



Making Social Care  
Better for People

# inspection report

Boarding School

## **St Bede`s Preparatory School**

Duke`s Drive

Eastbourne

East Sussex

BN20 7XL

22nd & 23rd November 2004

## Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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



**SCHOOL INFORMATION**

**Name of School**

St Bede`s Preparatory School

**Address**

Duke`s Drive, Eastbourne, East Sussex, BN20 7XL

**Tel No:**

01323 734222

**Fax No:**

01323 720119

**Email Address**

prep.school@stbedes.e-sussex.sch.uk

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

St Bede`s Preparatory School

**Name of Head**

Mr Christopher Pyemont

**CSCI Classification**

Boarding School

**Type of school**

Independent Boarding

**Date of last boarding welfare inspection**

NA

<b>Date of Inspection Visit</b>		22nd & 23rd November 2004		<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am		
<b>Name of CSCI Inspector</b>	<b>1</b>	Ms Camilla Wood		
<b>Name of CSCI Inspector</b>	<b>2</b>			
<b>Name of CSCI Inspector</b>	<b>3</b>			
<b>Name of CSCI Inspector</b>	<b>4</b>			
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Ms Carol Evans		
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>				NO
<b>Name of Establishment Representative at the time of inspection</b>		MR CHRISTOPHER PYEMONT		

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Boarding Provision**

#### **Part A: Summary of Inspection Findings**

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

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

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

##### **Inspection Methods Used**

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

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

#### **Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of St Bede`s Preparatory 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.

St Bede's is a co-educational boarding and day school located on the seafront on the outskirts of Eastbourne. At the time of inspection a total of 60 pupils were boarding; comprising 35 boys on full boarding; 22 girls on full boarding; and 3 girls flexi boarding. Boarding accommodation is organised into two boarding houses, one for boys and one for girls. Girls reside at Meads End, an entirely self-contained detached house on the opposite side of the road from the main school. Boys are accommodated in Holywell Mount, a self-contained unit above classroom accommodation within the main school campus. The boarding houses are staffed by resident house parents and matrons, supported by GAP assistants. Many boarders stay over during the weekends and there is a full programme of activities and outings to engage their interest during out of school time.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Standards of pastoral care are good with staff working hard to create a homely, caring and nurturing environment, giving pupils a positive experience of boarding to take with them as they move on to their senior schools.
- There are clear expectations of behaviour rooted in the values of respect for others and for the wider community that are well understood and followed by pupils, who throughout the inspection were observed to be polite and considerate to one another and to adults.
- Arrangements for the introduction of new boarders are good, with the 'buddy' arrangements reported by pupils to work well.
- Boarders are provided with a varied programme of out of school activities and outings, with a good balance between structured activities and free time.

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

- Child protection practice should be more robust, with policies and procedures followed at all times and early discussion with Social Services taking place where possible child protection issues are identified.
- Staffing arrangements on the boys' house should be reviewed, to ensure that those pupils with additional welfare needs are properly supported and supervised.
- A system of performance review needs to be implemented for boarding staff.
- Care is needed to ensure that all recruitment checks are properly undertaken, and that staff do not work unsupervised with boarders prior to receipt of CRB clearance.

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

Inspectors concluded that St Bede's School is offering a good standard of boarding care to pupils. Staff with boarding and pastoral responsibilities were considered to be caring and sensitive, working hard to provide the homely nurturing environment needed for these younger children likely to be having their first experiences of boarding life. Where recommendations have been made, their focus is on ensuring that policies and procedures are properly implemented, and on formalising certain systems so that good practice is documented and maintained.





## 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	BS 3	That child protection concerns are always discussed with Social Services, as the lead agency with responsibility for child protection.	immediate
2	BS 5	That a central log for the recording of more serious complaints be set up to support monitoring of their management and of the issues raised.	31/12/04
3	BS 5	That the contact details for the East Sussex office of the CSCI be available to pupils and parents, as part of the complaints information.	31/12/04
4	BS 14	That the role of the counsellor be detailed in a written contract/agreement with the school. This should include issues of confidentiality, recording and child protection and make clear that any possible child protection concerns must be shared with the school's CPLO.	31/01/05
5	BS 15	That all out-of-date medications are removed from the medication cupboard.	immediate
6	BS 15	That accident records include how the accident occurred and the treatment given.	immediate
7	BS 23	That senior staff monitor the written records listed in the standard at least half termly to ensure that they are accurate and informative, and to identify any emerging patterns.	31/12/04
8	BS 29	That the school clarify with the person now holding overall responsibility for the risk assessment process which assessments are already in place, to ensure that a comprehensive and co-ordinated approach is maintained.	31/01/05

9	BS 31	That a review is undertaken of staffing arrangements in the boys' boarding house, addressing both staff knowledge and expertise, and the impact of both house parents having other full time roles within the School.	31/01/05
10	BS 34	That a process of performance review be implemented for staff with boarding responsibilities.	31/01/05
11	BS 38	That the recruitment process includes all of the checks listed in Standard 38.2.	31/01/05
12	BS 39	That staff do not work unsupervised with boarders prior to receipt of CRB clearance.	immediate

### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS 7	That further advice is sought regarding the School's position where parents do not agree to providing medical information about their child.
2	BS 17	That the School develop the use of written welfare plans for pupils with special welfare needs, or emotional/behavioural difficulties.
3	BS 24	That the School continue to work with pupils and catering staff to identify ways of improving the quality and choice of meals provided.
4	BS 28	That the School request copies of police checks undertaken on the visiting adults by their German employer.
5	BS 35	That the staff disciplinary procedure includes the procedure to be followed in the event of the suspension of a staff member living in School accommodation e.g. following a serious child protection allegation.
6	BS 38	That CRB checks not returned after two months are chased up.
7	BS 41	That the School review security of the front door to the classroom area beneath the boys' boarding accommodation.

\*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

<ul style="list-style-type: none"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person or Counsellor</li> <li>• Chair of Governors</li> </ul>	YES
	YES
	YES
	YES
	NO
	YES
	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	NO

Date of Inspection	22/11/04
Time of Inspection	09.30
Duration of Inspection (hrs.)	21
Number of Inspector Days spent on site	5.25

**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**

9

**TO**

14

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

<b>Boys</b>	35
<b>Girls</b>	22
<b>Total</b>	57
<b>Number of separate Boarding Houses</b>	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)
- 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
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The prospectus provides comprehensive and relevant information about the school. There are also separate boarders' handbooks for the two boarding houses, containing helpful and practical information for pupils. Written documentation reflected practice within the school as observed and described to inspectors.

### 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
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The school has an anti bullying policy which makes clear that bullying will not be tolerated and that any incidents or concerns must be followed up. Of the 42 boarders who completed a pupil questionnaire, just under 12% reported being bullied "often" or "most of the time". A further 21% reported that they were bullied "sometimes". Pupils who met with inspectors expressed the view that bullying was not a serious concern for them. However, they did identify a small number of pupils who they perceived were either particularly vulnerable to being bullied, or they thought had bullied other children. The overall sense conveyed was that bullying is not a widespread issue within the school, but for a very small number of pupils is a significant concern. Discussion with staff showed that they were aware of the pupils most likely to be involved in bullying incidents, and were taking steps to address bullying with both perpetrators and victims.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	67	%
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<b>Standard 3 (3.1 – 3.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	1
A child protection policy is in place; staff have received in-house training from the School's Child protection Liaison Officer (CPLO). Staff with boarding responsibilities who met with inspectors understood that child protection concerns should be reported to the CPLO. Despite the good approach of the school in relation to written guidance and staff training, the inspection found a small number of occasions when procedures had not been followed and possible child protection issues had been dealt with internally without the involvement of the CPLO and with no reference to the relevant external agencies. This is a significant shortfall in practice and great care must be taken to ensure that procedures are correctly followed in future.		

<b>Standard 4 (4.1 - 4.7)</b>		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
The school has a Discipline Policy that provides specific guidance for staff about the use of rewards and sanctions in order to encourage positive behaviour from pupils. This includes guidance for staff about the times and places when breakdowns in discipline are most likely to occur. A pupil Code of Conduct has been drafted that not only reminds them of specific expectations of behaviour in certain school situations, but also promotes the values of respect and self discipline. House staff keep brief written records of punishments given during boarding time; serious sanctions are recorded on an incident report and logged with the head teacher. Feedback from pupils was that sanctions imposed by staff were fair. During the inspection, standards of behaviour were good, with pupils observed to be consistently polite and helpful to one another and to adults.		

<b>Standard 5 (5.1 - 5.7)</b>		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
The school has a written Complaints Procedure. Information for pupils about raising concerns is displayed on notice boards throughout the School, together with the Child Line number. Pupils expressed confidence about raising complaints with staff, and thought that any concerns would be properly dealt with. A central log for the recording of more serious complaints should be set up to support monitoring of their management and of the issues raised. The contact details for the East Sussex office of the CSCI should be available to pupils and parents, as part of the complaints information.		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		0

<b>Standard 6 (6.1 - 6.3)</b>		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school encourages pupils' awareness of health education through the PSHE curriculum. This is delivered through the format of traditional lessons for younger pupils; older children participate in a variety of workshops delivered both by staff in the school and by workers from external agencies such as the Police and drug awareness organisations.		

<b>Standard 7 (7.1 - 7.5)</b>		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Core medical records, including information about vaccinations, illnesses, allergies etc, are held in respect of boarding pupils. Records are securely stored. The written consent of parents is obtained for the School to provide pupils with minor first aid and medication. The parents of a small number of overseas pupils have not yet returned medical forms in respect of their children; the school continues to request this information. The school is advised to obtain further advice about their responsibilities in the situation where a parent refuses to provide medical information about their child, or to allow the child to be registered with the school doctor.		



## 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

Leadership of the school appears good with a clear management structure and a variety of meeting structures to support management and development. The appointment of a Deputy head teacher with responsibility for boarding ensures that a designated member of staff has lead responsibility for the development of the boarding provision.

Boarding staff are encouraged to attend training e.g. that provided by the Boarding Schools Association.

The Head informs the governors about boarding issues as part of wider reporting about the school.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

3

There is a written policy in place to underpin and inform staff practice in the event of a major crisis effecting pupils at the school. This includes examples of situations that might constitute a major crisis and gives staff advice about what to do, including dealing with the media.

### Standard 10 (10.1 - 10.5)

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

#### Key Findings and Evidence

#### Standard met?

3

There are two separate boarding houses, one for boys and one for girls. The girls' house is a detached residential property over the road from the main school, the boys' house is in a self contained area within the school, above classroom accommodation.

There is no significant difference in provision between the two boarding houses.

**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?**

4

A good range of activities is provided, with pupils encouraged to make choices and to participate in something they particularly enjoy. There is an appropriate balance between organised activity and unstructured time, so that pupils have opportunity for free play and relaxation.

At weekends outings to local places of interest or activity centres are arranged. During the Autumn term boarders go on a 'mystery weekend' when they are not told in advance where they are going. Boarders spoke enthusiastically about this trip and it is clearly a firm favourite within the boarding calendar.

**Standard 12 (12.1 - 12.2)**

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

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

4

Pupils reported that boarding staff were approachable and willing to listen to their ideas. Much consultation takes place on an informal basis through discussion between boarders and staff during the course of evenings and weekends; suggestions boxes have been provided on the boarding houses.

There are weekly boarding house meetings between pupils and staff.

There is a School Council with representatives from each year group and also specifically from within the boarding community. Staff sit on a food committee to which pupils can contribute via the School Council.

**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

There is a system of house prefects on the boarding provision. This is used to provide pupils with an opportunity to develop responsibility and community awareness. Prefects are not permitted to administer sanctions and pupils raised no issues or concerns about the system.

**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

Pupils who met with inspectors confirmed that they would feel able to talk to a member of staff or to their parents if anything was worrying them.

There is a counsellor whose name is displayed around the school together with the Child Line telephone number. The role of the counsellor requires further clarification and should be detailed in a written contract/agreement with the school. This should include issues of confidentiality, recording and child protection and make clear that any possible child protection concerns must be shared with the school's CPLO.

In the pupil questionnaires, 16% of respondents stated that they had no adult they felt able to talk to in the school, although could talk to a parent. In the light of this, it is important that the school continues to identify opportunities for pupils to talk about any problems and to develop further an ethos in which they are comfortable in approaching staff about personal issues.

## 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?

2

Pupils are registered with the local health practice from where a GP attends the School to provide a surgery three times a week. The practice also provides a termly asthma clinic for pupils. Pupils have a choice of seeing a male or female doctor. Parents are asked to complete a health questionnaire about their child including details of illnesses and immunisations, and to give written permission for the administration of homely remedies and first aid. There is written staff guidance covering medication and the care of ill pupils.

There is a central school surgery which pupils use during the day; out of school pupils use the surgery on their respective boarding house, both of which are equipped with a bed and hand wash basin.

Staff must ensure that all out of date medications are removed from the medication cupboards.

A small number of accident records did not specify how the accident occurred or the treatment given.

<b>Standard 16 (16.1 - 16.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Pupils resting in the main surgery or the surgeries on the boarding houses are supervised by the Head of Care or by one of the boarding staff.		

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarding staff showed a good understanding of pupils' individual needs and were able to describe sensitively how they supported pupils who were worried or distressed, e.g. through homesickness.</p> <p>There are good systems of communication within the school that ensure all staff who 'need to know' are aware of those pupils with particular welfare needs.</p> <p>Where staff have particular concerns about a pupil an internal 'case conference' may be called, involving key staff and the child's parents.</p> <p>As an advisory recommendation it is suggested that the school develop the use of written welfare plans for pupils with special welfare needs, or emotional/behavioural difficulties. These could be linked with the case conference system and support a consistent and coordinated approach to addressing pupils' health and personal problems.</p>		

<b>Standard 18 (18.1 - 18.6)</b> <b>Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has a number of overseas boarders; those from the far East being the largest minority. Staff were thoughtful about how best to ensure that overseas pupils are supported to become fully involved members of the school community, particularly those with limited English. As in other schools, this is an area that needs on-going work to ensure that these pupils are fully respected and integrated with pupils from the United Kingdom.</p> <p>School policies demonstrate a commitment to equal opportunities and to the avoidance of discrimination. Relevant policies include those addressing Equal Opportunities, Disability, and Learning Support &amp; EFL.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupils are supported to keep in touch with parents and other family members. Telephones are available in the boarding houses and pupils may also use the school computers for e-mail communications.</p> <p>The majority of boarding pupils have their own mobile telephone, and this is their preferred way of keeping in touch with family and friends.</p>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders are expected to hand pocket money to staff for safe keeping; there is a system for money to be logged in and out.</p> <p>Lockable tuck boxes are used for the secure storage of personal possessions, although pupils are discouraged from bringing valuable items from home.</p>		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>There are good systems for introducing new boarders to the school, together with comprehensive written information.</p> <p>There is a 'buddy' system whereby older pupils with experience of boarding are teamed up with newcomers to show them around and generally 'keep any eye' on them during their first few weeks.</p> <p>Pupils confirmed to inspectors that they had been given guidance about boarding from more experienced boarders and that they had found staff kind and caring in settling them in.</p>		

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

<b>Standard 23 (23.1 - 23.4)</b> The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Discussion with senior staff showed them to have an overview of the incidence of pupil welfare issues within the school.</p> <p>Day-to-day discussion and monitoring is supported by a structure of formal senior management team meetings and meetings of those with boarding and pastoral responsibilities. This enables all staff who 'need to know' to have an awareness of any patterns or trends, together with a good knowledge of issues affecting individual pupils. To support accountability it is advised that senior staff monitor the written records listed in the standard at least half termly to ensure that they are accurate and informative, and to identify any emerging patterns.</p>		

<b>Standard 24 (24.1 - 24.8)</b> Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupils are given a choice at lunchtime which includes a vegetarian option and salads. In the pupil questionnaires, 35% of pupils were of the opinion that the food was either "poor" or "very poor"; a small minority thought that it was "good" or "very good"; the majority view was that food was "average". Given the number of negative responses, it is suggested that the school continue to work with pupils and catering staff to identify ways of improving the quality and choice of meals provided.</p> <p>A catering committee meets weekly to discuss menus and diet; pupils can contribute to this discussion via the School Council.</p> <p>A routine food hygiene inspection was carried out by Environmental Health during 2004 and standards were found to be satisfactory.</p>		

<b>Standard 25 (25.1 - 25.5)</b> Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupils are provided with appropriate snacks during the evenings. Drinking water is available on the boarding houses and in the classroom areas.</p> <p>Fresh fruit and biscuits are provided at break times and are available on the boarding houses.</p>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupils reported that fire drills were held, including in boarding time. They were aware of the evacuation procedures.</p> <p>Systems are in place for the routine service and maintenance of fire safety equipment.</p> <p>Managers reported that fire risk assessments had been undertaken of the boarding areas and 'higher risk' classrooms. The school is in the process of reviewing and formalising these assessments to ensure that they remain up-to-date and are fully documented.</p>		

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Standard not applicable.</p>		

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Standard not applicable.</p> <p>Part of the school accommodation is let to a school in Germany whose pupils and staff visit during the term time. Visiting staff are responsible for their own pupils so this standard does not apply. However, it is suggested that St Bede's request copies of police checks undertaken on the visiting adults by their German employer.</p>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Managers reported that written risk assessments are undertaken of all 'high risk' activities by the member of staff responsible for leading the activity. However the person recently recruited to manage the risk assessment process across the school was not aware that these assessments were in place. The school is advised to clarify what has been done with the person now holding overall responsibility for risk assessments, to ensure that a comprehensive and co-ordinated approach is maintained.</p>		



**Standard 30 (30.1 - 30.5)**

**Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.**

**Key Findings and Evidence**

**Standard met?**

**3**

Boarders are able to access local facilities appropriate to their age and interests. Television and newspapers are available and pupils are encouraged to take an interest in the news and world events.

## STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

### Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	2
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House parents hold the lead responsibility for looking after pupils out of school hours. At key times when the majority of boarders are around, house staff are supported by gap students. Discussion with staff and examination of pupil records showed that, on the boys' house, there are a significant number of pupils with emotional and behavioural needs. To ensure that these pupils are properly supported it is recommended that staff on this house have greater knowledge and expertise in supporting children with additional more complex needs. Relatedly, the House parents, while very committed and motivated, both hold other full time posts within the school, which impacts on their time to manage the boarding house. Pupils knew which staff worked in the boarding houses and who had overall boarding and pastoral responsibilities.

### 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
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The supervision of boarders leaving the school site is addressed in the risk assessments made for all off site trips. Parental permission is sought for pupils to use school transport. There are clear rules about crossing the road between the main school and the girls' house, that are well understood by pupils.

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

<b>Standard 34 (34.1 - 34.7)</b> All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
New staff follow an induction programme and, along with longer serving colleagues, are encouraged to participate in further training including that provided by external organisations such as the Boarding Schools' Association. Performance review has not been implemented for boarding staff; this has already been identified by the school as an area for development and is in the Boarding Development Plan to be implemented from January 2005.		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There is a staff handbook for use by teaching and boarding staff, together with additional bespoke guidelines for boarding staff. A separate handbook is provided for GAP assistants. A disciplinary procedure is being developed. This should include the procedure to be followed in the event of the suspension of a staff member living in school accommodation e.g. following a serious child protection allegation.		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
Boarders who met with inspectors were happy with relationships between themselves and staff. They thought that staff were approachable, fair and looked after them well. Observed interactions between pupils and boarding staff were characterised by warmth and mutual regard.		

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

<b>Standard 38 (38.1 - 38.10)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
Not all of the recruitment records examined contained all of the checks listed in Standard 38.2 e.g. two written references and records of interviews. A system is in place for making checks with the Criminal Records Bureau (CRB); a small number of checks had not been returned after a period of several months and the school is advised to chase these up with the CRB.		

<b>Standard 39 (39.1 - 39.4)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
Although CRB checks are undertaken, the length of time taken for some to be returned has meant that a small number of staff have commenced employment at the school without a satisfactory CRB clearance. In such instances the school must ensure that employees do not work unsupervised with boarders.		

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

3

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

### 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

Residential accommodation is for boarders' sole use; other pupils are allowed in only by invitation. Access to both boarding houses is protected by the use of number key pads; pupils are not allowed to answer the front doors.

As an advisory recommendation the school should review security of the front door to the classroom area beneath the boys' boarding accommodation.

<b>Standard 42 (42.1 - 42.14)</b> Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>Sleeping accommodation was found to be satisfactory, although some of the shared rooms on the upper floor of the boys' house were considered to be on the small side. The shortage of space was made more apparent by the use of large older style bunk beds and it is positive that these have been prioritised for replacement in the Boarding Development Plan.</p> <p>Storage facilities are sufficient.</p> <p>Boarders' views are taken into consideration in the allocation of rooms; they are encouraged to personalise their bedroom space.</p>		

<b>Standard 43 (43.1 - 43.2)</b> Suitable facilities for both organised and private study are available to boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>Boarders use the school facilities for prep and private study.</p> <p>There is a clear demarcation between the formal school day, of which prep is a part, and out of school time. This works well in that when children return to the boarding accommodation after prep they know they can relax and enjoy the evening activities with formal class work finished for the day.</p>		

<b>Standard 44 (44.1 - 44.10)</b> Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>There are enough toilet and washing facilities for the number and age of the boarding pupils. Pupils said that they did not have to queue to use the bath/shower rooms or toilets, and raised no significant concerns about water temperatures and pressures.</p> <p>Amongst the boys who completed a pupil questionnaire, 21% stated that there was insufficient privacy in the bath/shower rooms; 14% stated there was insufficient privacy in the toilets. Privacy was not identified as a concern by the girl boarders.</p> <p>There are separate facilities for staff.</p>		

<b>Standard 45 (45.1 - 45.3)</b> Suitable changing provision is provided for use by day.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>Boarders change in their boarding houses; there are separate facilities for day pupils.</p>		

<b>Standard 46 (46.1 - 46.6)</b> Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
Boarders were positive about the recreational facilities. The boarding common rooms provide a focal point for boarders' leisure and recreation while indoors. Boarders are also able to make use of the school facilities for organised activities and private study, e.g. the library, and IT facilities. The school playing field is out of bounds for evening activities during the winter months but this is compensated for by the large and well equipped sports hall in which a wide variety of activities are provided including trampoline, karate and basketball.		

<b>Standard 47 (47.1 - 47.9)</b> Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarders were observed to be properly supervised around the school site and confirmed that they were not permitted to use sports facilities and 'higher risk' classrooms (e.g. the woodwork area) unless supervised by a member of staff. Windows accessible to boarders above the ground floor are fitted with bars to support safety.		

<b>Standard 48 (48.1 - 48.4)</b> Suitable accommodation should be available for the separate care of boarders who are ill.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarders who are ill may rest in the surgery on their boarding house or, during the day, in the surgery in the main school building.		

<b>Standard 49 (49.1 - 49.3)</b> Adequate laundry provision is made for boarders' clothing and bedding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Arrangements are in place for the laundering of boarders' clothing and bedding. Boarders raised no concern about the arrangements and did not report any instances of clothes being lost or mixed up.		

<b>Standard 50 (50.1 - 50.2)</b> Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There is a school shop that sells minor personal items and stationery. The Head of Care keeps supplies of toiletries should pupils run out; house staff will purchase small items for pupils if needed.		

**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

Standard 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?**

3

Overnight stays are only made to other schools or to hotel type accommodation. Staff may visit the accommodation in advance of the trip to ensure it is suitable.

Exchanges with private households are not undertaken.



**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**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 22<sup>nd</sup> & 23<sup>rd</sup> November 2004 any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

**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 24<sup>th</sup> January 2005, 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	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

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

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

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

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

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

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

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

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