

# inspection report

Boarding School

## **Skegness Grammar School**

Vernon Road

Skegness

Lincolnshire

PE25 2QS

11th – 13th May 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**

Skegness Grammar School

**Address**

Vernon Road, Skegness, Lincolnshire, PE25 2QS

**Tel No:**

01754 610000

**Fax No:**

01754763947

**Email Address:**

admin@skegnessgrammar.lincs.sch.uk

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

Lincolnshire County Council

**Name of Head**

Mr Andrew Rigby

**CSCI Classification**

Boarding School

**Type of school**

Grammar school

**Date of last boarding welfare inspection**

NA

<b>Date of Inspection Visit</b>		11th – 13 <sup>th</sup> May 2004		<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am		
<b>Name of CSCI Inspector</b>	<b>1</b>	Mark Ryder	124974	
<b>Name of CSCI Inspector</b>	<b>2</b>	Jane Barton	134550	
<b>Name of CSCI Inspector</b>	<b>3</b>			
<b>Name of CSCI Inspector</b>	<b>4</b>			
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		NA		
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>				NO
<b>Name of Establishment Representative at the time of inspection</b>		MR ANDREW RIGBY		

**Introduction to Report and Inspection**

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

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**Recommended Actions from this inspection**

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

**Inspection Methods Used**

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

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

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

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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 Skegness Grammar 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.**

Skegness Grammar School (SGS) is a co-educational, selective school based in the town of Skegness. The school holds 'foundation status' and is independent of Local Authority control. Selection criteria is based upon a successful pass of the 11 plus exam with the school admitting pupils who are in the top 25% of the national ability range. SGS caters for boys and girls aged 11 –18 and there are 723 pupils in the school of whom 57 are boarders. Boarding provision was introduced to the school in 1994. Based within a large boarding house, Wainfleet Hall is situated within the village of Wainfleet 5 miles from the school site. Wainfleet Hall is an Edwardian country house set in attractive parkland. There are regular, daily train services that provide transport to and from the boarding house and the school. Additionally the house has its own mini bus. The boarding house staff comprise of live- in house parents and two residential tutors, part-time matron and housekeeper. There are also several part-time boarding tutors, kitchen staff, cleaners and a Laundress. The SGS prospectus states that the "school developed its boarding house to give more parents the opportunity of a traditional grammar school education and offer pupils that edge which boarding brings."

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

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

### **Welfare Policies and Procedures (Standards 1-7)**

**3 of the 7 standards assessed were met.**

The statement of boarding principles covers the aims of the organisation and reflected the actual current boarding practice. References to PSH education were well documented within the school prospectus. Randomly selected boarders records had appropriate health forms and parental consent for minor medical treatment and activities.

### **Organisation and Management (Standards 8-14)**

**3 of the 7 standards assessed were met**

Inspection of the boarding house identified that sleeping areas, recreational areas, toilets and bathroom provision were reasonably separated for boarders of significantly different ages. Trips to theme parks, go carting and paint balling were all mentioned as recent events by the boarders. Boarders also had access to the school sports recreation facilities, which were of a notable good standard. Boarders expressed views that they could talk to some of the staff and were aware of the schools independent listener.

### **Welfare Support to Boarders (Standards 15-30)**

**8 out of the 15 standards assessed were met**

Wainfleet Hall has a surgery that is opened twice daily for the dispensing of medication. All ill boarders are supervised and regularly checked by boarding staff. Overseas pupils for whom English is their second language are provided with EPL teaching at the school. Boarders expressed no major concerns regarding theft. A small kitchen was available for boarders to prepare drinks and hot or cold snacks. There were no onerous demands on boarders evidenced. Evidence from the house parents identified that friends of boarders who occasionally stay over night at weekends are suitably protected. Boarders explained that supervision by staff was satisfactory.

### **Staffing (Standards 31-39)**

**3 out of the 9 standards assessed were met**

The level of staffing within the house was appropriate for the number of boarders. There is a signing in and out procedure for boarders. Boarders were aware of whom to contact during the night. Inspectors observed that staff responded to boarders in a positive manner.

### **Premises (Standards 40-52)**

**8 out of the 11 standards assessed were met**

Overall security was considered good. Boarders responded positively to how prep was organised. Boarders had a good standard of changing provision for use by day. The outdoor facilities were good. Inspection of the facilities, both indoor and outdoor, evidenced that there was a low level of safety hazards for boarders. There is accommodation for sick pupils within the two-bedded sick bay area. There was a system for washing, ironing and distributing clothes and most boarders were satisfied with this system. A school shop provided all pupils with necessary stationery items. The school had a good record of planned organised activities in the UK and overseas.



## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

### **Welfare Policies and Procedures (Standards 1-7)**

#### **4 standards were not met.**

It was unclear who had access to the pastoral handbook that included the schools means of preventing bullying, as it was not available during this inspection. SGS child protection procedures did not include the recommended information as stated within NMS 3.2 and 3.3. The school's behaviour management policy did not include information regarding discipline and the use of punishments. The schools policy on responding to complaints from boarders and parents did not appear within any handbooks that were sent out to parents, boarders or staff.

### **Organisation and Management (Standards 8-14)**

#### **4 standards were not met**

There was no formal system for governors to monitor welfare provision in the boarding house. There were no formal crisis management systems in place. A number of boarders expressed dissatisfaction on the level of consultation afforded them within the boarding house. Older boarders duties, responsibilities and powers were not stated in writing and caused some confusion over the role.

### **Welfare Support to Boarders (Standards 15-30)**

#### **7 standards were not met**

Welfare plans were not completed within the boarders' files. There were two telephones for boarders at Wainfleet Hall. One telephone was not working and the other phone was in a position in which calls could be overheard. There was no formal induction for new boarders. There was no recorded evidence of senior members of the school staff that checks were regularly being completed on boarding records. A significant level of boarders expressed a view that the quality of food was average to very poor. There was no recorded risk assessment on file for a recent activity that was organised by the boarding staff. The boarding house did not have a fire risk assessment.

### **Staffing (Standards 31-39)**

#### **6 standards were not met**

Job descriptions were not evident on five of the six personnel files inspected. There was no evidence of written guidance on the schools boarding policies and practices. A number of boarders complained that some member's of staff occasionally walk into their dorms without first knocking. Relationships between a significant number of boarders and the present houseparents were poor. Written references were missing on staff files inspected. Three of the staff files did not have a reference from their last employer. The inspectors were informed that sometimes staff started work within the boarding house before CRB clearance.

### **Premises (Standards 40-52)**

#### **3 standards were not met**

There was evidence of poor ventilation in some of the rooms. A number of sleeping areas had bunk beds that were used for boarders beyond year 8. 40% of boarder expressed a view that bathroom privacy was poor to very poor.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

At the time of this inspection the houseparents, who had been at the boarding house since September 2003, were preparing to leave their posts at the end of the academic year. It is not the intention of this inspection report to make judgements as to the reasons for this although the inspectors were given a number of such reasons by several staff and boarders. However, it is fair to acknowledge that a significantly high level of dissatisfaction was expressed by the current situation, from all parties, to the inspectors during this time. This was further exacerbated by the fact that the boarding house has had at least four different houseparents in as many years. This report therefore reflects some of these issues. All parents and boarders were contacted and their views sought prior to this inspection. This information has been incorporated into the body of this report. For the analysis of the pupils survey please see appendix one.

Overall the inspectors were satisfied with the arrangements made to promote and safeguard the welfare of the boarding pupils (for a copy of the pupil survey please contact the local CSCI office)

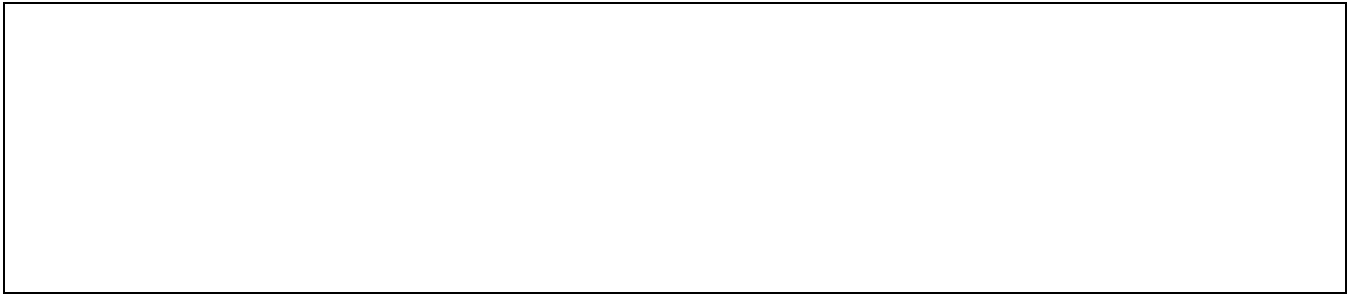
There were no notifications to be made to the Department for Education and Skills.

**The overall standard of boarding facilities was considered satisfactory.**

The school did particularly well in its support and supervision of prep time and the high level of recreational activities that the boarding house afforded. It is also worth noting the dedication and commitment by a number of the boarding staff of which many worked full time as teachers within the school.

Areas for development include establishing child protection awareness training for all boarding staff, reintroduce a transparent and regular consultation process for boarders and ensure that new boarders are given a comprehensive induction to the house.

This service has been inspected for the first time against National Minimum Standards introduced from 1<sup>st</sup> April 2002. As a result this report may contain a substantial number of recommendations and requirements. If so, the number of these should fall significantly at the next inspection when the provider will have had time to take account of the new legislation and standards and to take action to meet them.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

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

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>					

NA

No	Standard*	Recommended Actions	
		This is the school's first CSCI inspection.	

## 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	BS2	To ensure that the policy on anti-bullying is provided to parents of boarders.	01.10.04
2	BS3	The policy on child protection should be reviewed as detailed under NMS 3.2 and 3.3.  All staff, at all levels, (including newly appointed and ancillary staff) should be given briefing or training on responding to suspicions or allegations of abuse.	01.11.04
3	BS3	Senior pupils given positions of responsibility over other pupils should be given the opportunity of being briefed on appropriate action to take should they receive any allegations of abuse.	01.10.04
4	BS4	The boarding house should have, and follow a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.  No unacceptable or excessive punishments should be given out.  All disciplinary powers of older boarders should be clearly defined.	01.10.04
5	BS5	The complaints procedure should be available to staff, boarders and parents.  Boarders and their parents should be informed by the school of how they can contact the Commission for Social Care Inspectors about complaints.	01.10.04

6	BS8	The governing body should have a system in place to monitor welfare provision in the boarding house. This could include details orally given at governors meetings that are subsequently minuted or the use of a pro -forma report.	
7	BS9	The school should provide written evidence of managing crises affecting boarders' welfare. This should include planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or complaints or significant accidents.	01.11.04
8	BS12	School councils, meetings and surveys for boarders to express views on relevant aspects of boarding should be regularly undertaken. All meetings should be minuted and made available to boarders and their parents.	
9	BS17	An appropriate staff member should prepare and work to a written agreed individual 'welfare plan' agreed with a parent, for any boarder with special welfare needs, significant emotional or behavioural difficulties, or who does not see his or her parent or legal guardians at least three times a year.	01.01.05
10	BS19	Telephone facilities at the boarding house need to be in working order and be placed in areas where conversations cannot be overheard.  It is recommended that boarders are provided, whether in writing or on notices by boarder's telephones, with one or more appropriate helpline or outside contact numbers to ring in case of problems or distress.	01.01.05
11	BS19	Staff must contact parents, as soon as practicable, about any significant welfare concerns relating to their child at the boarding school.	Immediate
12	BS21	There should be an appropriate process of induction and guidance for new boarders.	01.09.04
13	BS23	The Head, or a senior member of the school's staff, must regularly monitor the boarding house records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.	01.01.05
14	BS26	a fire risk assessment should be completed to cover the boarding accommodation.	
15	BS29	Risk assessments must be carried out, and recorded in writing, in relation to identifiably high risk activities for boarders and reasonable measures are taken to minimise unnecessary risks.	01.09.04

16	BS34	All staff with boarding duties should have an up to date job description that is reflective of the actual work carried out.  There should be an appropriate process of induction and guidance for new staff within the boarding house.	01.09.04
17	BS35	The school should provide a boarding handbook or similar written guidance, which is given to all staff with boarding duties.	01.09.04
18	BS36	Staff/boarder relationships were considered overall as being poor. Development of regular house meetings, internal boarding complaint system and frequent visits by senior staff/governors/ independent visitor would ensure that day to day issues are consistently addressed.	01.09.04
19	BS37	Staff should always knock on dormitory doors before first entering.	Immediate
20	BS38	The school's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) that will work with boarders must include all the recommendations as outlined in NMS 38.2.	01.09.04
21	BS39	Criminal Record Bureau Checks must be completed prior to a person working within the boarding house.	Immediate
22	BS40	Ensure that all parts of the boarding house are well ventilated.	01.01.05
23	BS42	Bunk beds should only be exceptionally used for boarders beyond year 8.	01.01.05
24	BS44	Ensure that all locks to bathrooms and shower curtains are suitable to promote privacy.	01.09.04

#### 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
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1	18.2	It is recommended that the policy on equal opportunities be further developed including references to all forms of inappropriate discrimination.
2	24.3	It is recommended that a system be introduced to promote boarders' views and consultation regarding the houses quality and variety of meals.
3	41.7	It is recommended that CCTV monitors be placed in areas where staff can reasonably be expected to have access to them.

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



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

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

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

Checks with other Organisations and Individuals

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

Date of Inspection	11/05/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	43
Number of Inspector Days spent on site	3

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

**SCHOOL INFORMATION:****AGE RANGE OF BOARDING  
PUPILS****FRO  
M**

11

**TO**

18

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

31

**Girls**

26

**Total**

57

**Number of separate Boarding Houses**

1

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

The 4-point scale ranges from:

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

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

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

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

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

### Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence	Standard met?	3
The statement of boarding principles was included within the School's prospectus and covers the aims of the organisation. The admission criteria, outline of facilities and welfare support services for boarders including religious or cultural aspects of the school were all identified within this document. The prospectus makes reference to policies concerning such areas as sex education, drug misuse and conduct. The policies are relevant for the whole school, including the boarding house, and were sent out to all boarders' families. The Statement reasonably reflects the actual current boarding practice.		

### 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 on countering bullying is recorded within the pastoral handbook. It was unclear who had access to this handbook, as it was not available during this inspection. Bullying is also mentioned within the 'Wainfleet Hall' information provided to boarders and parents although this is a statement rather than how the boarding house intends to respond to and prevent bullying occurring. The boarding survey, completed before this inspection by the boarders, identified that bullying was not a major concern within the house. Those that commented that they had been bullied, and had given their name, were followed up during this inspection. The inspectors concluded that the main concerns of the 10 boarders who referred to bullying in their questionnaires resulted in name calling from pupils the same age or slightly older. The inspectors were satisfied that those boarders felt listened to and that measures were in place to reduce name-calling. A parent wrote that their children had experienced bullying in the past. However the parent further explained that on the whole this was dealt with well when reported to the house parents and to the school. The school actively promotes anti-bullying awareness through its curriculum.		

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

81.8

%

**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 CSCI contacted the local Social Services Department, prior to this inspection, requesting information concerning child protection concerns at the school. The Commission has not received a response to date. SGS has a designated responsible person (the headmaster) who acts as the child protection officer. This information was recorded within the staff handbook. SGS child protection procedures, which refer to information supplied from the Lincolnshire Area Child Protection Committee (LACPC) did not include the recommended information as stated within NMS 3.2 and 3.3. Not all staff had received briefing or training on child protection awareness although a number of teaching staff were able to identify the correct procedures during discussion with the inspectors. Older pupils, who had designated roles of responsibility for younger boarders during the day, did not have a clear understanding of child protection awareness. The head master explained that child protection training for staff and briefing sessions for older pupils was being arranged shortly and commented, within the head's self assessment form, that such training could be better co-ordinated.

**Standard 4 (4.1 - 4.7)**

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

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

2

The school has a behaviour management policy that is referred to within the teaching staff handbook. This did not include information regarding discipline and the use of punishments. The survey indicated that 45% of boarders believed punishments to be unfair or very unfair. This was further evidenced during group discussions with the boarders. There is a boarding house sanction logbook in which all serious punishments and sanctions are recorded. The inspectors noted that a page had been torn out of this book. A number of boarders discussed an incident in which they thought a punishment was excessive. Case tracking did not identify this incident within the sanctions log. This was referred to the head master during feedback on the inspection. The house parents were unaware that older boarders regularly gave out punishments to boarders. The older boarders (6<sup>th</sup> formers) expressed some confusion over what they could or could not give out as punishments.

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The schools policy on responding to complaints from boarders and parents was seen within the policy documentation held at the main site. This policy did not appear within any further handbooks that are sent out to parents, boarders or staff. The complaints document did not have information as to how parents could contact the CSCI. However a CSCI inspector investigated the one complaint received by a parent. The school responded appropriately to this and made every effort to assist the inspector. The outcome was provided to both the school and the parent. A record of all serious complaints is maintained by the head master.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>1</b>

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Inspectors reviewed the policies in relation to countering major risks to health that were also referred to in the school prospectus. These references were clear and informative. Staff that were interviewed demonstrated a good knowledge on personal, social and health issues. References to PSH education were well documented within the school prospectus.</p>		

<b>Standard 7 (7.1 - 7.5)</b> <b>Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupil records concerning the health and welfare of individual boarders were securely kept within Wainfleet Hall. Randomly selected records had appropriate health forms and parental consent for minor medical treatment and activities. Contact details of parents' telephone numbers were evidenced within a card index for easy access in case of emergencies.</p>		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 8 (8.1 - 8.3)

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

#### Key Findings and Evidence

#### Standard met?

2

The boarding management committee meet twice a term and consider the management and practice issues of the boarding house. These were all minuted and held within the main schools office. Governors visit the house on an unannounced basis although there were no recordings of such visits. There was no formal system for governors to monitor welfare provision in the boarding house.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

2

There were no formal crisis management systems in place. Consequently there were no recorded planned responses to a range of foreseeable major incidents. The head master discussed this during the inspection and referred to an incident that was appropriately managed without the need of such documentation. All such incidents, the inspectors were informed, are fully discussed within the senior management team.

### 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

Inspection of the boarding house identified that sleeping areas, recreational areas, toilets and bathroom provision were reasonably separated for boarders of significantly different ages. A parent reported that some concerns had been previously identified regarding the mix of ages within their child's dorm. However the parent explained that the boarding staff resolved this appropriately.

**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

Information received from the boarders survey identified some level of dissatisfaction over the ranges of extra-curricular activities (see appendix 1). Discussion with groups of children, however, indicated that this had recently improved. Trips to theme parks, go carting and paint balling were all mentioned as recent events by the boarders. Boarders also had access to the school sports recreation facilities, which were of a notable good standard.

**Standard 12 (12.1 - 12.2)**

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

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

2

The pre-inspection questionnaire submitted, stated that there are house meetings held between boarders and house parents. Interviews with staff and boarders confirmed that there has been only one house meeting since September 2003. A number of boarders expressed dissatisfaction on the level of consultation afforded them within the boarding house. A parent survey, which was carried out on the 9/01/04, concluded that the majority of parents were satisfied with the accommodation and facilities at the boarding house.

**Standard 13 (13.1 - 13.7)**

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

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

2

6<sup>th</sup> formers regularly take on specific duties that necessitate taking responsibility for the younger boarders. This included supervision of boarders during the evening and 'lights out' period. House staff, as confirmed through observation, supervise such roles. These duties, responsibilities and powers were not, however stated in writing and caused some confusion over the role (see standard 4). A letter received from the school, prior to this inspection, explained that this is an area that needs developing.

**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

House tutors explained that there had been a more formal mentoring role in the past. However, the inspector was informed that this still continues but on a less formal basis. Boarders expressed views that they could talk to some of the staff and were generally aware of the schools independent listener. The inspector saw evidence of contact details on the houses notice board for the independent listener.

## 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?

3

Wainfleet Hall has a surgery that is opened twice daily for the dispensing of medication. There is a staff rota to supervise this and evidence of a handover confirmed that good communication exists. The assistant matron and other staff who undertake this role had completed first aid training. The boarding house does not employ a nurse and the local General Practitioner undertakes all serious medical treatment for boarders. Accidents and records of treatment were clearly documented. Written parental permission had been obtained in advance for the administration of first aid. A written protocol for staff who treat minor ailments, injuries and dispensing of drugs was in evidence.

### 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

Ill boarders are supervised and regularly checked by boarding staff. Observation of this practice during this inspection confirmed this.



<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Welfare plans were not completed within the boarders' files. All welfare needs are dealt with through the main school. Staff demonstrated a sensitive and caring approach for boarders who were homesick or had bed-wetting problems.		

<b>Standard 18 (18.1 - 18.6)</b> <b>Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Overseas pupils for whom English is their second language are provided with EPL teaching at the school. The staff handbook refers to anti-discriminatory practice although this is brief and did not include the avoidance of inappropriate discrimination of all forms. The school prospectus state, "SGS is a non –denominational school but that there is a daily act of collective worship which is Christian in character and which conforms to the requirements of the Education Acts". It further states that pupils of other faiths will be supported. The schools Special Educational Needs policy statement was also available within the prospectus. Observation of and discussion with a number of overseas boarders during this inspection evidenced that they feel supported by the boarding staff.		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Boarders confirmed that they had regular contact with their parents. This was either by phone, email or postal mail. A number of the boarders had the use of their own mobile phone. There were two landline telephones for the use of boarders within Wainfleet Hall. However one phone, within a telephone booth, was not working and the other phone was in a position in which calls could be overheard. The boarders' survey indicated that 69.1% of all boarders felt that their telephone conversations were overheard (see appendix 1) Helpline telephone numbers were not provided other than the Independent Listener as referred to in standard 14. Two parents reported that they were not notified of their children's visits to hospital/GP and did not receive information of the outcome of these visits.		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders were encouraged to not take expensive items to the boarding house. Boarders expressed no major concerns regarding theft. Each boarder has a secure place to keep personal possessions and valuables although some boarders were concerned that the locks on the wardrobes were easy to break through.		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
There was no formal induction for new boarders. However there was evidence, from discussion, of less formal mentoring taking place by older boarders. The Wainfleet hall information, given out to all boarders and their families detail the routines and rules of the house. Self-assessment by the head master identified that the school could improve on induction for new boarders.		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
There were no guardians appointed by the school.		

<b>Standard 23 (23.1 - 23.4)</b> <b>The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
There was no recorded evidence of senior members of the school staff that checks were regularly completed on boarding records involving risk assessments, punishments, complaints and accidents to identify any issues requiring action.		

<b>Standard 24 (24.1 - 24.8)</b> <b>Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
The boarding house has a 4-week menu that was prominently placed within the dining area. There is an informal consultation process between the catering staff and boarders. 92.7% of boarders expressed a view that the quality of food was average to very poor (see appendix 1). This feedback from boarders concerned both the school site and the boarding house. Discussion with boarders identified particular concerns with the quality of food. There has been one food council meeting within the last academic year. A food hygiene inspection was carried out on the 26/02/04, at the boarding house, and all recommended action was being undertaken. Governors reported that they visited, unannounced, during the present term and had a satisfactory meal with the boarders. The inspector was able to have breakfast, lunch and tea at the school and boarding house. Generally the food prepared was well prepared but lacked some variety. Boarders reported breakfast as the best meal of the day. The dining room and furnishings were suitable and of sufficient size for the numbers and ages of boarders dining.		

<b>Standard 25 (25.1 - 25.5)</b> <b>Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A small kitchen was available for boarders to prepare drinks and hot or cold snacks. This was much favoured by boarders.		

<b>Standard 26 (26.1 - 26.5)</b> <b>Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Boarders and staff were conversant with the boarding houses emergency evacuation procedures. At least one evacuation practice is held in each term, at varying times of the day and night. There was evidence of 5 fire drills being undertaken since October 2003. All information was appropriately recorded. The last fire inspection took place in March 2004. There were no recommendations found. All emergency lighting, fire alarms and fire fighting equipment was regularly tested and recorded as such. The boarding house did not have a fire risk assessment.		

<b>Standard 27 (27.1 - 27.3)</b> <b>Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There were no onerous demands on boarders evidenced.		

<b>Standard 28 (28.1 - 28.2)</b> <b>The welfare of any children accommodated at the school, other than pupils, is protected.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Evidence from the house parents identified that friends of boarders who occasionally stay over night at weekends are suitably protected.		

**Standard 29 (29.1 - 29.6)**

**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

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

The pre-inspection questionnaire stated that for school trips risk assessment follows the practice adopted by the school. Records kept by the Bursar confirmed this. However there was no recorded risk assessment on file for a recent paintball activity that was organised by the boarding staff.

**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**

Boarders and staff confirmed that boarders leaving the school site without staff are in age appropriate groupings; only older boarders of senior age were permitted to leave the school site alone. Boarders had access to newspapers and the internet at the house. The computers all had suitable internet filters to prevent boarders from accessing unsuitable web sites. Supervision for boarders was considered 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

Wainfleet Hall duty staff rota for the summer term identified that there were at least two members of staff on duty at any one time during the periods in which boarders were present. Some staff believed that there were insufficient cover arrangements for boarding staff sickness and absence. However there was no recorded evidence supplied to confirm this. Boarders did not express concerns regarding the level of staffing at the house.

### Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

#### Key Findings and Evidence

#### Standard met?

3

The schools staff handbook gives general information concerning the planning for trips and visits. This included both the main school and the boarding house. Specific guidance and procedures were referred to in the County Council's 'advice relating to the conduct of school journeys and educational visits.' The documents were clearly written and met the recommendations for 32.3. Risk assessments were carried out in the randomly selected activities identified within the Bursar's activity file. There was written evidence to demonstrate that the DfES guidance on minimum ratios of staff supervising pupils was adhered to. There is a signing in and out procedure for boarders that was evidenced during this inspection.

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The staff rota identified that at least two members of staff sleep in the boarding house each evening and are 'on call'. Occasionally the assistant matron will sleep over if required. Boarders were aware of whom to contact during the night as the staff rota was placed on the information board. Boarders expressed no concerns with these arrangements.		

<b>Standard 34 (34.1 - 34.7)</b> <b>All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Staff who have boarding responsibilities are given informal induction by the houseparents. Job descriptions were not evident on five of the six personnel files inspected. The head Master stated, within the pre-inspection questionnaire, that some job descriptions were required to be reviewed and updated. The school had a performance management system for teachers, however it was unclear if this also applied to boarding staff. Feedback from a number of new boarding staff indicated that training, including child protection awareness training, was not offered as part of their induction (see standard 3). The head master referred to a number of training events, organised by the Boarding School Association (BSA), which could be accessed by staff. The inspectors were not aware, however, of any training plan that gave specific names and times of staff accessing these courses.		

<b>Standard 35 (35.1 - 35.4)</b> <b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
There was no evidence of written guidance on the schools boarding policies and practices. The head master informed the inspectors that all boarding policies and procedures covered those that were written for the school.		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Observation by inspectors noted that staff responded to boarders in a positive manner. However a significant number of boarders were concerned regarding how some staff managed their behaviour and gave a number of instances in which they thought staff had not treated them fairly (see standard 4). A boarder said to the inspectors that "some staff can be difficult to get on with as they always look at the negatives" It was noticeable by the inspectors that much of this animosity concerned the lack of continuity of the role of houseparents over the last 4 – 5 years. The present houseparents style of managing behaviour, as evidenced by the questionnaires, was not liked by a significant number of boarders. The inspectors were mindful, however, that the present houseparents had not had time to develop their relationships due to the relative brevity of their positions.		

**Standard 37 (37.1 - 37.2)**

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

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

Boarders expressed the view that a number of staff are sensitive to privacy. However a number of girls complained that some male member's of staff occasionally walk into their dorms without knocking. This was discussed during the feedback with the head master and governors. The head master agreed to check out this situation.

**Standard 38 (38.1 - 38.10)**

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

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

Six personal records were randomly inspected of staff connected with boarding. All staff had been police checked although only one member of staff had a Criminal Records Bureau (CRB) enhanced disclosure check. The head master was aware for the need to incorporate full CRB checks for all staff on a rolling programme over the next three years although no plan was seen to address this. Written references were missing on 2 of the files. Three of the staff files did not have references from their last employer. There was no record of interview or documentary proof of declared qualifications. All but one file had a recorded full employment history. There were no written explanations of gaps in employment on this file.

**Standard 39 (39.1 - 39.4)**

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

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

Discussion with the bursar identified that sometimes CRB clearance comes after a member of staff had started to work within the boarding house.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

2

Inspection of the boarding house was undertaken with the assistance of two boarders. A number of boarders also made specific references to areas of environmental concern, prior to this inspection, on the boarders' questionnaires. Overall the standard of accommodation was adequate to poor to meet the needs of the number of children. There was evidence of poor ventilation in some of the 6<sup>th</sup> form bedrooms; the girls shower rooms and the downstairs TV room. The sash windows within the TV room could not be opened. Some boarders had complained of being cold in the winter, as their radiators did not function well. The inspectors were aware that the school had installed a new boiler during the summer of 2003. However, the inspection took place in the Spring and as such the heating system was not in use at this time. All information concerning the environmental findings from this inspection has been verbally fed –back to the headmaster and bursar.

### 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?

3

Wainfleet Hall is protected by an intruder alarm that is activated at night. There was security lighting around the building with camera's to ensure further safety of the boarders. Monitors were placed within the kitchen, which did not allow staff to view the screens once this area had been closed for the evening. The boarders had exclusive use of their own sleeping and living areas. Overall security was considered good.



<b>Standard 42 (42.1 - 42.14)</b> <b>Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Dorms were suitably furnished with appropriate separation between genders, age groups and from accommodation for adults. A significant number of boarders expressed concern about the lack of space and overcrowding in some of the dorms. A number of sleeping areas had bunk beds that were used for boarders beyond year 8. The headmaster explained that a major new extension, providing more spacious accommodation would take place in July 2004.		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was good evidence of suitable provision for prep within the boarding house. Prep was observed, during this inspection, as being very well organised and managed in such a way that boarders were able to gain the most of this time. There were many instances that were observed, in which staff supported and offered encouragement to boarders during prep. Older boarders had unsupervised prep within their rooms. Boarders responded positively to how prep was organised.		

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
There was an adequate number of toilet and washing facilities for boarders and sufficient amount of hot and cold water supply for showers and baths. However the general standard of some of the shower areas, for instance the girls' shower room, was poor (see standard 40). 40% of boarder expressed a view that bathroom privacy was poor to very poor. Further verbal evidence suggested this was due to a number of locks that did not work and that shower curtains were transparent when wet so did not afford privacy. This view was evidenced during an inspection of the facilities. However toilet privacy was considered as being better with 90.9% of boarders recording that such privacy was adequate to very good (see appendix 1)		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders had a good standard of changing provision for use by day. Facilities within the school were considered a very high standard.		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Recreational facilities within the boarding house consisted of a games room, TV room and a computer suite. All these areas were well used by boarders although many preferred to spend time in their rooms or to be outside during the inspection visit. The outdoor facilities were good. There was a cricket net, tennis courts and spacious grass area for games to be played.		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Inspection of the facilities, both indoor and outdoor, evidenced that there was a low level of safety hazards for boarders. The health and safety policy covers the whole school including the boarding house. The headmaster stated that detailed risk assessments was carried out for both the house and the outdoor areas. However, these were not inspected during this period. A boarder expressed some concern over the poor lighting leading up to the house, from the road.		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A two-bedded sick bay area facilitated accommodation for sick pupils. However most boarders, when ill, remained in their bedroom and were frequently supervised by staff (see standard 16).		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Inspectors noted a system for washing, ironing and distributing clothes. Although a number of boarders articulated some concerns regarding missing or damaged clothing, most boarders were satisfied with this system.		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
A school shop provided all pupils with necessary stationery items.		

<b>Standard 51 (51.1 - 51.11)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
N/A		

<b>Standard 52 (52.1 - 52.8)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
All information regarding overnight trips was kept with the bursar. However, this was not inspected during this visit. Discussion with the headmaster and Governors reported that such visits were well planned, risk assessed and appropriately supervised. The headmaster commented, within the preinspection questionnaire, that the school planned various organised activities in the UK and overseas. The school also had an established exchange with Tarare in France.		

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

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**Signature**

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**Date**

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**PART D****HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 11<sup>th</sup> – 13<sup>th</sup> May 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

☐ NO

Comments were received from the Head

☐ YES

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

☐

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

☐

**Note:**

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

**D.2 Please provide the Commission with a written Action Plan within 28 days, 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

☐ YES

Action plan was received at the point of publication

☐ YES

Action plan covers all the recommended actions in a timely fashion

☐ YES

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

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

### D.3 HEAD'S AGREEMENT

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

**D.3.1 I, Dr C Berry of Skegness Grammar 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** Dr C Berry

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_**  
**am unable to confirm that the contents of this report are a fair and accurate**  
**representation of the facts relating to the inspection conducted on the above**  
**date(s) for the following reasons:**

--

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

**Signature**

### Designation

Date \_\_\_\_\_

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

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