



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Heath Mount School

**Woodhall Park
Watton At Stone
Hertfordshire
SG14 3NG**

Lead Inspector
Julia Bradshaw

Announced Inspection
4th-22nd December 2006 10:30 am

The Commission for Social Care Inspection aims to:

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

Reader Information

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

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

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

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

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

SCHOOL INFORMATION

Name of school Heath Mount School

Address Woodhall Park
Watton At Stone
Hertfordshire
SG14 3NG

Telephone number 01920 830 230

Fax number 01920 830 357

Email address

Provider Web address

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

Name of Head Mr R Middleton

Name of Head of Care Mrs Ann Greer

**Age range of boarding
pupils** 7-13 years

**Date of last welfare
inspection** 11th March 2004

Brief Description of the School:

Heath Mount is an independent co-educational day and boarding school for children between the ages of three and thirteen. The boarding provision is for children from seven to thirteen. The school was founded in 1790 in London and is now owned by a charitable Trust and administered by a governing body. The main school building is a Grade 1 listed Georgian mansion set in beautiful grounds and is leased from the Abel Smith Trust. There is a pre prep department sited in the grounds, but this is run separately does not have boarders so was not included in this inspection. The boarding accommodation is partly in the main school and partly in a renovated house a little distance away on the edge of the estate. The school has large sports field, a swimming pool, extensive woodland and a purpose built sports hall with changing rooms in the grounds

Heath Mount School provides education to approximately 100 boys and girls. At the time of this inspection Heath Mount School was providing places for 100 boarders. The pupils board from Monday evening until Friday morning. In addition to the regular Monday to Friday boarders the school is also flexible in offering days pupils a range of overnight and weekday for school pupils, when requested by families.

SUMMARY

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

This was an extremely enjoyable and positive inspection. The inspection was carried out over one day and included meeting the Headmaster, head of care, Deputy Head, a range of teachers/houseparents and of course a selection of pupils, throughout the day. The inspectors also joined the pupils for lunch, afternoon tea and supper, and took part in the evening activities. This gave both inspectors an opportunity to observe and experience a number of social care environments. The last inspection was carried out in March 2004 and the school has worked hard to implement the requirements and recommendations highlighted in the last report. The school has also had a change of Headmaster since the last inspection took place who appeared to be a popular choice by both staff and pupils.

What the school does well:

This is the first boarding welfare inspection of Heath Mount School, by the Commission for Social Care Inspection (CSCI), against the requirements of the National Minimum Standards for Boarding Schools 2002 under the CSCI (Inspection of Schools and Colleges) Regulations 2002

This was a very positive inspection that demonstrated the school was functioning well within its stated principles. The majority of the standards were fully met and a number exceeded. Staff and pupils were very helpful and open in their approach to the inspectors.

Sound supportive relationships between the children and staff were observed. The inspectors were impressed with the wide network of formal and informal pastoral support and guidance made available to the boarders. The questionnaires completed by 75 boarders and comments received from parents were overwhelmingly supported the emphasis placed on pastoral care and support at Heath Mount. Parents described the supportive and caring nature of the contact they had with staff at the school via e-mail and telephone.

Excellent standards of pupil behaviour were observed within an active and fun environment. There is a high level of awareness among staff in relation to promoting a happy and inclusive community within the school. There is a diverse and varied programme of activities available to pupils during the school day and outside teaching time. The pupils have access to an exceptional range of opportunities for overseas trips and educational exchanges abroad, many of

which are supported by staff during the school holidays. On the day of this inspection a group of pupils were on their way to America as winners of a National art competition. This award is a testament to some of the excellent work and standards that this school works tirelessly to achieve. ***The inspectors would particularly like to express their appreciation and thanks to the pupils who gave the inspectors an excellent tour of the school/boarding facilities and also the pupils who volunteered to join the inspectors throughout the day and evening, offering their views and opinions of the service provided by this excellent school.***

What has improved since the last inspection?

The headmaster and all staff have worked tirelessly to improve the environment and there have been several developments since the last inspection took place. These include, a new glass cover for the swimming pool, an "astro" all weather pitch, a new cricket pavilion, a new boys shower room, toilet and washrooms The girls bathroom facilities have also been upgraded and the boys kitchen facilities. The reception area has been re-located to the front hall, which has created a warm, and friendly welcome to all visitors and pupils, with spectacular furnishings and fittings. The home has also benefited from a new computer system (database). The school benefits from 3 on-site minibuses.

Also the school is currently conducting a review of its provision of leisure/social activities. The school has purchased a new computer system that will assist in providing an up to date database and all confidential information including staff records. The consensus from discussions with several pupils is that the standard and choice of food has improved. The boarders also now benefit from Sky television.

What they could do better:

The headmaster has already identified that the existing accommodation for boys boarding at Heath mount is far inferior to that of the girls' provision. The inspectors would support this wholeheartedly and observed this to be the case throughout the inspection process. The differences in both atmosphere and facilities are inconsistent and developments must be put in place to improve the boys provision as a matter of highest priority.

There was a lengthy discussion with both boarders and staff regarding the current restrictions of access to mobile phones and computer /Internet access

for the older boys and girls. The school's approach to encourage independence and maturity is sometimes inconsistent with the strong views and mature debates held by the older pupils. The inspectors feel that a review of the current restrictions should be carried out, discussions and consultations held with all relevant parties to assist and improve the choices and opportunities for these older pupils. This could create a position of increased responsibility, with the appropriate control measures in place.

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

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

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Being Healthy

The intended outcomes for these standards are:

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

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

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

6,7,15,16,17,24,25,48,49.

Quality in this outcome area is **good**.

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

The health and welfare of pupils is managed well.

The standard of the food/meals provided is excellent.

There are adequate facilities for pupils when ill.

EVIDENCE:

Consultation with those responsible for the health and welfare of the boarders, together with feedback from pupils clearly demonstrated a commitment by all staff to support the boarders. The system of recording ensures the privacy and safe storage of pupil information. All the house parents, matrons and resident tutors and majority of the teaching staff have had first aid training.

The school's currently has one matron's post vacant and therefore the remaining matron, with flexible working arrangements, is currently covering this! Matron is based in the sick bay in the main school and first aid boxes are available in appropriate places though out the school and in the boarding houses. The school has a pleasant sick bay facility, which includes a two-bedded room for boarders to stay if they are unwell. During discussion with both the matron and boarding staff it was apparent that all staff who are involved in the administration of medication could benefit from some medication training. The school has a good relationship with the local GP who provides support for the school matron. Most of the children attend dentists, opticians etc when they are at home, as they are all weekly boarders, but for children were this is not possible the school liaises with parents or guardians to arrange this and will support the children in whatever way necessary (largely dependant an age) to enable them to attend.

As the children are all reasonably local and only board 1,2,3 or 4 nights a week, if they are unwell they generally go home. If that is not possible for any reason they can stay in the houses and be cared for by house parents or make use of the pleasant sick bay facility. The matron is not actually resident but one of them sleeps in at the school each night so is readily available at least to the boys house. The girl's house is only five minutes away by car and therefore the matron can get there if required. However generally the house parents care for the girls overnight if they become unwell. Parents are informed prior to admission what the school is able to offer. The inspector felt that no child was treated differently or inappropriately on the grounds of gender, race, academic or sporting ability. The pupils are supported and encouraged to meet their full potential. The older boarders have access to kitchenettes on the dormitory floors, where they can prepare light snacks and have access to a choice of drinks. The house staff supports younger boarders with providing

Staying Safe

The intended outcomes for these standards are:

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

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

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

2,3,4,26,37,38,30,41 and 47.

Quality in this outcome area is **adequate**

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

The school provides excellent support/policies in safeguarding pupils from abuse and bullying.

The health and safety of boarding pupils is currently compromised.

Risk assessments are in place.

All standards were met with the exception of standards 26 and 47.

EVIDENCE:

Heath Mount School has a very specific and innovative policy on countering bullying. They call it the 'no blame' policy'. The method hinges on the belief that there is a good side to be evoked from everyone and once the hurt is pointed out then the 'bullies' are encouraged to become part of the pastoral team" the policy also states " reported incidents are not investigated in depth- so that the problem of who is telling the truth or even what the truth is, disappears. The focus is always on the indisputable truth- the victims distress". It was clearly a subject that is openly discussed and the boarders seemed to feel it was as much their responsibility to support each other and to stop it happening as it was the staff. The questionnaires did not reflect a serious problem; partly it would seem to be due to support and monitoring the boarders receive from a particularly committed and supportive team of house parents and tutors, but also the support they receive from each other. It was apparent through observing several children during the inspection that the older children have been taught to encourage and support, where necessary, the younger children.

All of the above standards were met, with the exception of standard 26 & 47. These are also included in the staff induction/staff handbook. Additional training is provided including Child Protection, Equal Opportunities and Prevention of Bullying. Audits and meetings with boarders take place at regular intervals. All pupils said they knew they could speak to staff in privacy if they felt they were experiencing bullying. The number of Childline is also on display in both boarding houses and pupils can make phone calls in privacy. There is a School Health and Safety Committee and annual risk assessments

are in place for curricular and extra-curricular activities including day trips, residential stays, visits abroad or hazardous activities. If a pupil wishes to stay with a friend overnight, parental permission is sought and the pupil has to maintain mobile phone contact at all times. The recruitment procedure is stringent and all off-site centres used are fully checked with the Criminal Records Bureau and the centre's Health and Safety policy is checked. Regular fire drills take place. However the inspectors were alarmed to see that door wedges are used and seen as "normal practice within the boarding areas of the school." A lengthy discussion took place with both the Bursar and the Head teacher regarding this issue and the inspector asked for these door wedges to be removed immediately and asked for a visit from the fire prevention officer to discuss alternative methods of keeping specific doors open during the day/nighttime. The inspector suggested the option of having automatic door closures fitted. The school have endeavoured to further develop the safety measures for all children, staff and visitors, with an intruder alarm fitted to all the downstairs windows and additional lighting. However there are still areas of the grounds that are left vulnerable. The head teacher stated that there are plans to further improve the security of the buildings and the grounds. The school has suffered two break in's this year.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

11,14,18,27,43,46.

Quality in this outcome area is **good**.

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

Boarders are offered a range of activities and recreational opportunities.

Studying provisions are adequate.

EVIDENCE:

There are numerous opportunities for the boarders to take part in extra curricular activities. A specific programme of activities is run in the evenings and informal access to facilities is available if arranged in advance with staff. As well as the obvious sports and leisure facilities the school has a large piece of woodland, which is greatly used by the children in the summer. Good use is also made of the art, computer and technology rooms to provide activities outside school hours. The school is a lively busy place; enthusiasm and energy abound, to only from the children but also from the staff! The boarders now

benefit from a new astro turf pitch and cricket pavilion. On the day of the inspection part of the sports hall was being used for a school rehearsal, and therefore the full activities programme was not available. A few boarders expressed their frustration at this arrangement but the majority of pupils just accepted it. The head teacher expressed a wish to create a performing arts facility within the school grounds, which would therefore give the "creative" aspects of the curriculum a more suitable facility in which to rehearse and perform. A new glass roof has been fitted to the pool, which means this facility can be used all year round in pleasant and warmer surroundings! All areas of the boarding houses have been risk assessed to ensure the recreational areas, indoors and out are safe. There was an interest from one of the teachers to explore the possibility of introducing more "complimentary" activities for the boarders to enjoy, which could include yoga, dance.

The children do their prep in the school/boarding facilities prior to their evening activities. The children are young so the amount is limited apart from the children who are working towards the entrance exams to the public schools they are hoping to move on to. Private study space is not really available but quiet areas are and staff support the children study needs well.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

12,19,21,30,36.

Quality in this outcome area is **good**.

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

The school has excellent relationships with its pupils.

The school offers its pupils opportunities to take part in activities outside of the school.

The school should explore the issue of developing further opportunities of maintaining contact with their parents.

All these standards were met. However standard 19 needs to be reviewed and therefore a recommendation has been made at the end this report

EVIDENCE:

The school statement of principles and practice is available for all parents, pupils and staff. The school also has a "Values for pupils" document" and "pastoral support program" document. The deputy head at the school takes the role of head of boarding and co ordinates the house parents and other boarding staff. She has in her years at the school been a house parent and is thus in a good position to understand the issues that the house parents face. She now does evening duties in boarding houses. The boarding co-ordinator meets with all the house parents and matrons individually on a regular basis and has meetings with them all together at least once every two weeks so that there is opportunity to discuss more general issues and to provide each other with some mutual support, to share new ideas and issues and to receive briefings or training on new policy, legislation or practice as considered useful or necessary.

There are weekly boarders meetings held regularly during each term, with both the head teacher and house staff. Consultations also take place between house prefects and pupil. There is an 'open door' policy for pupils to air their views at any time. The Inspectors were very impressed with the staff's interaction with their pupils and everyone spoken to clearly had a sincere commitment to the work they do and are available to the boarders for far more hours that is required of them, and thus have been able to achieve these constructive relationships. Feedback from pupils was positive. An impressive aspect of this inspection was the open relationships between most of the staff and the boarders. In most cases the children were relaxed and open in staff presence, spoke respectfully and warmly about them and this was reflected in the questionnaires.

Many pupils felt staff were sensitive to any changes. "They are helpful and understanding" and "There is always someone I can go to." There is a very good system for ensuring new pupils are supported and offered additional support, where necessary. As previously mentioned there was a debate with the teaching staff and houseparent regarding the current restrictions the use of mobile phones. The Inspectors feel that this issue should be further debated with the pupils, parents and teaching/boarding staff and the current system would appear to be inconsistent with other boarding schools and one in which several pupils commented on as unfair/unrealistic particularly for older pupils boarding at the school. The boarding houses are well staffed during out of school time. Gap students, matrons and staff members doing evening duties in the houses support the house parents during the evenings. All evening activities had adequate staff to supervise although this was done in a very low-key 'family' sharing way. The formal activities are planned in advance so as to ensure appropriate staff cover is available, and there are inevitable restrictions on access to some activities such as the swimming pool dependant on sufficient and qualified staff being available.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

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

20,40,42,44,45,50,51.

Quality in this outcome area is **adequate**.

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

The boys accommodation needs improving

The girls boarding provision is excellent

Pupils monies are safeguarded.

All these standards were met with the exception of standard 40 and 42.

EVIDENCE:

Clear guidelines are in place regarding the safeguarding of possessions and money, and boarders and staff are all aware of the. Visitors to the boarding houses have to report to staff on duty. Pupils are advised not to hold too much money. All the bedrooms are shared and the majority of the boarders felt this provided them with mutual support. Some older pupils stated that they would prefer the privacy of a single bedroom. Both the boarding houses

are light, clean, well decorated and maintained. On the days of the inspection some of the boys dormitories felt quite cold as the heating was off. Some of the boys spoken to stated that the heating tended to be a bit 'all or nothing', (over heating or cold). Neither boarding house would be easily accessible to a disabled boarder. The age of the building may make it very difficult to adapt to the needs of a child who uses a wheelchair. Maintenance in the school seems to be well organised and happen promptly. The school appointed a new Bursar in 2006 and this has made a significant difference to overall management of the maintenance of these beautiful buildings.

Although the head teacher, Bursar and teaching/boarding staff have worked hard to improve the boy's showering facilities there is still a stark contrast in the girl's and boys boarding facilities. The girl's boarding houses are located in a separate part of the estate and located within a "family" type farmhouse. The atmosphere within this house is both welcoming and homely. The houseparent spoken to presents as very capable and knowledgeable regarding the needs of these younger/teenage girls. Interaction observed between the houseparent and the girls was both caring and appropriate. The girls house has benefited /bathing facilities. from improvements to the showering

The boy's accommodation is arranged within the main school /buildings as is still in a "Dormitory" type of accommodation. Some of the boys share bedrooms of four and the maximum beds in one dormitory is 14. This current arrangement gives the boarding facility an institutionalised feel to it and inappropriate, particularly for the older boys. The boys are permitted to bring personal items for their walls but very few have which gives these rooms quite a cold and unwelcoming atmosphere. The issue of privacy raised in the last inspection has improved with the introduction of new showering facilities. There are kitchenette facilities within the boy's accommodation where the boys are responsible for purchasing and maintaining a stock of snacks and drinks. There is a large communal lounge with TV/sky facilities as well as a football table. The head teacher is fully aware of the inconsistency of the current arrangements for the boys boarding facilities and has plans to improve and develop these as soon as the proposals are agreed and funding secured. The school is on a large estate in an extremely rural location and can only be reached by one entrance/exit so also is largely secured from access by the public. The school takes seriously the need to identify all visitors and issues ID cards to inspectors and contractors etc. The children have a good awareness of security, while discouraged from challenging strangers for obvious health and safety reasons they are encouraged to notice and report to the nearest staff member immediately. The school suffered two break ins during 2006. However there have been improvements to the school's security including downstairs windows being fitted with alarms and additional security light to the exterior of the buildings. The inspectors are confident that the head teacher and staff are fully aware and committed to improving the boy's boarding facilities and are confident that these plans will be agreed and implemented as soon as possible.

Management

The intended outcomes for these standards are:

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

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

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

1,8,9,10,23,31,32,33,34,35,52.

Quality in this outcome area is **excellent**.

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

The school provides a wealth of information on the services/facilities provided.

Risk assessments are in place and reviewed.

The school provides excellent supervision to its pupils.

Staffing levels are adequate throughout the 24 hours.

Activities away from the school are suitably supervised and staffed.

All these standards were met.

EVIDENCE:

The school statement of principles and practice is available for all parents, pupils and staff. The school also has a "Values for pupils" and "pastoral support program" document. All policies and procedures are detailed and comprehensive and are update annually or sooner, if necessary.

The staff handbook/induction document defines the roles and responsibilities of the many teaching and non-teaching staff. Boarders were clear about the roles of staff associated with the boarding houses. New boarding staff are inducted by established boarding staff and training is ongoing, including Child Protection and Health and Safety. There are policies in place and guidance in the staff handbook and training for dealing with emergencies such as fire drills is mandatory. There is an effective system in place for ensuring that boarders' welfare is protected. This is further evidenced by feedback from pupils who said they felt "safe" and "at home". The boarding houses are staffed at all times and pupils are never left alone in the boarding houses. The staff take their roles seriously and ensure that boarders who leave the school site have planned their outing and have mobile phone contact at all times. All off site activities are fully risk assessed and are part of the overall "risk management survey", which was last reviewed in February 2006. The school should be congratulated on this thorough and detailed document. Several staff were asked about the policies and procedures regarding boarding pupils and their responses showed that they were knowledgeable and aware of the support a boarding pupil requires.

Records were seen in both boarding houses and in the general offices within the school of fire drills having taken place on a regular basis, with outcomes

recorded and actions required highlighted actioned and dated. Children spoken to in both houses knew several alternative safe routes out of the buildings and were they should go and how the need to behave in an emergency situation. Equipment is regularly maintained and certificates were seen of extinguishers etc having been checked within the last year. All records kept by the school Bursar are complete, detailed and up to date. An impressive set of risk assessments are in place covering a spectrum of environmental risks on the premises as well as risks from ancillary staff such as using tools etc. Fire risk assessments are in place and a good awareness of fire risks was evidenced. Since the last inspection was carried out improvements have been made to the numbers of fire escapes available. The Hertfordshire Fire Brigade visited the school on the 16th November 2006. A current fire certificate was seen, dated 11/7/06.

SCORING OF OUTCOMES

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

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

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

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

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

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	4
3	3
4	3
5	3
13	3
22	4
26	1
28	3
29	3
37	3
38	3
39	3
41	3
47	1

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
19	2
21	3
30	3
36	4

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? NO

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	40.1	It is recommended that the head teacher review the current accommodation provided in the boys boarding area as this is vastly inferior to the current accommodation provided to the girls boarders.	31/12/-07
2.	26.1	The head teacher and Bursar must cease the practice of using door wedges, as this constitutes a fire hazard to pupils, staff and visitors.	4/12/06
3.	51	All staff could benefit from medication training and the underpinning knowledge of the medication they may administer as part of their roles.	30/3/07.
4.	19.1	The head teacher should review the current arrangements/restrictions with regard to the use of mobile phones within the boarding areas.	30/3/07.

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