

inspection report

Boarding School

Northbourne Park School

Betteshanger

Deal

Kent

CT14 0NW

9th March 2005

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

Northbourne Park School

Address

Northbourne Park School, Betteshanger, Deal, Kent, CT14 0NW

Tel No:

01304 611215

Fax No:

01304 619020

Email Address

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

Dr. R.H.B. Sturt, Chairman of Governors

Name of Head

Stephen A Sides

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

First

Date of Inspection Visit		9th March 2005	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Mark Blesky	081738
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		None	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		None	
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR S.SIDES - HEADMASTER	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Northbourne Park 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.
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<p>Northbourne Park School was founded in 1980. It educates 170+ boys and girls (boarding and day) between the ages of 3 and 13 in The Old Rectory (3 – 7 years) and Betteshanger House (7 -13 years) in beautifully wooded grounds of over 40 acres. Outdoor Education and Sport are major ingredients of the school curriculum, along with Music and Languages. There are two classes of French speaking pupils at the senior school running parallel with the English classes, which gives the school a multi-lingual and multi-cultural environment.</p>
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PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE
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Staff and pupils were spoken throughout the two days of inspection. The inspector was able to observe the boarder/staff relationships during a number of interactions. The staff and boarders clearly had forged appropriate and supportive relationships. Boarders spoken to directly were able to give examples of the care and support that they enjoy and understanding of occasions when the staff need to take a greater level of control. In this way the school has achieved a consistent and sustained balance of care and control.

Discussion with the Headmaster gave clear indication of his substantial insight and understanding of the needs of young people. The school enjoys the benefit of having a Headmaster that is hands-on and in tune with the day-to-day running of the school.

Staff members are able to liaise as often as necessary with the Headmaster and discussion with staff confirmed his open door policy.

Boarders also named the Headmaster and Senior staff as approachable, caring and understanding of their needs.

Houseparents and boarding staff members were all very supportive to the inspection process and demonstrated over a number of areas their commitment to providing each boarder with the necessary support to grow and develop within the boarding environment.

This school has achieved and maintains boarding welfare by investing heavily in relationships between, boarders/pupils, staff members and ancillary staff, Houseparents and the Headmaster.

The benefits of this were evident and have resulted in sound boarding welfare philosophies.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school has developed policies and procedures with guidance for staff members. Some of these policies will need to be clearly translated into procedures and actions. Training should be reviewed and key staff with extra or special responsibilities should be prioritised relative to those responsibilities. A boarding staff skills audit may be a useful exercise to develop appropriate training and the Inspector and Headmaster discussed this.

The school should regularly consider and review the wishes of the boarders, particularly with the understanding that they may wish to replicate some of the benefits their day peers have at home. From discussion with the boarders this was evident in terms of watching TV, snacking and less intense supervision. That said, boarders did raise the benefits of structured time and the peer activities.

It may be considered that an appropriate balance may develop with greater liaison between groups of boarders and Housestaff/boarding staff.

A suggestion box in each boarding house maybe appropriate, which could be overseen by the Headmaster or increased (minuted) boarders meetings.

From discussion with the Headmaster and Houseparents the inspector was satisfied that the school was sufficiently motivated to looking further into this matter and therefore needs no further action.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The Headmaster, Houseparents, Boarding Staff, Support Staff, Cooking, Cleaning and ancillary Staff all work very hard to create a supportive and caring environment. This school has achieved the appropriate balance between formal systems and a family type care environment.

All staff were observed throughout the two days of inspection and all staff members detailed above have resulted in the success of the school achieving this. Boarders spoken to were aware of the benefits from both formal systems and enjoyed the benefits of the less formal relationships.

Throughout the inspection the Inspector heard much praise of the school by the boarders and very few criticisms. The Inspector also noted that boarders/pupils were appropriately always put first throughout the inspection by the staff and Headmaster and any disruption that the inspection caused the boarders/pupils was minimised.

Staff members were clearly committed to ensuring boarding welfare and the Houseparents particularly were very supportive of the inspection process and readily prepared to consider their practice along with future developments. The Inspector therefore concludes that appropriate and supportive care and control continues to maintain good boarding welfare.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action 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	BS14	Recommended Action: The school identifies at least one person (other than a parent) outside the boarding and teaching staff of the school in accordance with this standard.	01/06/05
2	BS26	Recommended Action: The Local Authority Fire Officer is invited into the school to inspect current fire safety and his guidance followed.	Immediate
3	BS37	Recommended Action: The Staff supervision of boarders is by appropriate patrolling and availability in boarding accommodation rather than by intruding inappropriately. Listening devices should be removed, as they would likely intrude unnecessarily on boarders' privacy.	As soon as possible and by 01/06/05

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	BS3	<p>Advisory Recommendation:</p> <p>The current procedures will need to be formally submitted to the local Area Child Protection Committee (ACPC) to ensure it is consistent with ACPC procedures.</p>
2	BS5	<p>Advisory Recommendation:</p> <p>The Inspector spoke to the Headmaster and staff members and suggested that a flow chart of complaints and representations may be useful to monitor complaint progress. In addition this may assist a complainant with gaining understanding of the process.</p>
3	BS9	<p>Advisory Recommendation:</p> <p>The school should consider formal written procedures to detail the plan for responses to serious allegations or complaints or significant accidents.</p>
4	BS13	<p>Advisory Recommendation:</p> <p>Written formal guidance to be provided detailing specifically the roles and responsibilities for prefects, with adequate staff supervision and measures to counter possible abuses of the role.</p>
5	BS25	<p>Advisory Recommendation:</p> <p>Boarders have access to food or the means of preparing food at reasonable times in addition to main meals.</p>
6	BS40	<p>Advisory Recommendation:</p> <p>To ensure maintenance is prioritised to ensure that health and safety considerations are met.</p>

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

Date of Inspection	09/03/05
Time of Inspection	11.00
Duration of Inspection (hrs.)	17.5
Number of Inspector Days spent on site	2

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**

10

TO

13

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

21

Girls

14

Total

35

Number of separate Boarding Houses

2

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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
<p>The Handbook for parents, the school prospectus and the handbook for house staff include statements of aims and objectives. These documents relate to how these objectives are relevant to everyday life within the school. The statement was recently reviewed in September 2004.</p> <p>The statement covers the aims and organisation of boarding at the school, admission criteria, outline of facilities and welfare support services for boarders, any special religious or cultural aspects of the school, and relates as appropriate to relevant school policies and practice.</p>		

Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence	Standard met?	3
<p>A policy is provided in the Handbook for House Staff.</p> <p>The policy covers measures both to prevent bullying and to respond to observed or reported bullying, and also includes a definition of bullying. The policy is provided to parents of boarders, and is available and known to both staff and boarders, including junior and recently appointed staff.</p> <p>Additionally the policy states that children are regularly educated to recognise the signs of bullying, questionnaires are given to the children to allow them to express their thoughts.</p> <p>Posters are displayed regarding how to obtain support and staff members are regularly update to maters of bullying.</p> <p>Discussion with boarders did not identify any concerns regarding bullying.</p>		

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	X	%
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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?	3
<p>The Headmaster stated that the school has an appropriate policy on child protection and response to allegations or suspicions of abuse.</p> <p>The current procedures will need to be formally submitted to the local Area Child Protection Committee (ACPC) to ensure it is consistent with ACPC procedures.</p> <p>The Headmaster confirmed that staff members were at the time of inspection due for updated training.</p> <p>Advisory Recommendation:</p> <p>The current procedures will need to be formally submitted to the local Area Child Protection Committee (ACPC) to ensure it is consistent with ACPC procedures.</p>		

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
<p>There is a written and appropriate policy on discipline, punishments and any rewards for good behaviour. These areas are referred to as Discipline and Sanctions within the Handbook.</p> <p>These documents are kept in the guidance policy documentation.</p> <p>Documentation is available to all staff and parents made known to boarders.</p> <p>Discussion with boarders confirmed that Standards of pupil behaviour are generally satisfactory, and boarders identify the school's use of punishments as generally fair.</p>		

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>Northbourne School have a complaints procedure and the inspector noted that both boarders and staff members were aware of the opportunities to complain or make representation.</p> <p>The complaints procedure is detailed in the schools documentation and a complaints procedure is detailed in the Handbook for Boarding Staff.</p> <p>Documentation to parents identifies the means for parents to raise complaints or concerns about the care of their children at school.</p> <p>Advisory Recommendation: The Inspector spoke to the Headmaster and staff members and suggested that a flow chart of complaints and representations may be useful to monitor complaint progress. In addition this may assist a complainant with gaining understanding of the process.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>Personal, social and health education provides age appropriate advice and guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse.</p> <p>Staff know the school's policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders, and follow that policy in practice.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Recorders for boarders were sampled at the time of the inspection.</p> <p>Boarders records include identification of the persons with parental responsibility for the boarder, contact details for parents and any other emergency contact arrangements, and any court orders affecting parental responsibility or the care of the boarder. House parents and staff members were aware of the importance of confidentiality and also the importance of understanding boarder's individual needs.</p> <p>Information about welfare needs and any special provision to be made for individual boarders are effectively made available to those staff with a need to know that information.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence	Standard met?	3
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The school's governing body has a system to monitor welfare provision in the school.

Discussion was held with the Headmaster and Senior Boarding regarding the importance of experience and training in the management and practice of boarding to ensure that boarders' welfare is safeguarded and promoted.

The Headmaster was at the time of the inspection considering appropriate training for senior boarding staff. Boarding staff spoken to stated their interest to pursue appropriate training programs.

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
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There are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or complaints or significant accidents.

At the time of the inspection building work accidentally triggered a Fire Alarm. It appeared to the inspector that the evacuation of staff and pupils was efficient with staff acting appropriately.

Advisory Recommendation:

The school should consider the inclusion of formal written procedures to detail the plan for responses to serious allegations or complaints or significant accidents.

Standard 10 (10.1 - 10.5)

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

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

The inspector was able to tour the boarding for both boys and girls. The girls boarding is housed in a newly purpose built accommodation. Although there were clearly significant differences in the two buildings, boarders spoken to did not raise any areas of major discrepancy of the quality of boarding provision for the different houses. There are no major or inappropriate discrepancies in principles or practice of boarding between different boarding houses. Sleeping areas, recreational areas, toilet and bathroom provision are reasonably separated for boarders of significantly different ages.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

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

The school provides a satisfactory range and choice of activities for boarders out of class time, throughout the year and both indoors and outdoors as appropriate. Boarders have appropriate access to school sports, recreational and hobby facilities outside class time. Boarders are able to have access to the internet and email and the Headmaster confirmed that content filters are applied to internet connections. There are sufficient appropriate supervised activities for any boarders remaining at school when most boarders have returned home (e.g. at 'exeat' weekends, half terms or holidays).

Standard 12 (12.1 - 12.2)

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

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

There are formal opportunities (e.g. school councils, meetings, surveys) for boarders to express views on relevant aspects of boarding provision, either directly or through representatives. These views are taken into account in the development and practice of boarding.

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?****3**

The school endeavor to ensure Prefects are selected on the basis of their suitability for the duties and responsibilities of the role.

The duties, responsibilities of prefects or their equivalent were discussed with the Inspector. It was stated that they are appointed, and do not give undefined

general duties or powers, or require prefects to substitute inappropriately for staff.

The inspector felt that more formal guidance should be published in order that there is no misunderstanding regarding the roles and responsibilities by the staff, prefects or boarders.

Advisory Recommendation:

Written formal guidance to be provided detailing specifically the roles and responsibilities for prefects, with adequate staff supervision and measures to counter possible abuses of the role.

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?

2

The school does not have a person (other than a parent) outside the boarding and teaching staff of the school (who may be a school counsellor) whom boarders may contact directly about personal problems or concerns at school. The school ensures that there is easy access to this person.

Recommended Action:

The school identifies at least one person (other than a parent) outside the boarding and teaching staff of the school in accordance with this standard.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

3

A written school record is kept of all significant illnesses, accidents or injuries to Boarders. Accidents records are kept in the Accident or Incident report logs. Details of injury person details and outcome are recorded and signed off. A pre prep accident log is also kept.

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 who are separated from others, in bed or otherwise, through illness are regularly checked and receive the care and attention that they need by a member of staff.

This matter was discussed with the Headmaster and staff. It was discussed that due to the Girls boarding areas being empty and un-staffed during the day, girls reported that they had been moved (although rarely) into the main building when ill.

The Headmaster and staff agreed this was not an ideal arrangement and will

look into alternate provision.

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

Discussion was held with the house parents and senior boarding staff. Appropriate provision is made to meet the assessed welfare needs of boarders with Statements of Special Educational Needs and there are written records to demonstrate this.

Discussion was concluded that boarders with bed-wetting problems are appropriately supported in managing the problem and avoiding undue embarrassment.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence

Standard met?

3

No identifiable minority groups within the school population are excluded or suffer from discrimination. Minority groups amongst boarders are supported appropriately and helped to integrate. In this school English and French pupils form the distinct racial groups. There was no evidence of any disharmony.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence

Standard met?

3

Boarders' contact with parents and visits by parents to their children at school, at reasonable times, are facilitated within the school. Boarders spoken to stated that they have access to a telephone to contact parents in private at reasonable times without having to seek permission from, or inform, staff. The inspector noted that there were a sufficient number of such telephones to meet the needs of the boarders.

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>If there is a system in the school for providing or distributing pocket money, or looking after personal possessions for boarders, this is done fairly and a proper written record is kept. In addition to suitably secure, accessible place to keep personal possessions and valuables, the school has a safe in order that valuables can be kept safely.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>New boarders confirmed that they are given suitable information about boarding routines and rules, including key information in writing, which is also sent to all parents.</p> <p>Boarders spoken to stated that there are arrangements for new boarders to have guidance from more experienced boarders.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>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
<p>Risk assessments were noted over a comprehensive range of boarding pursuits and everyday events. Inspected records detailed appropriate assessment and remedy to minimise risk to children. Specific areas of risk in-house activity were noted within the risk assessment documentation i.e. swimming pool. Areas deemed as out of bounds were also clearly stated and discussion with the children confirmed that they were aware of these areas.</p>		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
<p>The Inspector took several meals with the children at different times of the day, including breakfast, lunch and dinner. Discussion was held with the Chef Manager, catering staff and a tour of the food preparation and serving areas. Meals provided for boarders are nutritious, reasonably balanced, and adequate</p>		

in frequency, hygiene and temperature.
 Boarders have a choice of main dish at main meals, including a vegetarian choice. Crockery, cutlery and dining facilities are sufficient and clean.
 Dining rooms and furnishings are suitable and of sufficient size for the numbers and ages of boarders dining.

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?

2

Boarders and House parents confirmed that drinking water is available in all boarding houses at all reasonable times.
 Drinking water is available to boarders during the school day at reasonable times in addition to mealtimes.
 The inspector was informed by boarders that they were not able to make snacks in addition to main meals. All boarders requested that they would desire this.
 Discussion with the Headmaster confirmed that he was supportive of this and was not sure why snacks are not available. He agreed to speak to all boarding staff to ensure this was implemented as soon as possible.
 Advisory Recommendation:
 Boarders have access to food or the means of preparing food at reasonable times in addition to main meals.

Standard 26 (26.1 - 26.5)

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

Key Findings and Evidence

Standard met?

2

Documentation and procedure for staff and boarders is available for guidance. The Headmaster and Houseparents confirmed that boarders know emergency evacuation procedures from sleeping and living areas in each boarding house. Fire drills are regularly (at least once per term) carried out in 'boarding time'. Michael Webb is the fire safety Officer for the school and responsible for Emergency lighting, fire alarms and fire fighting equipment are regularly tested, and detailed in the appropriate records.
 The Inspector however did note that Fire Doors are being wedged at night for purposes of nighttime supervision. Also it was noted that automatic closure need attention on at least two sets of doors in the corridor to dorms and the laundry door. One automatic opener was missing and the other appeared defective.
 Recommended Action:
 The Local Authority Fire Officer is invited into the school to inspect current fire

safety and his guidance followed.

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

Boarders have reasonable free time each day alongside any other major demands on their time. Any special welfare concerns or issues arising from unusual or especially onerous demands on boarders (e.g. demanding performance or sports practice programmes in addition to the usual school day) have been identified and are satisfactorily managed. Boarders spoken to stated that they had free time but also understood the typical demands of the school day/boarding time.

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

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

As detailed in standard 23. Risk assessments are carried out, and recorded in writing, in relation to identifiably high risk activities for boarders (including cadet and other uniformed organisation activities, and activities or instruction the school arranges to be provided by outside bodies), and reasonable measures are taken to minimise unnecessary risks.

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

Supervision was discussed with both the Headmaster and Houseparents. Discussion was also held with some of the boarders. Supervision arrangements for boarders' use of any local facilities outside school are appropriate to the age of the boarders involved, and the facilities used are of

a suitable type without unreasonable risks to boarders.

Boarders and staff confirm that boarders leaving the school site without staff are in age appropriate groupings and no child is permitted to leave the school site alone.

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

Boarders are at all times under the responsibility of an identified member of staff. Each boarder knows which member of staff is responsible for them at all times, has the means to contact that member of staff if necessary, and that member of staff has the means to call for and receive staff back-up if necessary.

There are satisfactory arrangements for the supervision of any boarders remaining in school accommodation during 'exeat' weekends, half terms and holiday periods. There are satisfactory cover arrangements for boarding staff sickness and absence.

Boarders and staff spoken to confirmed that there is a sufficient level of staff supervision of boarders in the evenings or at weekends, and staff supervision levels remain adequate.

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

Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times – this includes a signing out and back in system for boarders permitted to leave the school.

The Inspector and Headmaster discussed provision for boarders travelling to their parents' homes outside the United Kingdom.

The school has, and follows, a satisfactory policy for the safety and supervision of boarders during journeys, covering school transport, use of private vehicles and school use of public transport.

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

There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.

There are additional members of staff sleeping in each boarding house where necessary because of the age and number of younger children, or the particular needs of boarders.

Boarders have a satisfactory means of contacting a member of staff in each house at 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

Each members of the staff are House staff said that they are happy with their job descriptions and understood the duties and responsibilities. There are clear arrangements for the supervision of ancillary and contract staff and any temporary or agency staff or volunteers working at the school. Job descriptions clearly state, and staff members are themselves clear about, the person to whom each member of staff with boarding duties is accountable.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence

Standard met?

3

There is an up-to-date staff handbook or similar written guidance, which is given to all staff with boarding duties. The Headmaster and House Parents confirmed that this document is regularly consulted and reviewed as necessary.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence

Standard met?

3

The general view of boarders spoken to was that staff look after them well and fairly, and that communication between staff and boarders is positive.

Disagreements between boarders and staff are dealt with reasonably and in

consultation with the schools procedures.
 Boarders spoken to did not identify any inappropriate favouritism or antipathy of staff towards individuals or groups.

Standard 37 (37.1 - 37.2)

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

Key Findings and Evidence	Standard met?	2
<p>The general view of boarders spoken to was that staff look after them well and fairly, and that communication between staff and boarders is positive. Disagreements between boarders and staff are dealt with reasonably and in consultation with the schools procedures. Boarders spoken to did not identify any inappropriate favouritism or antipathy of staff towards individuals or groups.</p> <p>The inspector noted that in the girls' dormitory all rooms had an intercom system fitted to them. At the time\of the tour of the rooms and during the two days, many girls informed the inspector that they objected to this system. They stated that any staff member sleeping in the dorm could listen in to any of the girls conversations. They were very unhappy about this and wanted the system removed. Girls did however understand and support some level of supervision over them to ensure they slept and did not wake others up.</p> <p>The inspector spoke to the headmaster about this who was supportive to the girls concerns and will look into an alternative system.</p> <p>Recommended Action: The Staff supervision of boarders is by appropriate patrolling and availability in boarding accommodation rather than by intruding inappropriately. Listening devices should be removed, as they would likely intrude unnecessarily on boarders' privacy.</p>		

Standard 38 (38.1 - 38.10)

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

Key Findings and Evidence	Standard met?	3
<p>The Headmaster confirmed that appropriate recruitment checks are always carried out for all staff. Staff files sampled detailed appropriate checks being made. The Headmaster also confirmed that gaps in previous employment are always investigated.</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

The Headmaster and Houseparents stated that all adults visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent their substantial unsupervised access to boarders or their accommodation.

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**

The general condition of the school and boarding areas was good. In such a large and old building maintenance could be described as ongoing. Areas identified during the inspection of the school were in the main to have been of a more minor nature. Areas that were of greater concern were added to the report and/or shared directly with the Headmaster or Houseparents.

Boys Dorm:

- Fire Doors in corridor and laundry room have been raised earlier in the report.
- Sick bay and dorm fire doors catching on carpet, preventing closure.
- Ganges- Toilets all door locks broken.
- Broken Light diffuser in toilet.
- Stokes- Need new carpet as current one torn, causing trip hazard.
- Brackenbury- Bay window plaster falling from wall.

Girls Dorm:

List of children residing in Dorm not updated, this could cause confusion for an emergency role call.

Main Corridor and Matrons room Fire Doors wedged.

Advisory Recommendation:

To ensure maintenance is prioritised to ensure that health and safety considerations are met.

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**

Boarders' sleeping areas are for the exclusive use of boarders and other pupils sharing study/bedroom provision with boarders, other than by the reasonable invitation of the pupils designated to use those areas.

Living areas for boarders are for the exclusive use of boarders and other pupils designated to share that provision, other than by reasonable invitation of pupils designated to use those areas.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>Beds are of sufficient size for the age of boarders, stable and of sound construction and in good condition, with mattresses of reasonable depth, clean and in sound condition.</p> <p>Bedding is clean and suitable for the age of boarders, and is sufficiently warm in winter. Dormitories are of adequate size and not overcrowded.</p> <p>Boarders can, if they wish, personalise an area of their dormitory with suitable posters and personal items. There did however appear to be less opportunity for this in the girl's dorm. Girls stated that this was because the walls cannot be used. The inspector noted that the pin-boards fitted to the girl's walls were very small and did not allow much to be affixed.</p> <p>Advisory Recommendation: House parents to look at the current opportunities for the boarders (particularly in the girls dorm)to personalise their space.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>There is suitable, suitably lit and reasonably quiet provision for both organised prep and boarders' private study, either in or near to dormitories, elsewhere in boarding houses, or by use of nearby main school accommodation.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>Each boarding house has adequate toilet facilities. (in boys' houses, urinals may be provided instead of no more than two thirds of the required number of WCs). There are washbasins, with soap, hot water and hand drying adjacent to all WCs and urinals.</p> <p>Each boarding house has at least one washbasin for every 3 boarders.</p> <p>Locks on toilet doors were broken, as previously stated in this report. The inspector noted that rather than constantly being fixed, more substantial locks need to be fitted. This was supported by the maintenance staff who stated that the door locks are constantly being broken.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Boarders not using their bedrooms for changing have access to changing facilities by day (e.g. to change for sports), of sufficient size and privacy, with separate facilities for each gender, which are not shared at the same time by pupils of widely different ages and are not shared by staff, adults or visitors other than visiting pupils of similar age to the boarders themselves.</p> <p>Changing facilities used by boarders have adjacent and suitably private toilet and washing provision.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>There is a range and choice of common room or other recreational areas available to boarders outside school time, in the evenings and at weekends, enabling separation of genders, age groups and activities as boarders wish, and including provision for quiet relaxation and quiet activities.</p> <p>There is a range and choice of outdoor areas within the school grounds available to boarders for outdoor activities at suitable times.</p> <p>There are safe areas at school where boarders can be alone if they wish.</p> <p>Boarders have reasonable access to boarding houses outside school time, although as the girls dorm is not staffed and a short walk for the main school, girls stated that they cannot access their dorm as easily as the boys.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>The Headmaster and Houseparents confirmed that risk assessments include all areas accessible to the boarders. Therefore, sleeping, living and recreational areas, indoors and in the school grounds, are free of significant hazards to boarder safety (e.g. trailing flexes, overloaded sockets, unguarded heaters).</p> <p>Windows accessible to boarders above the ground floor and presenting a risk to safety are fitted with suitable opening restrictors or alternative safety measures.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>Boarders who are ill at school can be cared for satisfactorily and separately from other boarders where necessary, within boarding, sick bay or sanatorium accommodation.</p>		

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Standard 49 (49.1 - 49.3)

Adequate laundry provision is made for boarders' clothing and bedding.

Key Findings and Evidence

Standard met?

3

Boarders' bedding and clothing (other than any clothing washed by boarders themselves) are regularly and frequently laundered by the school. Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering.

Standard 50 (50.1 - 50.2)

Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.

Key Findings and Evidence

Standard met?

3

Minor personal toiletries and stationery are purchasable from a school shop, where appropriate from a nearby shop, or are otherwise obtainable at school.

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence

Standard met?

9

Not applicable.

Standard 52 (52.1 - 52.8)

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

Key Findings and Evidence

Standard met?

9

Not applicable.

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

None

Lay Assessor _____ **Signature** _____**Date** _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 9th March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The report is an accurate and fair reflection on the boarding provision here at Northbourne Park.

The staff have taken on board the recommendations and have implemented these as far as possible.

Action taken by the CSCI 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 return of Draft report, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I, _____ of Northbourne Park 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, [Name], of Northbourne Park 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.

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