



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **Bethany School**

Bethany School Ltd  
Curtisden Green  
Goudhurst  
Cranbrook  
Kent  
TN17 1LB

17th 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**

Bethany School

**Address**

Bethany School Ltd, Curtisden Green, Goudhurst, Cranbrook,  
Kent, TN17 1LB

**Tel No:**

01580 211273

**Fax No:**

01580 211151

**Email Address**

admin@bethany.demon.co.uk

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

Bethany School

**Name of Head**

Mr Nicholas Dorey

**NCSC Classification**

Boarding School

**Type of school**

Independent Boarding School

**Date of last boarding welfare inspection**

|  |          |                    |        |                |
|--|----------|--------------------|--------|----------------|
| <b>Date of Inspection Visit</b>  |          | 17th November 2003 |        | <b>ID Code</b> |
| <b>Time of Inspection Visit</b>  |          | 09:00 am           |        |                |
| <b>Name of NCSC Inspector</b>  | <b>1</b> | Sophie Wood        | 108854 |                |
| <b>Name of NCSC Inspector</b>  | <b>2</b> | Justine Williams   |        |                |
| <b>Name of NCSC Inspector</b>  | <b>3</b> |                    |        |                |
| <b>Name of NCSC Inspector</b>  | <b>4</b> |                    |        |                |
| <b>Name of Boarding Sector Specialist Inspector (if applicable):</b>   |          | Mary Hodgkinson    |        |                |
| <b>Name of Lay Assessor (if applicable)</b><br>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. |          |                    |        |                |
| <b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>   |          |                    |        | YES            |
| <b>Name of Establishment Representative at the time of inspection</b>  |          | DR VIVIAN ANTHONY  |        |                |

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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 Bethany 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.**

Bethany School was founded in 1886 and is set in a spacious, parkland campus on the outskirts of Cranbrook in Kent.

The age range of students is 11 – 18 and the school offers places to 'day pupils' and both 'flexi' and 'full time' boarding students. Recent developments have included becoming co-educational and the number of pupils from overseas is also gradually increasing.

Accommodation for boarders remains in a continual state of development and ongoing maintenance, with six separate boarding houses, five of which are on the main campus accommodating boys and the girls house, which is reached by crossing a country lane.

Much of the boarding provision remains in pre-existing buildings, which are subject to regulations because of their age, whereas the sixth form accommodation is a purpose built addition, within the grounds, offering single room accommodation to all boarders.

All pupils, including 'day' and 'boarding', are assigned to a house for registration and break times, in an effort that pupils are encouraged to mix within their own year group and have a 'base' whilst at school. A strong Christian influence remains and the Chapel is a well preserved feature, kept open at all times for all pupils to access. A separate medical centre is situated within the heart of the campus, ensuring that all health issues can be promptly dealt with.

The school enjoys a positive reputation with regards academic success and attributes much of this to consciously remaining 'small' and by providing intensive support to its high number of students with dyslexia.

Outside of the purpose built teaching blocks, further facilities include an outdoor swimming pool, sports hall, climbing wall, gymnasium, fitness room, squash courts, drama studio, music school, art school, D.T. block and newly refurbished library and the extensive grounds provide plenty of sports pitches and 'hard courts'.

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

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

The individual needs of students are well known by the boarding staff and the internal support mechanisms ensure that students have a variety of adults to turn to within the school.

Good communication systems exist between all staff members, thus enabling a team approach and the relationships observed between the staff and boarders were positive and respectful.

The school actively welcomes diversity among its student population and measures success in a variety of ways, not only by academic achievements and this was seen to be a particular strength of the school.

#### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

The school would benefit by the introduction of formal appraisal meetings for staff as an addition to their current supervision meetings.

The school is further advised to revisit and review a number of its policies and procedures pertaining to welfare provision in order that these documents are seen to accurately support and reflect the very good practice observed throughout the inspection.

#### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

This was the first inspection to be conducted under the auspices of the Care Standards Act 2000 and it was pleasing to note that many standards had been met, with a percentage of those 'exceeded'.

One of the most positive findings was the level of motivation and a willingness to improve upon current provision, which was conveyed by all of the staff seen, including the members of the Board of Governors spoken with.

It was evident that a systematic approach is being followed with regards the physical aspects of boarding provision and improvements were observed in terms of recent building and refurbishment works.

Positive relationships were observed to exist between staff and boarders and it was overwhelmingly clear that the school prides itself upon its pastoral provision.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

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

[illegible]

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  |           | It is recommended that the school submits its child protection policy to the local Area Child Protection Team for endorsement and further develops a 'Missing Child Procedure'. | 17/3/04 |
| 2  | BS5       | It is recommended that the school reviews its current complaints procedures for parents and pupils, ensuring that details as to how to contact the Commission are included.     | 17/1/04 |
|    |           |   |         |
|    |           |   |         |
|    |           |   |         |
|    |           |   |         |
|    |           |   |         |
|    |           |   |         |
|    |           |   |         |
|    |           |   |         |

### 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  |                    | The school is advised to consider the requests of boarders regarding the provision of locks for ground floor bedrooms.   |
| 2  |                    | The school is advised to continue with its ongoing plans to develop and expand upon the evening activities offered to students, thereby increasing the staffing levels available to assist with this.  |
| 3  |                    | The school is advised to consider the requests of students for the library to extend its availability outside of school hours.   |
| 4  |                    | The school is advised to continue with its refurbishment programme pertaining to the extension or reprovision of the girls' house, upgrading of baths and showers in the 'older' properties and the provision of living areas exclusively for boarders' use. |
| 5  |                    | The school is advised to consider introducing a policy which clearly describes the circumstances under which a decision may be taken to conduct a search of bedrooms.  |
|    |                    |  |
|    |                    |  |
|    |                    |  |

\*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         | 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                        | YES |
| Visits to lodgings                         | YES |
| Individual interviews with pupil(s)        | YES |

|  |          |
|--|----------|
| Date of Inspection                     | 17/11/03 |
| Time of Inspection                     | 09:00    |
| Duration of Inspection (hrs.)          | 46       |
| Number of Inspector Days spent on site | 5        |

**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**

110

**Girls**

30

**Total**

140

**Number of separate Boarding Houses**

6

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)      |
| 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 school's introductory literature for both parents and pupils was found to be well presented and clear, with both colour brochures and smaller booklets used. The information contained within described the school's aims and objectives, with boarding provision clearly featured. It is advised that the school considers making such literature available in other languages, given the increasing number of pupils applying from overseas. Boarding pupils spoken with during the course of the inspection, confirmed that the information provided, gave an accurate description of the school and it was noted that the pupil handbook had been updated in August 2003. The staff handbooks clearly mirrored the contents of the above documents, detailing policy and practice guidance for staff to follow.

### 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

Questionnaires were returned from 134 boarders and it was pleasing to note that a very high percentage reported that they had never or hardly ever been bullied. Positive comments regarding the 'handling' of actual instances were reported to the inspector by way of letters received from parents. The pupil handbook defines the term 'bullying' and states that serious or repeated acts may lead ultimately, to expulsion and further direction is given, by way of the complaints procedure as to how individuals can access help and support from members of staff. It was pleasing to hear directly from the pupils interviewed that they continue to be listened to and supported when such instances occur.

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

87

%

**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 Designated Child Protection Coordinator for the school is the Head Master and the policy and procedure to follow, in the event of receiving a disclosure, or suspecting that an incident has occurred, is enclosed within the staff handbook.

It was positive to note that boarding staff had all recently received training as had all Prefects, who were able to demonstrate a sound understanding of the procedure.

Guidance further advises staff of the steps to follow in the event of the Head Master being implicated, in order that other senior members of staff can alert the local Area Office Child Protection Team.

The inspector advised that, in addition to this policy, the staff disciplinary procedure should include the provision for the suspension of a member of staff to occur, in order for a full investigation to be executed upon the suspicion or receipt of an allegation that abuse has occurred and that proven instances will lead to the school making a notification under the Protection Of Children Act (POCA).

It was further noted that although staff gave clear verbal examples of the actions they would take upon discovering that a pupil was 'missing', no formal structured guidance was found to be in place and the need to implement a 'Missing Child Procedure' was discussed at the end of the inspection.

**Standard 4 (4.1 - 4.7)**

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

**Key Findings and Evidence****Standard met?****3**

Clear and appropriate guidance was found to be in place with regards the behaviour expected of pupils as well as the types of conduct that the school would find unacceptable.

Such guidance was found to be made available to pupils, parents and staff and it was positive to note the emphasis placed upon celebrating and rewarding positive conduct.

The Prefects interviewed were very clear with regards their roles and responsibilities, in that any misbehaviour witnessed by them is to be discussed with a member of staff before any type of sanction can be applied.

Records were found to be held within the boarding houses whereby sanctions had been used and owing to some inconsistencies found, it was recommended that the Head of Boarding routinely monitors these records in the future.

It was further advised that the school extends the current policy to include guidance on the potential use of restraint techniques.

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 5 (5.1 - 5.7)</b><br><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>3</b> |
| <p>Evidence was found to support that parents and pupils are furnished with written guidance, detailing the ways in which issues and concerns can be reported. The school strongly advocates that concerns expressed should be dealt with swiftly and the documentation seen indicated that this happens in practice.</p> <p>Further, letters received from parents indicated that issues they had raised had been promptly responded to by the appropriate individual.</p> <p>Pupils, without exception, spoke positively about the process and in all cases, reported that boarding staff work hard to resolve any problems reported to them.</p> <p>The Head Master was able to demonstrate how he monitors complaints and issues, defined as 'serious concerns', continue to be referred directly to him.</p> <p>It was positive to note that parents, pupils and staff are actively encouraged to make complaints and the Head Master views this information as a useful tool in order to monitor the school's performance.</p> <p>It was noted that the current literature does not contain details as to how the Commission can be contacted by pupils and parents and a verbal undertaking was given to rectify this.</p> |                      |          |
| <b>Number of complaints, if any, received by NCSC about the school during last 12 months:</b>   |                      | <b>0</b> |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 6 (6.1 - 6.3)</b><br><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>A sound PHSE programme was found to be in place as part of the school curriculum and this was evidenced to be followed within the boarding provision. Guidance with regards sex education, HIV infection, smoking, illegal substances and solvent abuse was found to be informative and delivered at an age appropriate level. Sixth form boarders confirmed that discussion groups meet regularly within their boarding house to debate specific topics and speakers can be invited to attend.</p> <p>Policy guidance in terms of how staff should respond to issues of alcohol, smoking and illegal substance abuse was found within the staff handbook and this was effectively communicated to students through their own literature.</p> <p>The school was found to adopt a sensible approach in recognising that issues relating to the above remain a reality and as a result, such topics were found to be discussed and explored openly with students, in an attempt to encourage a sense of responsibility for own actions. Whereby 'real issues' had occurred, evidence was found to demonstrate that these had been appropriately dealt with.</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**

Individual records were sampled throughout the course of the inspection, with detailed notes found to be securely stored within the Medical Centre.

Details including medical conditions, allergies and known drug reactions were found to be recorded and in all cases, parental responsibility and emergency contact details were found. Further evidence was seen to demonstrate that specific, individual welfare needs were detailed where necessary however, the school was advised that a separate 'welfare plan' should be in place for boarders who do not see their own parents at least three times each year.

Clear policy guidance was found to be in place with regards the protection and sharing of confidential information pertaining to boarders and this was demonstrated to be understood by the staff interviewed throughout the course of the inspection.

## 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 current Head of Boarding is due to retire and it was positive to note the school's proactive approach of already recruiting a successor, in order to facilitate a planned transition.

A clear plan was described in terms of timescales set to review policies and training needs and it was positive to note the levels of experience of the boarding staff currently in post. The Governing Body was observed to be actively involved in all operational areas of the school and whilst no member had a designated role with regards boarding provision, it was evident that the whole group took on the responsibility of monitoring this area.

The Chair of Governors spoke positively of the boarding aspect of the school and stated that the group would consider giving boarding responsibilities to a designated member, if this would be seen as beneficial for the school. The inspector commented that the monitoring of boarding provision currently in place was found to be robust and would not wish to encourage changes to a system that clearly works, unless the group themselves positively endorsed the idea.

### 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

The newly appointed Estates Manager was found to have already completed much work in this area. Risk assessments were found to be in place with regards major incidents, such as fire and serious maintenance issues and the Head Master gave clear details as to how the school would respond in terms of serious allegations or complaints.

Issues such as the outbreak of illnesses had been thought through also, with particular regard towards the needs of students from overseas and owing to the number of staff living on site and nearby, the school was confident with regards being able to call upon sufficient numbers of extra staff, should the need arise.

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 10 (10.1 - 10.5)</b><br><b>The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.</b>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>The boarding provision was found to reflect the much higher number of boys accommodated, in that one boarding house provided for girls throughout the year groups, one house accommodated younger boys, three houses provided for boys within the middle to senior year groups and the remaining house was the upper sixth provision for boys and girls.</p> <p>Clear attempts had been made in order to encourage boarders from similar age groups to mix with their peers and this was further evident within the sleeping provision, in that boarders shared bedrooms with those from their own year group.</p> <p>The sixth form house was found to provide single rooms throughout and the sleeping accommodation was suitably separated in terms of gender.</p> <p>Although the lower numbers of girls boarding was recognised, it was noted that the sleeping accommodation was overcrowded and the inspectors were advised that this provision is being reviewed by the school.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 11 (11.1 - 11.6)</b><br><b>There should be an appropriate range and choice of activities for boarders outside teaching time.</b>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>A high percentage of boarders' questionnaires confirmed a good provision of ranges of activities outside of teaching time. Sporting activities and the Art block featured very positively and students remaining on a full time basis confirmed that the range of activities available at weekends is continuing to expand. Currently students can visit the cinema and travel into local towns and owing to the physical location of the school, taxis are frequently ordered by the staff for individuals or small groups and minibuses owned by the school are also available.</p> <p>Internet access is problematic in some of the boarding houses due to 'reception' difficulties and this was a common grumble from those affected however, it was confirmed by staff that such students do have access to classrooms outside of teaching times in order to access this facility.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 12 (12.1 - 12.2)</b><br><b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>The Student Council currently meets once per term and the inspectors were advised that the regularity and function of this forum is currently under review as the school believes it to be an under used resource for the students.</p> <p>Despite this view, students spoke positively about the group and confirmed that boarding provision is a routine agenda item and they welcomed the opportunity for meetings to occur more often.</p> <p>Within each boarding house, evidence was seen to support that house meetings routinely occur, either weekly or fortnightly and these were found to be recorded. Examples seen included 'rules' being debated and the group being asked for ideas as to how they wished allocated activity monies to be spent in their particular house.</p> |                      |          |

**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 was found to be a particular strength of the school. Individuals were found to be suitably elected and the purpose and function of the role was clearly defined. Prior to the commencement of their post, individuals are required to complete a two day induction programme, during which training is given with regards key areas, including child protection awareness.

Duties and responsibilities are clearly explained and provided in writing and individuals continue to receive supervision from staff throughout their time as a Prefect.

A group of Prefects were spoken with and it was evident that the training provided was of real value to them. The responsibilities associated with the role were clearly understood and it was positive to note the pride taken by those in post.

**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?**

4

It was extremely positive to note the number of returned questionnaires, which named a minimum of two and in many instances, three to four members of staff, to whom boarders would approach for help with a personal problem.

House Masters, the House Mistress and the school Sister received extensive praise from both boarders and parents.

Further discussions with the boarders throughout the course of the inspection continued to support the inspectors' view that the pastoral care of boarders is a particular strength of the school.

## 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?

4

Through visiting the Medical Centre and interviewing the school Sister, evidence was found to support that the health care of boarders was to be commended.

All boarders were found to be registered with a local G.P. surgery, with both male and female doctors available and the medical notes were found to be securely held on the premises. Such records included any known allergies and parental consent for emergency treatment, first aid and the administration of specific 'household remedies'.

'Surgeries' were found to be held in the mornings, at break times and in the evening, ensuring excellent access for students and all records were held on a data base, thus allowing Sister to keep track of any trends and patterns she may need to raise at Health and Safety meetings.

An excellent system was found with regards supplying the boarding houses with 'household remedies', in order that such supplies continue to be monitored and accounted for and evidence was seen to support that all boarding staff had completed first aid training this year.

**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

Boarders spoken with confirmed very good provision in the event of becoming unwell whilst at school. For those living locally, parents often request to take their child home, whereas the Medical Centre is able to provide separate care, 24 hours per day for individuals too unwell to attend lessons.

Anyone needing to be 'isolated' can also be accommodated at the Medical Centre and meals can either be sent over from the main kitchen or be prepared on the premises by Sister, who has also had food hygiene training.

**Standard 17 (17.1 - 17.8)**

**Significant health and personal problems of individual boarders should be identified and managed appropriately.**

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

3

House Masters and House Mistresses spoken with demonstrated an excellent understanding as to the individual needs of the boarders in their care and the sharing of information between relevant staffing members ensured that any specific welfare concerns or issues continued to be managed and monitored.

**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

The school's literature refers positively towards the diversity of its student population, from those with dyslexia to others from 'different' racial and cultural backgrounds and it was positive to observe the school's philosophy of equality in practice. 'Theme' nights were seen to be held whereby cultures were explored through costume, customs and food. Direct support for those with dyslexia and students with English as a second language was clearly evident and the students did not make reference towards discrimination issues, either through the completion of questionnaires or when specifically asked by the inspectors. The school was advised however to consider expanding upon its written policies in terms of 'equal opportunities', both within staff and pupil guidance in an effort to ensure continued good practice and it was further suggested that parents may benefit from having literature, in particular the school Prospectus, available in their own language.

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| <b>Standard 19 (19.1 - 19.6)</b><br><b>Boarders are enabled to contact their parents and families in private.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>All boarding houses were found to have payphones exclusively for boarders' use and individuals confirmed that although these were reasonably private, the majority elected to use own mobile phones.</p> <p>Facilities were also in place in order for e-mail to be used to send and receive messages from home and boarders confirmed that incoming mail was not read by the staff.</p> <p>It was noted that some of the telephone kiosks displayed posters and leaflets, describing organisations such as 'Childline', whereas others did not and a verbal undertaking was given to ensure that all such places would be furnished with appropriate external contact numbers. Documented evidence was seen to support that staff continue to contact parents readily in the event of any welfare concerns pertaining to their child and letters from parents, received by the inspection team further confirmed this.</p> |                      |          |

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| <b>Standard 20 (20.1 - 20.3)</b><br><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>2</b> |
| <p>Although the school actively discourages boarders from bringing in unnecessary, valuable items and large amounts of money, such instances do sometimes occur and the school has ensured that all boarders have lockable storage space.</p> <p>Whereby 'pocket money' is 'looked after' and distributed on a regular basis, accurate records were found to be held.</p> <p>A concern was expressed with regards one boarding house, whereby it was noted that bedrooms on the ground floor could potentially be accessed by other visitors. The boarders had requested to have locks on their bedroom doors and the inspectors agreed that this was a reasonable request on their behalf.</p> |                      |          |

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| <b>Standard 21 (21.1 - 21.3)</b><br><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>3</b> |
| <p>During the group discussions boarders gave positive feedback with regards their own experiences of first joining the school and described the system whereby a new entrant is teamed up with an existing boarder.</p> <p>Individuals confirmed receipt of the school handbook and those not from overseas, confirmed they had been able to visit and tour the school before their admission. Further confirmation was given in terms of being able to select which boarding house to join, unless exceptional circumstances prevented this.</p> |                      |          |

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| <b>Standard 22 (22.1 - 22.4)</b><br><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> |
| <p>The school was able to show evidence to support that parents are required to take responsibility for and make their own arrangements with regards guardianship arrangements. Therefore, this standard was deemed to be 'not applicable'.</p> |                      |          |

**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?**

3

The school was able to demonstrate clear lines of responsibility in terms of the monitoring of areas including risk assessments, punishments, complaints and accidents.

Mechanisms including the Senior Management Team meetings and groups such as the Health and Safety Committee continue to ensure that although an individual may take a primary responsibility for collating and reviewing data, issues continue to be shared and explored collectively and this includes the Board of Governors.

**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

Prior to the actual inspection, the questionnaires received from boarders were overwhelmingly critical with regards the provision and standard of meals provided. It was encouraging to note that the school was already in the process of addressing this issue and by the time of the inspection, evidence was found to support improvements already being made.

The boarders were very positive with regards the changes already implemented by the temporary Catering Manager and the meals sampled throughout the course of the inspection were found to be wholesome and nutritious, with sufficient amounts available.

A number of boarders commented that breakfast did not need to be so adventurous, strongly advocating the return of waffles instead of kippers.

The inspectors were encouraged to be advised of the plans to refurbish the dining room and supplies of fresh fruit and other suitable snacks were found in all of the boarding houses.

**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

Drinking water was found to be sufficiently supplied within both teaching and boarding areas and the means to prepare snacks outside of mealtimes was found in all boarding houses.

Provision within the sixth form boarding house was found to be of an excellent standard, whereas the kitchen areas in two of the boys' houses were found to require improvement. Evidence was seen however, to demonstrate that these areas already featured within the school's refurbishment plans.

All houses reported positively with regards the evening provisions sent over from the main kitchen, and inspectors observed fresh supplies of bread, milk and fruit in each of the boarding houses.



**Standard 26 (26.1 - 26.5)**

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

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

3

Risk assessments and emergency evacuation procedures were evidenced to be very well documented and most importantly, the boarders interviewed demonstrated a sound understanding of such procedures.

Written records were found in all boarding houses, detailing the frequency of fire drills and further documentation evidenced that all fire fighting equipment and alarms continue to be tested and maintained.

At the time of the inspection, the local fire office reported to the lead inspector that the school continued to meet requirements and respond to recommendations within timescales.

**Standard 27 (27.1 - 27.3)**

**Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.**

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

3

The school offers many opportunities for pupils to engage in a range of after school activities and older pupils and prefects routinely assist with the supervision of younger students, for example during after school times.

Those interviewed routinely commented that sporting commitments in particular, take up much free time, including weekends and with such examples in mind, the inspectors were of the opinion that the level of demands currently in place should not be added to.

**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

This standard is not applicable.

**Standard 29 (29.1 - 29.6)**

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

**Key Findings and Evidence****Standard met?****3**

The whole area of 'risk assessment' was found to be competently completed and well thought through.

A methodical approach was evidenced in terms of identifying potential risks associated with the proposed activity, followed with the implementation of suitable control measures in an effort to reduce such risks. Evidence that such assessments continue to be reviewed was seen and regular Health and Safety meetings ensure they continue to be monitored.

Further evidence was seen to demonstrate that written parental permission is sought prior to a pupil being able to partake in such activities and any clubs or organisations used by the school are checked for an appropriate licence, insurance and where necessary, qualified personnel.

**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**

It was demonstrated throughout the inspection that boarders enjoy increasing levels of independence as they progress towards the sixth form. Individuals from this group confirmed that they are able to go off site during free time using their own cars and can only take friends for whom parental consent has been obtained.

Younger pupils are required to be escorted by staff upon leaving the school site and this is usually by way of group outings to local towns.

Boarders confirmed that they are able to receive newspapers and magazines and internet access was demonstrated to be appropriately supervised and monitored.

Excursions at weekends were evidenced to be developing, in response to demands, with particular regard for the needs of the full time boarders.

## 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

A clear system was found to be in place with regards the staffing structure of each boarding house, with teaching staff providing regular weekly support. Exeat weekends and holiday periods were also found to be adequately staffed and owing to the number of additional staff living on or near to the school site, 'sickness cover' was not felt to be of concern for the school.

The levels observed were found to be sufficient in terms of providing 'basic' cover, with some responsibilities being placed upon prefects and older students, for example, supervising breakfast and although this was not in itself problematic, the inspectors encouraged the school to consider increasing staffing numbers outside of school time in order that a broader range of activities could be offered as well as additional individual time to be spent with students.

**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**

A clear system was found to be in place with regards the organisation of trips away from the school site. As with other activities, detailed risk assessments were found to have been completed, providing clear details as to whom will be responsible and contingency plans in the event of an emergency.

Staff driving school transport have had mini bus driving training and checks were found to be in place with regards the regular use of preferred taxi firms.

Upper sixth pupils are required to sign 'in' and 'out' of school and using a block of free periods to leave the premises is not permitted. Permission to spend a night away from school has to be obtained from the Head Master and parental permission is sought should a pupil wish to invite a school friend back to their own home.

**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**

Staff accommodation was found within each of the boarding houses and it was noted that younger pupils' sleeping accommodation was situated as close to staffing quarters as possible.

Boarders interviewed were clear as to which staff were sleeping in and when and similarly, the staff were aware of the boarders resident each night by way of registers held.

Boarders in all houses confirmed that staff remained easily accessible during the night.

**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**

Four staff files were sampled throughout the course of the inspection and those with a spouse sharing their accommodation were also viewed.

Staff were able to verbally demonstrate a very clear understanding as to their boarding duties, as were spouses spoken with.

An appraisal system was seen to be in place and although the main focus was placed upon the individual's teaching position, it was evident that discussion had occurred in respect of the individual's boarding duties also. The inspectors were advised that the school plans to further develop the appraisal system pertaining specifically to boarding duties in the near future.

Induction training was seen to include child protection for all staff, including gap students and evidence was seen to support that training opportunities regarding boarding practice continue to be offered. Staff spoken with throughout the inspection confirmed this, although it was noted that even with a reduced teaching timetable, such individuals involved at House Master level have limited amounts of time to dedicate to extra training, given all of their other commitments.

Supervision meetings had occurred and the inspector was advised that a meeting is held each term in order for 'boarding staff' to review practice, discuss issues and examine further training needs. Weekly meetings are also held in order for the senior boarding staff to continue to monitor the school's boarding provision.

**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**

All staff were found to be issued with a copy of the 'Teaching Staff Handbook' which provides clear policy and procedural guidance. A comprehensive index was found to include staff responsibilities, bullying, child protection, discipline, relationships with pupils, rules and supervision and many other topics.

In addition, those with boarding responsibilities are also issued with the 'Handbook for House Staff' which offers the school's Philosophy of Care, job descriptions of all staff and guidance pertaining to 'house atmosphere', daily and weekend routines, record keeping, school policy and rules and a section entitled 'miscellaneous matters'. The child protection policy and guidance on the surveillance and vetting of visitors feature as appendices to this booklet.

The booklets were well presented and easy to follow and the inspectors advised that the staff disciplinary procedure, which should include provision for precautionary suspension of staff, pending investigation or final decision following allegations should be added to complete the documents.

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| <b>Standard 36 (36.1 - 36.4)</b><br><b>There are sound staff/boarder relationships.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>4</b> |
| <p>Returned questionnaires supported that punishments continue to be given fairly and proportionately and a review of the sanctions recordings further endorsed this view. The practice observed throughout the course of the inspection demonstrated that sound, positive relationships exist, whereby the positive expectations of the staff result in overwhelmingly positive behaviour and conduct from the pupils.</p> <p>Personnel including the Chaplain, Sister, House Masters, House Mistresses and Matrons were referred to very positively by the students and letters from parents commended the relationships between the staff and their children.</p> |                      |          |

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| <b>Standard 37 (37.1 - 37.2)</b><br><b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>  |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>One inspector observed a morning routine and found that no unnecessary intrusions or interruptions were made by staff. Boarders further confirmed the common practice of staff knocking on doors before entering bedrooms, unless in the case of an absolute emergency. The school is advised to consider preparing written guidance for staff to follow in the event that the searching of a bedroom is necessary, thus offering 'clarification' and 'protection' to both the pupils and staff members involved.</p> |                      |          |

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| <b>Standard 38 (38.1 - 38.10)</b><br><b>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.</b>   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| <p>Recruitment records were selected at random and overall, the school was found to follow sound recruitment procedures. Evidence that enhanced CRB checks are routinely conducted was found in all instances and the process regarding the appointment of Gap students was found to be satisfactory also.</p> <p>References, proof of qualifications and the verification of the individual's identity were found, in greater detail in some instances.</p> <p>The Head Master confirmed the interview process whereby 'gaps' in C.V's are questioned and written references are checked for authenticity.</p> |                      |          |

**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**

A sound policy and procedural guidance was found to be in place regarding the staff's responsibilities to ensure the supervision of visitors, contractors and ancillary staff and the staff interviewed demonstrated a clear understanding of this.

Clear guidelines were found to be given to 'external contractors', for example builders and the Estates Manager was advised to consider how the school could improve upon vetting the suitability of such personnel, given that they may need to work in close proximity to the pupils.

CRB checks were found to have been completed for all of the domestic staff and those employees, for example kitchen staff, are not given unsupervised access to pupils.

Staff accommodation was found to have entrances separate from the boarding provision and spouses of staff were, in the main, found to have written agreements specifying the terms of their accommodation and their responsibilities. The school is advised to review such agreements against standard 39.4 to ensure that all components are included.

## 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

Standards of boarding accommodation were found to differ and this was largely due to the new facility being 'purpose built' against other areas being accommodated within older properties, some of which were found to have specific building constraints, due to being 'listed'.

All houses were found to be clean and the newly introduced maintenance system was very positive, ensuring the quick repair of any issues reported.

There were no major decoration issues found and a clear, ongoing refurbishment / redecoration programme was observed to be in place.



**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

The school was found to make good attempts to ensure that access to the site and boarding provision is protected. Clear guidance was found in order that staff and pupils remain vigilant and challenge the identity of visitors and all boarding houses can only be entered by those knowing the security code to exterior doors. Boarders confirmed that these codes are changed, at least annually.

The school was very aware of the potential risks regarding the location of the girls' boarding house and this was found to be fitted with an intruder alarm. Evidence was seen to demonstrate the active steps taken by the school in an attempt to request the Highways Dept of the local council to make provision for a proper crossing to further ensure pupil safety and the inspectors were advised that a long term consideration of the school is to relocate this provision within the school grounds.

A common 'issue' expressed by boarders themselves concerned the sharing of their 'living accommodation' with 'day pupils' and although the positive aspects of encouraging all pupils to 'mix' was accepted and endorsed by the inspectors, it was discussed during the feedback session that some of the issues raised were justified, warranting further exploration by the school.

**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

Boarders were found to be suitably accommodated and separated in terms of gender and age and no bedrooms were overcrowded. Although the girls' bedrooms present as being 'cramped' in comparison to other provision, the rooms do meet with size requirements, yet positively, the school is considering extension or reprovision to this house. In the main, boarders confirmed that beds were comfortable, however older pupils sometimes stated that beds weren't wide enough.

It was evident that boarders were able to personalise own rooms and suitable carpets and curtains were found in all of the provision seen.

Boarders confirmed that they are able to bring in own bedding, which continues to be laundered and well looked after by the school.

Staff sleeping accommodation was found to be separate, although close by.

**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

It was observed that, as students get older, facilities for private study, including the provision of desks in bedrooms, increases and the sixth form provision seen was of an excellent standard.

'Prep' times were observed to be well managed and appropriately set and the only negative aspect conveyed by boarders themselves was that the newly refurbished library was not available to them for long enough periods outside of school time.

**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**

All boarding houses were found to have a sufficient number of baths and toilets in order to meet the needs of the numbers of boarders accommodated. The sixth form house was found to provide en suite facilities for every student and this was greatly appreciated by those spoken with.

The questionnaires received largely indicated that boarders viewed their facilities to offer adequate privacy, however a common complaint in one house was that the main bathroom is on the ground floor, accessible also to day pupils and this often results in personal toiletries being used by others. This aspect was shared at the feedback session.

Bathroom facilities were found to be clean and evidence was seen to demonstrate that some had been recently upgraded, in terms of new showers being fitted and the inspectors were advised that this programme is planned to continue throughout other boarding houses. Separate toilet facilities were seen to be provided for use by staff and visitors.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

**Key Findings and Evidence****Standard met?****3**

Changing facilities for all pupils were found to be of a very good standard, owing to the recent provision of new changing rooms on the school site.

Such provision was found to be of sufficient size, providing separate facilities for each gender and those spoken with confirmed good standards of privacy.

**Standard 46 (46.1 - 46.6)**

**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**

**Key Findings and Evidence****Standard met?****3**

Within the boarding houses, pupils were found to have common room and games room spaces, the amounts of which were dependent upon the individual boarding house, for example the sixth form provision was excellent whereas the girls' boarding house found to be somewhat 'cramped', especially when full.

Within the grounds, sporting facilities were seen to continue to be accessed outside of teaching time and IT facilities were available for students who could not access the internet from their house. Staffing numbers were found to be sufficient in order to ensure the safety of such activities and in particular, clear guidance was found to be in place with regards any restrictions, for instance the swimming pool and woodland area.

Boarders confirmed their access to houses outside of school time and although 'crowding' was sometimes referred to, confirmation was given in terms of being able to choose to mix with peers or be alone.

Clear guidance was found in terms of boarders being invited into staff accommodation and this was observed to be followed in practice.

**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

The school operates over quite a large site and boasts some very good facilities in terms of buildings and equipment, such as an outdoor swimming pool, fitness room and various sports courts. The boarding accommodation is also spaced throughout the site, which again requires careful consideration in terms of securing the safety of boarders moving around within the grounds.

To this end, clear and detailed risk assessments and procedures were found to be in place, demonstrating that a systematic review of all areas continues to occur and this is presented at regular Health and Safety meetings.

A comprehensive Health and Safety policy was found to be available to all staff, within which the roles and responsibilities of individuals were clearly described. The inspectors observed that a number of windows throughout the boarding provision did not have restrictors, however evidence was seen to support that the local fire office were against such use in the event of the need to evacuate quickly.

'Out of bounds' areas were demonstrated by the pupils to be clearly known and the storage of equipment and hazardous substances was seen to be very safely managed.

**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

Boarders who are ill and cannot go home can be accommodated in the Medical Centre for as long as is necessary. This provision was inspected and found to fully comply with the standards in terms of being sufficiently staffed and able to provide separate toilet and washing facilities for those using it.

Boarders who have used this facility confirmed that it is a quiet area, conducive to becoming well again.

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| <b>Standard 49 (49.1 - 49.3)</b><br><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> |
| <p>The laundry facilities found within the boarding houses were found to be of a very good standard. Clear systems were found to be in place in order that boarders know when and how often items should be made available to the Matron for laundering and it was very pleasing to note how frequently bedding and clothing is washed. Each house was found to provide a separate room, with cubicles allocated to each boarder in order to ensure that cleaned items are returned to the rightful owner and incidents of losses were reported to be minimal.</p> <p>Pupils are encouraged to take increasing responsibility as they get older and this was demonstrated by the provision of a laundry and ironing room in the sixth form boarding house for the boarders' own use. Positive comments were received from this group with particular reference towards the provision of good quality cleaning agents.</p> |                      |          |

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| <b>Standard 50 (50.1 - 50.2)</b><br><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> |
| <p>The inspectors were particularly impressed with the 'House Bank' system, which the students confirmed to be an excellent method of ensuring their access to their finances. Throughout the use of questionnaires and by speaking directly with pupils, no negative comments were received with regards obtaining necessary personal and stationery items.</p> |                      |          |

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| <b>Standard 51 (51.1 - 51.11)</b><br><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> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>9</b> |
| <p>This standard is not applicable.</p>   |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 52 (52.1 - 52.8)</b><br><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>  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| <p>Short stay accommodation used by the school was found to include French exchange trips, youth hostelling and Duke of Edinburgh excursions. In all instances, such events were well planned by designated staff members and competently risk assessed.</p> <p>Parental permission was secured in all instances and in the event of hostels or centres being used, the school was able to demonstrate checks being made with regards adequate insurance cover and appropriate, suitably qualified personnel on site.</p> <p>In the event of students wishing to stay with other pupils on an overnight or short term basis, the school is clear that such arrangements must be agreed, in writing by both sets of parents.</p> |                      |          |

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

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**Signature**

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**Date**

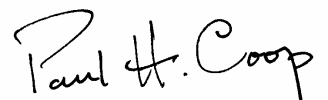
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**Lead Inspector****Sophie Wood****Signature****Second Inspector**

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**Signature**

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**Locality Manager****Paul Coop****Signature****Date****13/4/04**

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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 17<sup>th</sup> November 2003 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

NO

**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 17/01/04, 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: <enter details here>

NO

### D.3 HEAD'S AGREEMENT

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

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

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

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

**D.3.2 I, Mr Nicholas Dorey of Bethany School, 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.