities policy in place that states 'Everyone in the school is valued, irrespective of gender, race, age, disability, 'SEN', religion and ethnic differences and this ethos is at the core of our Christian community'. The inspectors observed how boarders, whose first language was not English, were assisted and supported in completing the questionnaire by other boarders. From the inspectors' first visit they were impressed with the community spirit and kindness shown to one another. When asked to identify a strength of the school, a member of staff said that they were 'constantly amazed at the integration of pupils from overseas and how welcoming the other children were to ensure everyone was included'. The inspectors concur with this view and consider the inclusion of all pupils to be excellent.

There is a reasonable range of activities for boarders during the evenings and at weekends with use of the sports hall, IT room and extensive grounds. The common room has soft furnishings and a television with video, although could be improved with pictures and posters to create a more welcoming room. The noticeboard was blank and the bookcase had empty shelves. It is recommended that the boarders are involved in improving the quality of the common room.

The older boarders reported that they have very limited free time as evening activities are compulsory, along with shoe cleaning every night, and this can impact on their availability to contact parents and friends. Some older boarders reported that if they take part in an away fixture they might not return to school until 6.30pm for supper, and then have a programmed evening right up until bedtime. It is recommended that the school considers offering activities as an option for the older boarders, allowing them to manage more of their own time.

Making a Positive Contribution

The intended outcomes for these standards are:

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

The Commission considers Standards 12 and 19 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12,19 and 36

Quality in this outcome area is good. Systems for listening to and obtaining the views of boarders are well established through the school council. Staff provide guidance and support that promotes some good relationships with boarders.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school council is well established and thought of highly amongst pupils and staff. Boarders are aware of the function of the council and recognise its achievements, such as the merit system. An inspector was invited to observe the school council and was impressed with the maturity with which the boarders conducted themselves. Council members present a summary of discussions to the whole school during an assembly to provide feedback to all pupils.

House meetings and formal discussions occur to discuss boarding matters. House prefects assist with the smooth running of boarding and provide a lot of support to younger boarders. It was reported that school prefects have the honour of wearing a badge but there is no equivalent recognition for house prefects and the inspectors recommend that this is reviewed.

Boarders are encouraged and enabled to contact their families and friends in private through the use of telephone, email and letter writing. The Independent Schools Inspectorate team surveyed the parents and no adverse comments about boarding were received.

Inclusion and a sense of belonging could be sensed amongst staff and pupils and, through discussion and questionnaire responses, it was evident that there are good relationships between staff and boarders. Staff and children referred to being part of a 'big family'. The boarders and staff appeared happy and the inspectors were impressed with the confident, courteous manner in which the boarders conducted themselves in discussion groups, mealtimes and around the school in general.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

40 and 44

Quality in this outcome area is adequate. Boarding accommodation needs to be updated to enhance the environment. Some areas are cold during the winter months.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The boarding area is set in the main building of the school with appropriately separated dormitories for boys and girls. There is great potential to improve the quality of the boarding area through soft furnishings, decoration and improved lighting. Many rooms are stark in appearance and need attention to make them look more homely. The accommodation was cleaned to a very high standard, with staff taking great pride in their work.

Some of the boarders reported that it was cold upstairs and the inspectors experienced this. Some of the dormitories have had replacement windows, greatly improving the insulation of the building; it was significantly colder in the areas that have yet to have replacement windows.

The headmaster reported that there were plans to continue replacing the windows and to provide new bedroom furniture on a rolling programme. The inspectors support this plan and suggest that the boarders are encouraged to personalise their bedroom areas with pictures, posters and belongings. It is recommended that posters for Childline are removed from the dormitories and only placed in communal areas or near the payphone. Paper bags in case of sickness should be stored discreetly and not stuck on the dormitory walls. The dormitories are maintained in an exceptionally tidy manner with daily room inspection.

The toilet and bathroom areas were clean and suitable but could be improved in appearance; some toilets were without toilet roll holders. It is recommended that the boarding accommodation is improved in appearance and updated, although the inspectors established that the boarders are generally happy with the facilities.

Management

The intended outcomes for these standards are:

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

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 8, 23, 31, 34 and 52

Quality in this outcome area is good. The new headmaster is committed to boarding and keen to develop and update the provision, whilst retaining the traditions of the school. Staff have clear delegated roles and areas of responsibility that are known by boarders.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The statement of boarding principles and practice accurately reflects the boarding at The Oratory Preparatory School and is made known to parents and staff through the handbooks. With the headmaster new in post, the prospectus and website were in the process of being developed at the time of the inspection.

The new headmaster has experience of boarding and welcomed the inspection process to assess the boarding provision against the National Minimum Standards in order to contribute to the school development plans. The headmaster had undertaken his own audit upon arrival at the school and identified many of the issues that the inspectors have attached recommendations to at the end of this report.

Staff involved with the boarding provision have various meetings with different groups of people and the inspectors recommend that a more inclusive approach could include the housemaster, matrons, nursing sister, gap students and teaching staff, with boarding duties at least once a term to address any matters specific to boarding. Staff reported that communication was generally good, promoted by being a small school on the same site. The housemaster provides a comprehensive written list of duties daily and this was felt to be very good practice in providing good communication and a consistent approach to boarders. It is recommended that the duty list identify any staff on duty who are trained in first aid.

The monitoring of records occurs between the headmaster and the housemaster. An internal IT network assists with communication, record keeping and the ability to have an overview. The nurse or a matron appropriately records accidents.

Boarding staff were considered to be sufficient in number, and boarders were clear as to who was on duty and how to contact an adult during the night if required. A chart showing matron's whereabouts and a bell to summon an adult were reported to be of great help to the boarders and an improved system to previously trying to find the matron on duty.

The routine for boarders is a little rigid at times with prescribed activities and duties which limit the amount of free time available to them. It is recommended that consideration be given to relaxing the boarding routine whilst maintaining structure and support for boarders.

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practices. Job descriptions are in place and were considered to accurately reflect the duties undertaken; the housemaster delivers an induction programme for new boarding staff and the health and safety officer also provides an induction on such matters. New staff 'shadow' an experienced member of boarding staff and many attend training courses and conferences organised through the Boarding Schools Association. It is recommended that staff who have been in post for some time receive refresher training on fire safety.

There is an enviable programme of off-site activities in place for the pupils. The dedication and the commitment of the staff was very evident. The health and safety officer has recently inducted all staff into a new package for off-site activities, which explains procedures and practice. All trips have a curricular objective and an attendant risk assessment.

Training for staff to drive a minibus takes place prior to departure and the vehicles are checked by maintenance on a weekly basis. Individual members of the staff sign to say they have checked the vehicle before departure with the pupils. There is an impressive sense of responsibility and ongoing risk assessment embedded in the culture of the school.

Accommodation and facilities are assessed for suitability for the field and overseas trips and parental permissions are obtained. The French Project - L'Oratoire - complies with French health and safety requirements.

An impressive programme for each year group has been developed to build upon challenging life skills. It takes the place of field work and represents personal as well as academic challenges for each pupil. The pupils spoken to were unanimous in their praise and see the outward bound course in Somerset as the culmination of all their efforts to learn about themselves, as well as the curricular objectives in hand.

The overseas trips, largely of a sporting nature, have provided not only a chance to play and operate as a team, but an opportunity to serve and help local communities and also aid various conservation projects in Africa. These trips have provided untold enrichment for each of the pupils who participated in these events and have further bonded the special relationship between pupils and staff. It is evident that for all overseas and residential trips the checks for fire safety and crisis management are in place, as are the current Certificates of Competency for all those teaching extra-curricular activities of a specialised nature.

SCORING OF OUTCOMES

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

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

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

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

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	3
18	4
27	X
43	X
46	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	2
42	X
44	3
45	X
50	X
51	x

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS15	The parental consent form should be amended to include permission for the administration of first aid and dental or optical treatment when required.	
2.	BS24	Consideration should be given to providing evening snacks in the common room. Additional plates should be made available for boarders at the evening meal. It is strongly recommended that the kitchen and dining facilities are expanded and improved.	
3.	BS2	The poster about bullying should be revised to be a simpler child friendly document.	
4.	BS3	It is recommended that the child protection policy is amended and then distributed to all staff. All staff should receive refresher training on child protection matters and a system needs to be devised to ensure that any new staff receive a briefing at the start of their employment.	
5.	BS4	It is recommended that spending time in the 'San' is no longer used as a sanction.	
6.	BS5	The poster about making a complaint should be revised to be a simpler child friendly document.	

		Any reference to 'Social Services' should be removed.	
7.	BS26	<p>A system should be in place to record that all flexi-boarders have experienced walking the evacuation route in the event of hearing the fire alarm.</p> <p>Boarding and residential staff should receive refresher training on fire safety.</p> <p>Bedroom doors should be closed at night in line with fire safety procedures.</p>	
8.	BS38	Recruitment procedures must meet the National Minimum Standards.	
9.	BS41	It is recommended that site security is regularly reviewed.	
10.	BS46	<p>Consideration should be given to reviewing the evening routine and granting more free time to older boarders.</p> <p>It is recommended that boarders are involved in improving the appearance of the common room.</p>	
11.	BS40	<p>It is recommended that the boarding accommodation is improved in appearance and updated with new bedroom furniture.</p> <p>The programme of replacement windows needs to continue along with other measures to prevent some of the boarding areas from being cold.</p> <p>Childline posters and bags for sickness should be removed from the dormitories and sited more appropriately.</p>	
12.	BS44	Toilet roll holders should be suitably fitted and in working order.	
13.	BS31	It is recommended that the evening duty guide identifies who is trained in first aid.	
14.	BS34	Consideration should be given to having occasional pastoral meetings with all those involved with boarding duties.	

Commission for Social Care Inspection

Oxford Office

Burgner House

4630 Kingsgate

Oxford Business Park South

Cowley, Oxford

OX4 2SU

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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