



Champions for
Social Care
Improvement

inspection report

Boarding School

Edgeborough School

Frensham Road

Frensham

Farnham

Surrey

GU10 3AH

24th & 25th November 2003

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**

Edgeborough School

Address

Frensham Road, Frensham, Farnham, Surrey, GU10 3AH

Tel No:

01252 792495

Fax No:

01252 795156

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

Edgeborough Educational Trust Limited

Name of Head

Mr R A Jackson

NCSC Classification

Boarding School

Type of school

Independent Boarding School

Date of last boarding welfare inspection

1997

Date of Inspection Visit		24 th & 25 th November 2003		ID Code
Time of Inspection Visit		09:00 am		
Name of NCSC Inspector	1	Ms Camilla Wood	120496	
Name of NCSC Inspector	2	Mr Roger Blades		
Name of NCSC Inspector	3			
Name of NCSC Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Mr Mark Robinson		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?				NO
Name of Establishment Representative at the time of inspection		MR R A JACKSON		

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of Edgeborough 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.

Edgeborough is a co-educational day and boarding prep School of approximately 330 pupils 54 of who were boarders at the time of the inspection. Of these just under half were weekly boarders (i.e. Monday – Thursday nights) and the remainder were ‘hotel’ boarders staying from 1 to 3 nights on a flexible basis according to their family needs and circumstances. Boarding accommodation is located in the main School building with boarders sleeping in dormitories according to their age and gender.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Standards of pastoral care are good with staff working hard to create a homely, caring and nurturing environment giving pupils a positive experience of boarding to take with them as they move on to their next schools.
- There are clear expectations of behaviour rooted in the Christian values of respect for others and for the wider community that are well understood and followed by pupils, who throughout the inspection were observed to be polite and considerate to one another and to adults.
- Boarders are provided with a varied programme of activities, with a good balance between structured activities and free time.
- There are clear systems for the identification and monitoring of pupil welfare issues within the School e.g. regular staff meetings and good recording arrangements.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Some revision is needed to the School Child Protection and Complaints Policies, to ensure that they fully accord with the National Minimum Standards and other external guidance e.g. Area Child Protection Committee Procedures.
- Risk assessments need to be better documented and formally monitored by a member of the senior management team.
- Care is needed to ensure that staff recruitment records fully document that all necessary checks and references have been completed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Inspectors concluded that Edgeborough School provides boarding pupils with a homely and nurturing environment. Staff with boarding and pastoral responsibilities were judged to be caring and sensitive and working hard to provide pupils with a positive experience of boarding life. There was a strong sense from pupils that boarding was fun and something they wanted to do, supported by the fact that the majority live locally and, with few exceptions, do not have to board but have chosen to do so.

Where recommendations have been made their focus is largely on developing risk assessment practice and paperwork, and on revising some School policies and procedures so that current practice is documented and continues to be maintained to a good standard.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS 3	The child protection policy and procedure needs to be more robust and detailed and include that child protection concerns and allegations must be discussed with Social Services within 24 hours.	31/01/04
2	BS 3	Child protection training to be provided to all staff including GAP students and ancillary and maintenance staff.	31/03/04
3	BS 5	The 'phone number for the Surrey office of the NCSC should be available to pupils and parents, as part of the complaints information.	31/01/04
4	BS 23	A senior member of staff should have management oversight of risk assessments to ensure that they are completed and up-dated in a timely manner.	31/01/04
5	BS 26	Complete a written fire risk assessment of the boarding accommodation.	31/01/04
6	BS 29	Ensure that a written risk assessment is completed for all higher risk sporting activities.	31/03/04
7	BS 38	Checks and references listed in standard 38.2 should be fully documented in staff records, for example by use of a tracking sheet recording when checks are requested and returned.	28/02/04

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
1	BS 1	Develop an information guide for pupils about boarding at the School.
2	BS 14	To meet the needs of any pupils who may not be able to discuss worries at home, the School should keep the need for an external support person/counsellor under review.
3	BS 26	For each fire drill record the time of day, the number of pupils and staff involved and the time taken to evacuate the building.
4	BS 29	Check with the Health and Safety Executive to ensure that the school is following the most up to date guidance in respect of swimming pool safety for both school and public use.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• 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	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	24/11/03
Date of Inspection	25/11/03
Time of Inspection	09.00
Time of Inspection	08.00
Duration of Inspection (hrs.)	14
Number of Inspector Days spent on site	4

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**

8

TO

13

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

17

Girls

2

Total

19

Number of separate Boarding Houses

1

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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) |
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"0" in the "Standard met" box denotes standard not assessed on this occasion.

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

Lead Inspector Signature_____**Date**_____

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
<p>The prospectus provides comprehensive and relevant information about the School. There is also written information for parents about boarding at the School.</p> <p>Written documentation reflected practice within the School as observed and described to inspectors.</p> <p>As an advisory recommendation, the School should consider developing information for pupils about boarding.</p>		

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence	Standard met?	3
<p>The School has an anti-bullying policy which makes clear that bullying will not be tolerated and that any incidents or concerns must be followed up immediately.</p> <p>Of the 34 boarders who completed a pupil questionnaire, 3% reported being bullied "often" or "most of the time".</p> <p>Pupils who met with inspectors expressed the view that bullying was not an issue within the School and thought that if it did happen it would be taken seriously by staff.</p>		

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

97 %

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

One of the Head Teachers is the designated child protection liaison officer and has completed relevant local authority inter-agency training. The Deputy Head has responsibility in the absence of the designated person, and there are plans that the post holder will attend a Surrey training course.

One member of staff is in the process of completing a child protection correspondence course organised by the NSPCC.

The School has an in house policy underpinning staff practice in relation to the management of child protection concerns. This needs to be made more robust and detailed e.g. making clear that child protection concerns and allegations must be discussed with Social Services within 24 hours.

GAP students were not aware of the child protection procedures and the School should ensure that they receive proper guidance about what to do if they have any concerns about the welfare of a pupil. To further support staff awareness of safer care, it is advised that ancillary and maintenance staff be provided with basic child protection training.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

4

The School has a 'discipline and punishment policy' that includes guidance about permissible sanctions. There is no use of physical restraint.

A written record is kept of sanctions given in boarding time and this log is monitored by the head mistress.

Feedback from pupils was that sanctions imposed by staff were fair.

During the inspection standards of behaviour were excellent, with pupils observed to be consistently polite and helpful to one another and to adults.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>The School has a written complaints procedure although the emphasis is on resolving issues informally. The head teachers try to be as accessible as possible e.g. when children are dropped off and collected, so that parents know them and feel able to approach them about any issues however minor.</p> <p>Pupils expressed confidence about raising complaints with staff and thought that their concerns would be properly dealt with.</p> <p>The 'phone number for the Surrey office of the NCSC should be available to pupils and parents, as part of the complaints information.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The School encourages pupils' awareness of health education through the PSE curriculum. This is supported by links with various external organisations e.g. the local community police officer does a presentation to 6th formers about alcohol and substance abuse.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Core medical records including information about vaccinations, illnesses, allergies etc are held in respect of all boarding pupils. Records are securely stored.</p> <p>Parental consent is obtained for school staff to administer first aid and medication.</p> <p>All relevant health information is collated into a single pupil list that is distributed to all staff so that everyone who 'needs to know' is aware of allergies, dietary needs etc.</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?

3

The headmistress and headmaster provide sound management and leadership with the headmistress having lead responsibility for boarding and pastoral issues.
Current boarding staff have not participated widely in training provided by organisations such as the BSA, although this will be considered for the future.
The head teachers inform the governors about boarding issues as part of wider reporting about the School.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

There is an 'emergency procedures policy' to underpin and inform staff practice in the event of a major crisis affecting pupils at the School.
Recent inset training has involved staff being presented with several different 'disaster' scenarios and then going through what they would do in each situation.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

There is one boarding house with a number of dormitories organised by pupils' age. Girls are provided with a separate corridor within the house with their own washing and toilet facilities.

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
Pupils may engage in a variety of activities including sports, music and IT. There is a balance between organised activity and unstructured time so that pupils have opportunity for free play and relaxation.		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
Pupils reported that boarding staff were approachable and willing to listen to their ideas. Much consultation takes place on an informal basis through discussion between boarders and staff. There is a dining room committee through which pupils can contribute ideas about menus and foods.		

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?	4
The prefect system has been changed this academic year so that the prefects are rotated on a termly basis. This is to give more children an opportunity to be a prefect and experience the responsibility and 'status' that goes with the position. Prefects are not permitted to give punishments although if they are concerned about another pupil's behaviour they may record this in the prefects' book, which is overseen by the headmaster. This book is also used to record good behaviour. In addition to the prefect system a year 6 pupil is allocated to each dormitory and their role is to provide some leadership and guidance to younger boarding pupils.		

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
Pupils are encouraged to approach any member of staff if they have worries or concerns about school life and this is supported by a formal pastoral tutor system. Although pupils can approach organisations such as Childline, no external person has been identified that pupils can contact if they feel unable to talk to anyone in the School. In their pupil questionnaires 10 children said that there was no one in the School that they would discuss problems with, although they all said that they would talk to their parents. To meet the needs of any pupils who may not be able to discuss worries at home, the School should keep the need for an external support person/counsellor under review.		

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

All pupils remain registered with their family GPs while at the School and parents are responsible for routine appointments and treatments.

The house mistress and matron are both first aid trained and a diary is used to record all medication given. At inspection no boarding pupils were taking prescribed medication. Accidents are recorded and are monitored by the head mistress.

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

There is a 3 bed sick bay for ill pupils but, because children live locally, the expectation is that they will go home if they are unwell so they are only likely to be in the sick bay for a short period while waiting to be collected. The house mistress and matron supervise the area when it is in use.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	4
Boarding staff showed a good understanding of the sorts of welfare needs they were likely to encounter and could sensitively describe how they supported pupils who were worried or distressed, e.g. through homesickness. On a weekly basis there are meetings of the whole staff team and of the boarding staff, both of which provide a useful forum within which pupils' welfare and care needs can be discussed. No significant welfare issues were raised or observed during the inspection.		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
No issues of discrimination were observed or raised during the inspection. The ethos of the School is to foster a sense of community spirit and respect for others within which discrimination should not be tolerated.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Boarders may contact their parents and families by telephone or e mail.		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
Because children board for only a few nights a week they are not encouraged to bring money or valuables in to the school. Those boarding for 4 nights a week generally bring in a lockable trunk/tuck box should they have any personal possessions they wish to keep securely.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The majority of boarders start at the school as day pupils so have an opportunity to become familiar with the regimes before starting to board. The introduction to boarding is often a gradual process beginning with one night only (described by many pupils as a 'sleep over'), progressing up to 4 nights in their final year.</p> <p>The system of having a 6th form captain in each dormitory ensures that younger pupils receive guidance and support from a more experienced boarder.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
Standard not applicable.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	2
<p>Discussion with senior staff showed them to have a good overview of the incidence of pupil welfare issues within the School.</p> <p>Day-to-day discussion and monitoring is supported by a structure of formal management team meetings and meetings of those with boarding and pastoral responsibilities.</p> <p>Risk assessments and related health and issues are delegated to a member of teaching staff who has an advisory role in informing other staff about good practice in these areas. It is recommended that a senior member of staff has management oversight of risk assessments to ensure that they are completed and up-dated in a timely manner.</p>		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
Pupils were positive about the food provided at the school. There is a special needs chef on the catering team and this helps ensure that dietary needs arising for example from culture or health are properly catered for.		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
Boarders are provided with snacks in the evenings. Drinking water is readily available.		

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

Key Findings and Evidence	Standard met?	2
<p>Fire drills are held at least once a term and boarders were able to describe the evacuation procedures. As an advisory recommendation the time of each drill, the number of pupils and staff involved and the time taken to evacuate the building should be recorded.</p> <p>Contracts are in place for the routine servicing and maintenance of fire fighting and fire safety equipment.</p> <p>In the boarding accommodation a number of fire doors were wedged open.</p> <p>A fire risk assessment of the boarding accommodation needs to be completed.</p>		

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

Key Findings and Evidence	Standard met?	9
Standard not applicable.		

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

Key Findings and Evidence	Standard met?	9
Standard not applicable.		

Standard 29 (29.1 - 29.6)
Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.

Key Findings and Evidence	Standard met?	2
<p>Staff were able to describe good practice in relation to safety in undertaking higher risk activities such as swimming and use of the climbing wall, although this was not always underpinned by written risk assessments. Pupils' use of the climbing tree should be similarly risk assessed and any identified safety measures put in place.</p> <p>As an advisory recommendation the school should check with the Health and Safety Executive to ensure that they are following the most up to date guidance in respect of swimming pool safety for both school and public use.</p>		

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 are able to access local facilities appropriate to their age and interests.

Television and newspapers are available and pupils are encouraged to take an interest in the news and world events.

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

There is a duty rota specifying when different boarding staff are on and off duty and no shortfalls in staffing levels were observed or reported during the inspection. Male and female boarding staff are employed.

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

Procedures are in place to ensure the appropriate supervision of pupils on organised trips away from the School.

Gap students reported that they do not have responsibility for pupils off site other than under the supervision of a member of staff e.g. on a School trip.

Pupils are not permitted to leave the School grounds unless supervised by an adult.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
House staff have accommodation within the boarding house and pupils needing support at night contact staff directly in their residential accommodation. Boarders reported that this system worked well. Other staff with pastoral responsibilities also live on site and can be contacted as necessary.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
Job descriptions are used and staff interviewed had a clear understanding of their roles and responsibilities. Staff performance is reviewed through the School performance appraisal process. Inset training includes welfare and boarding issues.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
There is a staff handbook for use by teaching and boarding staff together with some bespoke guidelines for staff with boarding responsibilities. A staff disciplinary procedure is in place.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Boarders who met with inspectors did not raise any concerns about relationships between themselves and staff. They thought that staff were approachable, fair and looked after them well.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
The view of pupils was that staff supervision was respectful and did not intrude on their privacy. This was borne out by observed practice during the inspection.		

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
Senior staff described a good approach to recruitment but this was not consistently evidenced in the personnel records sampled during the inspection. It is recommended that greater care is taken to ensure that all checks and references listed in standard 38.2 are fully documented in staff records, for example by use of a tracking sheet recording when checks are requested and returned.		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
Staff are not permitted to work alone and unsupervised with boarders unless they have been satisfactorily checked by the CRB.		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

Pupils were generally positive about the boarding accommodation which at inspection was observed to be clean, tidy and suitably furnished.

There is an on-going programme of refurbishment and redecoration to dormitories and no significant shortfalls in decoration or maintenance were identified during the inspection.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence

Standard met?

3

Boarding accommodation is for the sole use of boarding pupils.

There is a sound approach to security with procedures for locking up supporting the protection of boarding accommodation from unauthorised public access.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>Sleeping accommodation was found to be satisfactory particularly where dormitories had been fitted with new beds as part of the refurbishment.</p> <p>Girls have their own separate sleeping section within the boarding house.</p> <p>The hotel boarding system has the potential to be disruptive where dormitory groups may be frequently changing with a mixture of 1, 2, 3, or 4 nightly boarding pupils. Staff are aware of this and are looking at how the arrangements might be developed to retain the flexibility of the hotel system whilst at the same time avoiding nightly changes of dormitory groupings.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Boarders use the School facilities for prep and private study.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>There are enough toilet and washing facilities for the number, age and gender of the boarding pupils. Pupils were generally positive about the facilities although a small number commented that showers lacked privacy because the doors had no 'frosting'.</p> <p>There are separate facilities for staff.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>There are separate changing facilities for use during the school day, and no concerns were observed or raised about the arrangements.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	4
<p>Boarders were positive about the recreational facilities. The boarding common room provides a focal point for boarders' leisure and recreation while indoors, although they are also able to make use of the School facilities for organised activities and private study e.g. the library, IT facilities, and the sports hall.</p> <p>The School has its own grounds including a flood lit astro turf playing field and pupils have plenty of space for outdoor play and relaxation during warmer weather.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>Staff are aware of the 'higher risk' areas within the School site e.g. the swimming pool and there are clear rules in relation to 'out of bounds' areas about which pupils showed a good understanding.</p> <p>Windows accessible to boarders above the ground floor are fitted with bars to support safety although in one of the bathrooms a low level window was unguarded. This was brought to the attention of managers during the inspection feedback.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>There is a 3 bed sick bay although this is only used for short periods at a time because pupils live close to the School and return home if unwell. When in use it is supervised by the matron and house mistress.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Laundrying of boarders' clothing and linen is done by house staff and there are sufficient machines for the volume of laundry that needs to be done during the course of the week.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>As a general rule boarders do not need to obtain personal and stationery items from the school as there is sufficient time for this when they are at home over the weekends or evenings. If boarders forget or run out of toiletries they borrow from friends or will be given what they need by boarding staff.</p>		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
<p>Standard not applicable.</p>		

Standard 52 (52.1 - 52.8)

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

Key Findings and Evidence**Standard met?**

3

There is a system for checking and documenting the quality and safety of off site accommodation.

Exchanges with private households are not undertaken.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

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

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

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

NA

Note:

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

D.2 Please provide the Commission with a written Action Plan by 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

NO

Head has declined to provide an action plan

NO

Other: Information not available at publication

NA

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____
confirm that the contents of this report are a fair and accurate representation
of the facts relating to the inspection conducted on the above date(s) and that
I agree with the recommended actions made and will seek to comply with
these.

Print Name _____

Signature _____

Designation

Date _____

Or

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

--

Print Name _____

Signature _____

Designation _____

Date _____

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