



Making Social Care  
Better for People

# inspection report

FINAL REPORT Boarding School

## **The Abbey College**

253 Wells Road

Malvern Wells

Worcs

WR14 4JF

18th October 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**

The Abbey College

**Address**

253 Wells Road, Malvern Wells, Worcs, WR14 4JF

**Tel No:**

01684 892300

**Fax No:**

01684 892757

**Email Address**

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

Mr H Kaveh

**Name of Head**

Mr P Moere

**CSCI Classification**

Boarding School

**Type of school**

**Date of last boarding welfare inspection**

21.05.02

<b>Date of Inspection Visit</b>		18th October 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Dawn Taylor	081289
<b>Name of CSCI Inspector</b>	<b>2</b>	Penny Wells	
<b>Name of CSCI Inspector</b>	<b>3</b>	Barbara Davies	
<b>Name of CSCI Inspector</b>	<b>4</b>	Morag Ross	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Stephen Bunney	
<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>			

## 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 The Abbey Colleges.

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.

The Abbey College provides privately run flexible programmes including summer, Easter and other short courses and academic courses including A/AS levels, GCSE, Pre-GCSE and Foundation courses. All courses are offered on a co-educational and fully residential basis to adults and children aged 14+.

The majority of students come from overseas and students can join at any time during a course. Full English language support is available for all overseas academic students.

The College is set in a 70-acre campus. Accommodation is provided in seven boarding houses or with Host Families. The Abbey College separates its students on the basis of sex and age. There are separate houses for boys and girls.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Since the last inspection of The Abbey College Mr Moere has been appointed to the position of Principal.

In addition to the new appointment of the Principal all the boarding staff were also new in post since the last inspection.

The School's Management Team has developed policies, procedures and guidance in the form of a Staff Handbook and a Policy and Procedure Guide in line with the Boarding School National Minimum Standards.

Significant progress has been made by the College with regard to

- Management/staff lines of communication and structures of meeting
- staffing levels during term time in the boarding houses
- food provided by the College canteen
- the involvement of students in the development of the College
- evening activities for students
- written information for students and staff.

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

The College needs to

- develop an Institutional Development Plan. This document should be a working document that addresses recommendations from inspections as well as College annual aims and objectives. The document should be regularly monitored reviewed and developed alongside the College budget.
- ensure health and safety issues are addressed and procedures for safe practice are

implemented.

- Improve on and develop a system for undertaking, recording and monitoring risk assessments.
- produce a rolling programme for the refurbishment and decoration of boarding accommodation.
- develop and implement practice and procedures relating to medication.
- ensure that the procedures for the recruitment and vetting of all staff and volunteers are followed more thoroughly.

The College's Management Team should produce an Action Plan that will identify how recommendations and advice given in this report will be addressed.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first inspection of The Abbey College using the Boarding Schools National Minimum Standards.

The Abbey College demonstrated progress since the last inspection with a new management team, developing pastoral care and increased involvement of pupils in the life of the College.

The Principal is actively seeking feedback from staff and pupils to inform the further development of the College.

The Inspectors found that the staff team had worked hard to develop policies and procedures that reflected the values and ethos of the College.

There were a number of serious concerns with regard to health and safety matters which had been highlighted by the Fire Authority that at the time of this inspection remained outstanding.

There were a number of outstanding Recommendations from the last County Inspectorate Inspection Report. These shortfalls related to the recruitment and vetting of staff, host families and volunteers and the training of boarding staff.

The County Inspector acknowledged in the last Inspection Report that the number of shortfalls in safeguarding and promoting children's welfare would normally prompt a formal notification to the Secretary of State.

At the time of this inspection these shortfalls remained outstanding and a notification has been made.

The Abbey College should prepare an Action Plan to address all recommendations made in this report. The Inspector will be liaising with the College to agree announced additional visits to monitor the implementation of the Action Plan developed by The Abbey College.



**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

YES

**Notification to be made to:**                      **Local Education Authority**  
**Secretary of State**

NO

YES

**The grounds for any Notification to be made are:**

A notification to the Secretary of State has been made with regard to the following shortfall to safeguard and promote the welfare of pupils at The Abbey College.

Failure to implement staff recruitment and vetting procedures.

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Were the Recommended Actions from the last Inspection visit fully implemented?

NO

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

No	Standard*	Recommended Actions	
1	BS34	<p>The College will continue to develop the staff development programme for those staff who have not had previous boarding school experience or whose experience needs updating. When addressing this matter the College will take into account those matters in Standard 34 of the National Minimum Standards for Boarding Schools.</p>	See below
2	BS38	<p>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. The College's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders includes all the following before appointment, which can be verified from recruitment records:</p> <ul style="list-style-type: none"> <li>• Check of identity against an official document such as a passport or birth certificate</li> <li>• Criminal Records Bureau check at the highest available level for the role concerned</li> <li>• At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misrepresentation or omission relevant to the suitability of the applicant</li> <li>• Direct contact by the College with each referee to verify the reference</li> <li>• Interview, with a written record of the outcome</li> <li>• Check on proof of relevant qualifications</li> <li>• Requirement that applicants supply a full employment history, stating that any previous employer may be approached by the College</li> <li>• Contact by the College where feasible with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended</li> </ul>	See below

## 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.**

<b>RECOMMENDED ACTION</b>			
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	BS15	A written protocol on the provision of non-prescription 'household' medicines to boarders should be available and must follow qualified medical, pharmacist or nursing advice. It should include details of indications for use, dosage instructions, directions, maximum dose allowed and how long the treatment should be administered before a GP should be contacted.	March 31 <sup>st</sup> 2005
2	BS15	Non – prescription 'household' medication should be available to boarders outside surgery hours following an agreed protocol.	March 31 <sup>st</sup> 2005
3	BS15	A written protocol should be available detailing how medication/herbal medication brought from home onto the school premises is handled. This should include details on recording, risk assessment for self-medication and the provision of secure storage.	March 31 <sup>st</sup> 2005
4	BS15	A record should be kept of all medication administered to a boarder including prescription only medication and 'household' medication. It should detail the boarder's name, date, medication and reason for administration (if non-prescription). This should be signed by the responsible member of staff and should be regularly monitored by an appropriate designated senior member of staff.	January 31 <sup>st</sup> 2005
5	BS16	The College should maintain a running written record of checks undertaken when a student is in the sickbay.	January 31 <sup>st</sup> 2005
6	BS16	The College should have a procedure for isolating the use of a toilet facility linked to the sickbays for the use of the sick student when the sickbay is in use.	July 31 <sup>st</sup> 2005
7	BS17	The College should develop a written 'welfare plan for each boarder with special welfare needs or significant emotional or behavioural difficulties. This plan should be prepared and worked to in agreement with a parent.	July 31 <sup>st</sup> 2005

8	BS20	The College should review the facilities and College procedures to ensure that each boarder has access to a suitably secure place to keep personal possessions.	March 31 <sup>st</sup> 2005
9	BS23	The College Management Team must ensure that all staff meetings, discussions and reviews of risk assessments are recorded. At the time of this inspection there were no formal records that demonstrated that the College operated a formal system of review of records.	March 31 <sup>st</sup> 2005
10	BS29	A procedure for risk assessing all trips including sports fixtures needs to be developed and implemented. The College should ensure that the content of risk assessments is specific to the activity, dated and signed.	March 31 <sup>st</sup> 2005
11	BS3	<p>The College has a designated senior member of staff that is known to staff. The name of the designated staff member should be added to the Child Protection Policy.</p> <p>The Child Protection Procedure should be developed to include</p> <ul style="list-style-type: none"> <li>• The procedure to be followed if an allegation is or 'were to be' made against the designated senior member of staff.</li> <li>• the local ACPC procedures.</li> <li>• the address of the CSCI and at what point they would be notified of a child protection allegation.</li> <li>• when a member of staff would be suspended due to a child protection allegation.</li> <li>• when the disciplinary procedure would be used after a child protection investigation.</li> </ul> <p>Host families and staff (including all cleaning and kitchen staff) should receive training in line with the revised Child Protection Policy.</p>	February 28 <sup>th</sup> 2005
12	BS4	<p>The policy on discipline, punishments and rewards needs to be developed to include</p> <ul style="list-style-type: none"> <li>• Guidance on the use of restraint.</li> <li>• Rewards used by the College with students and how the College would support students to learn by their mistakes.</li> <li>• Unacceptable sanctions.</li> <li>• Guidance for placing expelled students with Host Families.</li> </ul>	February 28 <sup>th</sup> 2005
13	BS4	<p>The recording of punishments needs to be developed to include</p> <ul style="list-style-type: none"> <li>• The reasons sanctions are given.</li> <li>• An explanation of any coding system used.</li> <li>• Sanctions and punishments given during education and boarding.</li> <li>• Monitoring by senior management.</li> </ul>	February 28 <sup>th</sup> 2005

14	BS5	The Complaints Procedure needs to be developed to include <ul style="list-style-type: none"> <li>• A definition of a complaint.</li> <li>• The role, name and address of CSCI.</li> <li>• How complaints are recorded, monitored and reviewed.</li> </ul>	February 28 <sup>th</sup> 2005
15	BS5	A record of complaints and their outcomes needs to be maintained, monitored and reviewed by the Principal.	February 28 <sup>th</sup> 2005
16	BS7	The College should develop secure storage facilities in student services and boarding houses for all confidential records.	March 31 <sup>st</sup> 2005
17	BS7	The College should develop secure storage facilities in student services and boarding houses for all medication. The recording system currently being developed by staff in one boarding house should be extended to all boarding houses to ensure that staff have information relating to individual students and can record events significant to individual students.	March 31 <sup>st</sup> 2005
18	BS8	The College Management Team should develop an Institutional Development Plan. This document should be a working document that addresses recommendations from inspections as well as College annual aims and objectives. The document should be regularly monitored reviewed and developed alongside the College budget.	January 31 <sup>st</sup> 2005
19	BS9	Risk assessments, staff meetings minutes and other appropriate meeting minutes should demonstrate planned and structured responses to foreseeable incidents and crisis. They should also record the review, assessment and development of risk assessments to established structures/procedures, action to be taken and outcomes.	March 31 <sup>st</sup> 2005
20	BS9	Crisis Management Risk assessments need to be further developed to include contingency arrangements for a wider range of events.	April 30 <sup>th</sup> 2005
21	BS10	The Abbey College Management Team should develop a rolling programme of refurbishment and decoration that is linked to the College Institutional Development Plan and budget.	January 31 <sup>st</sup> 2005
22	BS13	The College Management Team should develop written guidance for students on the role of Prefects, including their role, if any, in issuing punishments. The Principal should meet the Prefects to gather information, discuss their roles and experiences and be given induction, support and training.	February 28 <sup>th</sup> 2005
23	BS15	The medical consent form needs to be reviewed to encompass all the matters set out in Standard 15.14.	January 31 <sup>st</sup> 2005

24	BS15	The College should clarify the role of the doctor and his attendance at the College in the written information given to parents. At the time of this inspection information still stated that the doctor attended the College when in fact this practice had ceased. The College should also clarify the title and role of the 'school nurse'. If qualified (the College should confirm nursing registration on appointment in line with Standard 15.3) and employed as a nurse, then the 'school nurse' should have access to a named doctor for professional guidance and consultation in line with Standard 15.4.	March 31 <sup>st</sup> 2005
25	BS29	A procedure for risk assessing all off site trips including sports fixtures needs to be developed and implemented. The College should ensure that the content of risk assessments is specific to the activity, dated and signed.	March 31 <sup>st</sup> 2005
26	BS31	The College should ensure that all cleaners have written job descriptions and training, that clearly explores their role in providing staff cover and supervision in boarding houses, at key times of the day to students under the age of 18.	February 28 <sup>th</sup> 2005
27	BS31	The College Management Team should review procedures and levels of staffing to ensure the safe supervision of students in College grounds.	January 31 <sup>st</sup> 2005
28	BS32	The College should ensure that annual checks are undertaken where staff use their own vehicles to transport students this should include checks with regard to insurance cover and MOT certificates.	February 28 <sup>th</sup> 2005
29	BS33	The College Management Team should review the night time procedures for students to contact staff to ensure that there are telephone links between houses, students and staff.	January 31 <sup>st</sup> 2005
30	BS34	The College should continue to develop the staff development programme for those staff who have not had previous boarding school experience or whose experience needs updating. When addressing this matter the College will take into account those matters in Standard 34 of the National Minimum Standards for Boarding Schools.	May 31 <sup>st</sup> 2005

31	BS51BS28 BS38	<p>Recruitment of all staff (including host families, members of host families, summer and Easter School staff, 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) should include checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There should be a satisfactory recruitment process recorded in writing. The College's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders should include all the following before appointment, which can be verified from recruitment records:</p> <ul style="list-style-type: none"> <li>• Check of identity against an official document such as a passport or birth certificate</li> <li>• Criminal Records Bureau check at the highest available level for the role concerned.</li> <li>• At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misrepresentation or omission relevant to the suitability of the applicant.</li> <li>• Direct contact by the College with each referee to verify the reference.</li> <li>• Interview, with a written record of the outcome.</li> <li>• Check on proof of relevant qualifications.</li> <li>• Requirement that applicants supply a full employment history, stating that any previous employer may be approached by the College.</li> <li>• Contact by the College where feasible with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended.</li> </ul>	Immediate
32	BS26	The recommendations of the fire authority should be implemented in each boarding house.	March 31 <sup>st</sup> 2005
33	BS39	The College Management Team should review the procedures for monitoring and supervising visitors to ensure that they do not have unsupervised access to children.	February 28 <sup>th</sup> 2005
34	BS39	The College use a number of taxi firms. The College should ensure that they have written evidence that appropriate vetting checks have been undertaken by taxi companies.	January 31 <sup>st</sup> 2005

35	BS42BS44 BS40	<p>The College Management Team need to develop a rolling programme of refurbishment and redecoration. In developing this programme the following observations need to be taken into consideration.</p> <p>All toilets and showers should be fitted with locks that can be opened from the outside in an emergency.</p> <p>Damaged work surfaces in kitchen areas should be replaced.</p> <p>All flaking paintwork in bathrooms, showers and toilets should be re painted.</p> <p>All bedrooms should have a lockable storage space.</p> <p>All locks on bedroom doors should ensure that students cannot lock themselves in without staff being able to gain access in an emergency.</p> <p>All bathrooms should have 'one use' towels and soap.</p> <p>All cracked glass in windows and panels above doors should be replaced.</p> <p>All carpets and lino presenting tripping hazards should be replaced.</p> <p>All bathrooms/shower rooms should be fitted with hooks for towels etc.</p> <p>All windows presenting a security or health and safety hazard should be fitted with window stays.</p> <p>All bedrooms and common room spaces should be decorated and furnished to an adequate standard.</p>	January 31 <sup>st</sup> 2005
36	BS47	<p>The College Management Team should ensure that the hazards identified in the College grounds are removed or made safe. This needs to be actioned as a matter for immediate attention and high-risk areas need to be effectively cordoned off.</p>	January 31 <sup>st</sup> 2005
37	BS48	<p>The College Management Team need to review the current sickbay arrangements to ensure they meet Standard 48.</p>	
38	BS49	<p>The College Management Team should ensure there is protective clothing available in the laundry to protect the laundry assistant handling unwashed underwear.</p>	
39	BS51	<p>The College Management Team should ensure</p> <ul style="list-style-type: none"> <li>• all the host families have the up to date Host Families Handbook with current telephone numbers in case a problem or emergency arises.</li> <li>• all host families have a profile of a prospective student.</li> <li>• A visit by the co-ordinator, prior to a student being placed with a host family, takes place to ascertain whether there were any changes in the household.</li> <li>• when changes to a host family occurs a further CRB check is required.</li> </ul>	



## 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	BS15	In the event of the medication keys going missing or being unavailable provision should be made for a spare set of keys to be under the secure control of a senior designated individual.
2	BS15	It is advised that there is a procedure in place for designated staff to follow for ensuring that the first aid boxes are checked and monitored.
3	BS2	The Student Handbook should be developed to include what action students should take if they see others being bullied.
4	BS8	All staff and student meetings should be minuted.
5	BS29	The College should review policies and procedures to define high risk activities and allow for an opt out clause for parents who do not want their children to take part in certain sports.
6	BS41	The staff team needs to continue to be proactive both in the formal education setting and when patrolling and supervising in the evenings and at weekends with regard to the security of boarding houses and the College site.

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

**PART B****INSPECTION METHODS & FINDINGS**

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

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES
Checks with other Organisations and Individuals	
Social Services	YES
Fire Service	YES
Environmental Health	YES
DfES	YES
School Doctor	YES
Independent Person or Counsellor	NO
Chair of Governors	NA
'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	NA
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	18/10/04
Time of Inspection	8.30
Duration of Inspection (hrs.)	145
Number of Inspector Days spent on site	12

**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**      **From**

14
----

**To**

X
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**Number of Boarders (full time + weekly) at time of inspection:**

<b>Boys</b>	51
<b>Girls</b>	24
<b>Total</b>	75
<b>Number of separate Boarding Houses</b>	7

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

The Abbey College has a prospectus and Statement of Boarding Principles, which is contained in the Staff Guide and Policies on Care and Welfare of Students. These documents are sent to all prospective boarders and families before arrival. The documents provide an accurate description of boarding at the College. In addition to these documents there is also a booklet entitled Student Handbook. This is a student guide to the College and is given to all new students. In interviews staff and students were able to describe principles and practice in line with the College's policies and procedures.

### 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

The College has an Anti Bullying Policy, which was available to staff in the Policies and Welfare of Students - Staff Guide. This policy was reviewed in September 2004. Staff and students were able to describe the action they would take if bullying were to take place and the support that would be given to the bully and the victim. In interviews and in discussions with staff and students it was evident that the Anti Bullying Policy was known and that there were appropriate forums for concerns to be discussed and addressed. Students did not identify bullying as a problem at The Abbey College. The issue of 'being safe' was discussed with students during beginning of the term assembly, lessons and with boarding staff. The Student Handbook should be developed to include what action students should take if they see others being bullied.

Percentage of pupils reporting never or hardly ever being bullied

X

%

**Standard 3 (3.1 – 3.9)**

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

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

2

The Abbey College has a Child Protection Policy that was reviewed in September 2004. The policy is made available to staff in the Policies on Care and Welfare of Students - Staff Guide.

The College had copies of Working Together to Safeguard Children and was sent the local Area Child Protection Committee procedures.

The College has a designated senior member of staff, whose name was known to staff. The name of the designated staff member should be added to the Child Protection Policy.

The Child Protection Procedure should be developed to include :

- The procedure to be followed if an allegation was made against the designated senior member of staff.
- the local ACPC procedures
- the address of the CSCI and at what point they would be notified of a child protection allegation
- when a member of staff would be suspended due to a child protection allegation
- when the disciplinary procedure would be used after a child protection investigation.

Host families and staff should receive training in line with the revised Children Protection Policy.

In interviews staff were able to describe basic action they would take in line with the College's policy to ensure the safe welfare of students. All staff had recently begun to receive in house training on Child Protection. Child Protection Training should be extended to all cleaning and kitchen staff.

The College has a Missing Person Policy, which was in the Policies on Care and Welfare of Students - Staff Guide. In interviews and discussions staff described practice in line with this policy.

Students discussed 'being safe' during assembly, in lessons and with boarding staff. In discussions students were able to describe the action they would take if they felt unhappy with a situation or were upset.

**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?**

2

The Abbey College has policies, procedures and staff guidance for staff on discipline, punishments and rewards for good behaviour. These documents were available in the Policies on Care and Welfare of Students - Staff Guide.

The policy on discipline, punishments and rewards needs to be developed to include

- Guidance on the use of restraint.
- Rewards and learning examples used by the College with students.
- Unacceptable sanctions.
- Guidance for placing expelled students with Host Families.

In interviews and discussions staff described practice that was in line with the written staff guidance.

In discussions, pupils were able to describe the College's use of punishments and rewards and felt that they were on the whole fair and consistent.

Students were informed of the College's policy on appropriate behaviour during assembly,

lessons and discussions with boarding staff.  
 A record of major punishments was maintained by the Deputy Headmaster and was sampled by the Inspectors.  
 The recording of punishments needs to be developed to include

- The reasons sanctions are given.
- An explanation of any coding system used.
- Sanctions and punishments given during education and boarding.
- Monitoring by senior management.

**Standard 5 (5.1 - 5.7)**  
**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>	<b>2</b>
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The Abbey College has a Complaints Procedure that is available to staff in the Policies on Care and Welfare of Students.  
 The Complaints Procedure needs to be developed to include

- A definition of a complaint.
- The role, name and address of CSCI.
- How complaints are recorded, monitored and reviewed.

The Complaints Procedure set out the space for the name and telephone number of the Independent Listener, stating that students could contact them. At the time of this inspection the Principal was working to replace a long standing Independent Listener who had just resigned.  
 In discussions students were able to describe how they would make a complaint or discuss concerns and felt that all complaints were listened to and taken seriously by staff. Students were informed of the complaint procedures during assembly, lessons and discussions with boarding staff.  
 Notices were displayed in the College’s main entrance on the notice board reminding students of contact numbers.  
 A record of complaints and their outcomes needs to be maintained, monitored and reviewed by the Principal.

<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>	<b>1</b>
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**Standard 6 (6.1 - 6.3)**  
**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>
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Topics relating to personal, social and health education are discussed with students through the school curriculum, as individuals and in small groups with boarding staff. At the time of this inspection the College were developing more comprehensive health education through formal PHSE classes. This will involve bringing in more experts from outside the College to talk to the students on specific welfare issues.  
 In interviews staff described the action they would take to ensure that students were supported and individual issues managed sensitively involving parents where appropriate. A range of forums were available to students and staff to ensure that all questions and concerns might be addressed sensitively and in private.  
 In interviews students were able to describe appropriate forums where health related issues were or could be discussed. The Inspectors were informed of recent lectures that had been run by the West Mercia Constabulary Schools Officer.  
 The Policies on Care and Welfare of Students - Staff Guide contained a range of relevant

policies, procedures and staff guidance for staff describing the School's good practice in supporting pupils with health related issues.

**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?**

2

A Pharmacist Inspector interviewed the Principal and inspected the medical records. Individual records were maintained on each boarder. A medical report on an entry form was seen in use and available in the surgery and student services. This contained a section to record certain complaints; allergies; operations; periods abroad; vaccinations and consents (see 15.14 below). A health certificate form from the parent or guardian is used to inform the College of any current health issues.

Health records were stored in the surgery, in some boarding houses and in student services. The College should develop secure storage facilities in student services and boarding houses for all confidential records and medication. The recording system being developed by staff in one boarding house should be developed in all boarding houses to ensure that staff have information relating to individual students and can record events significant to individual students.

All relevant staff were trained in first aid.

Policies on Care and Welfare of Students – Staff Guide contained a policy entitled Boarders Health Records.

## 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?	2
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The Abbey College is privately owned by Mrs Shafie and does not have a governing body. At the time of this inspection there was a Management Team and a clear structure of meetings. All staff and student meetings should be minuted. The College Management Team should develop an Institutional Development Plan. This document should be a working document that addresses recommendations from inspections as well as College annual aims and objectives. The document should be regularly monitored reviewed and developed alongside the College budget.

### Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence	Standard met?	2
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The Principal and Health and Safety Officer are the people responsible for Health and Safety matters at the College. In interviews staff were able to describe the action they would take to ensure the health and safety of students. There were written procedures to be followed in the event of a fire, in the event of outbreaks of illness, serious allegations or complaints. Risk assessments need to be developed to include contingency arrangements for a wider range of events. Risk assessments, staff meetings minutes and other appropriate meeting minutes should demonstrate planned and structured responses to foreseeable incidents and crisis. They should also record the review, assessment and development of risk assessments to established structures/procedures, action to be taken and outcomes.



<b>Standard 10 (10.1 - 10.5)</b> <b>The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Since the last full inspection of the Abbey College sleeping areas, recreational areas, toilets and bathroom provisions in the boarding houses have been laid out taking into account the age range and gender of pupils.</p> <p>The layout of accommodation changes throughout the year based on the course being run and the number of students admitted.</p> <p>The Principal in the pre inspection questionnaire and in interview, acknowledged the need for the refurbishment and redecoration of some boarding houses. In particular it was acknowledged that the standard of accommodation between the children's boarding houses and boarding houses for adults differed in respect of décor and furnishings.</p> <p>The Abbey College Management Team should develop a rolling programme of refurbishment and decoration that is linked to the College Institutional Development Plan and budget.</p>		

<b>Standard 11 (11.1 - 11.6)</b> <b>There should be an appropriate range and choice of activities for boarders outside teaching time.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders had access to a range of evening and weekend activities organised by the College and boarding staff. These activities have developed significantly since the last inspection. Boarders told the Inspectors' that they could use some school facilities at evenings and weekends.</p> <p>Activities were organised on and off-site by boarding staff and additional activities, games and toys were available to boarders in recreational areas.</p> <p>Boarders had access to sports, recreational and hobby facilities.</p> <p>Where boarders had access to the internet staff described suitable supervision and safeguards to counter risks of access to inappropriate material.</p> <p>In interviews students commented that activities and the choice of activities had improved at the College. In interview the Principal discussed plans for developing facilities and hobby groups in the near future especially with the on set of winter.</p> <p>The Inspectors observed the hobby groups being run every Monday and Wednesday evenings.</p>		

<b>Standard 12 (12.1 - 12.2)</b> <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Since the last inspection the College has made significant progress in introducing systems for involving students in the operation and development of the College.</p> <p>In interviews and discussions staff described how they were proactive in inviting comments and feedback from students.</p> <p>In discussions students were able to inform the Inspectors of a range of forums open to them to express views and concerns.</p> <p>The Principal held Student Council Meetings with student representatives. Staff described how all boarders were encouraged to talk to Boarding staff and/or tutors if they had any concerns or were upset.</p> <p>The Principal had recently designed and implemented a questionnaire that was sent to all students asking for feedback on meals. The Inspectors were informed that the outcome of this survey had resulted in changes to the College menus.</p>		

The Inspectors were also informed of boarding house meetings taking place on a regular basis. One house parent was maintaining minutes of these meeting. This is good practice that should be implemented in all the boarding houses.

**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?**

2

In discussions the Prefects were able to describe their roles and responsibilities. These were specific and relevant to the age of the students and the nature of the College. The Principal, boarding and education staff chose the Prefects. Their primary roles are to help and support the students in their boarding house, talking to students and supporting them with any problems, work in student services and in the library. Written guidance for staff on the role of the Prefect was available in the Staff Guide. The College Management Team should develop written guidance for students on the role of Prefects including their role, if any, in issuing punishments. The Inspectors were informed that as a group the Prefects would value meeting with the Principal to gather information, discuss their roles and experiences and be given induction, support and training. Feedback from the Principal clarified that the Vice Principal is responsible for the Prefects and that the Vice Principal appoints them. They have an initial meeting at the beginning of their tenure when they are given their duties in writing and discuss them. They receive an induction, which is also in writing, which they sign to say they have received. In interview the Principal discussed developing the Prefects roles based on age and ability.

**Standard 14 (14.1 - 14.6)**

**Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.**

**Key Findings and Evidence**

**Standard met?**

3

There was a clear policy that stated that students may take a personal or welfare concern to any member of staff in the College, parents or identified people outside the College. The College operated a personal tutor system that enabled students to discuss personal and welfare issues as well as academic. In interviews students were able to identify a range of people available for them to talk to. These included people from education, boarding, outside College as well and those inside College. At the time of this inspection the College had just lost a long standing Independent Listener. The Principal was in the process of recruiting a new Independent Listener. Lists of contact numbers and names were displayed on a main notice board in the College and in boarding houses. The Inspectors were told of formal and informal situations available to students that would enable them to discuss issues or concerns. In discussions staff promoted the importance of listening to a student and encouraging them to talk or seek others to talk to. The College should carry out the appropriate Criminal Records Bureau checks for the person appointed to the Independent Listener role, who will be external to the College. All persons identified for such contact should be subject to the Criminal Record Bureau Checks in the same way as College staff, with a satisfactory outcome.

## 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?

1

The Pharmacist Inspector was informed that the school nurse was on sick leave. The inspection was therefore carried out with the school Principal, Mr Moere.

The College should clarify the role of the doctor and his attendance at the College in written information given to parents. At the time of this inspection information still stated that the doctor attended the College when in fact this practice had ceased. The College should also clarify the title and role of the 'school nurse'. If qualified (the College should confirm nursing registration on appointment in line with Standard 15.3) and employed as a nurse, then the 'school nurse' should have access to a named doctor for professional guidance and consultation in line with Standard 15.4.

Surgery hours are from 8.30 – 10.30am when children are able to see the school nurse. After these times boarders are referred to the Vice Principal or to student services. A decision is then made whether to make an appointment to see the GP or to wait until the next morning when surgery is open.

There was a list of 'household' medication available, however it did not detail indications for use, dosage, and directions or how long the treatment should be given before a GP should be contacted. It was also noted that Kaolin & Morphine was listed as a recommended treatment. This medication is no longer recommended as appropriate treatment for acute diarrhoeas. There was no protocol for the provision of non-prescription 'household' medicines to the boarders after surgery hours. Mr Moere explained that it was school policy that all medication was strictly under the control of the school nurse and that this was

detailed in the 'Staff Handbook'.

The medication cupboard located in the surgery was locked and secure, however it was not inspected, as there were no keys available on the school premises.

First aid boxes were available in various dedicated areas around the school, which were kept up to date and checked by the school nurse. The school had no protocol in place at the time of the inspection for checks to be made in the event of the school nurse not being available.

The Inspector was informed that the majority of the boarders come from abroad and many of them bring herbal medication into the school from home, which is kept in their bedrooms. There was no protocol available for medication/herbal medication brought in from home. The Inspector was informed that there was one boarder taking prescribed inhalers. There was no documentation available for the receipt or administration of the two inhalers. It was noted that peak flow measurements (lung capacity) were being recorded on a daily basis. The medical consent form needs to be reviewed to clearly state all the matters set out in Standard 15.14.

A written protocol on the provision of non-prescription 'household' medicines to boarders should be available and must follow qualified medical, pharmacist or nursing advice. It should include details of indications for use, dosage instructions, directions, maximum dose allowed and how long the treatment should be administered before a GP should be contacted.

Non – prescription 'household' medication should be available to boarders outside surgery hours following an agreed protocol.

A written protocol should be available detailing how medication/herbal medication brought from home onto the school premises is handled. This should include details on recording, risk assessment for self-medication and the provision of secure storage.

Records must be kept of all medication administered to a boarder including prescription only medication and 'household' medication. It should detail the boarders name, date, medication and reason for administration (if non-prescription). This should be signed by the responsible member of staff and should be regularly monitored by an appropriate designated senior member of staff.

### **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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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A surgery room was available and staffed by the College Nurse who was registered.

First aid and minor illness treatment was available from the College Nurse when on duty or by a qualified first aid trained member of staff on duty.

Students who are sick are separated from others and cared for in the College's sickbays.

The College Receptionist described how staff regularly checked and looked after them when they were in sickbays and how if they needed anything they could summon staff.

Staff were able to describe how students could summon staff if ill during the day or night.

The College should maintain a running written record of checks undertaken when a student is in sickbay.

The College should have a procedure for isolating the use of a toilet facility linked to the sickbays for the use of the sick student when the sickbay is in use.

<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>2</b>
<p>In discussions staff described to the Inspectors' how students would be supported if they had an individual medical need or problem. Staff offered practical and sensitive solutions to individual's medical and emotional needs and described ways in which they would support the student with the involvement of their family.</p> <p>The College should develop a written 'welfare plan' for any boarder with special welfare needs or significant emotional or behavioural difficulties. This plan should be prepared and worked to in agreement with a parent.</p> <p>Prefects, students and staff described how they would help a student who was missing their family and home.</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 College has an Equal Opportunities policy, which states that the College is committed to supporting students from minority groups.</p> <p>In interviews staff described how they were sensitive to the need to treat each student as an individual and recognised and met any individual's learning or care needs.</p> <p>In discussions students demonstrated an understanding and awareness of supporting and befriending students with disabilities, from a different cultural background or with different abilities. One student stated 'there is no discrimination at this school'.</p> <p>Staff described how they would meet individual students dietary, religious, dress, learning and environmental needs. At the time of the inspection Inspectors observed how Ramadan was being respected and supported by the College and kitchen staff.</p> <p>The Abbey College provides significant support for students where English is not their first language.</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>Students were encouraged to maintain contact with family and friends through writing letters, sending e-mails and using the telephone.</p> <p>Most students had mobile phones and all students had access to the internet café and computers in the library.</p> <p>There were telephones available to students to enable them to make telephone calls. It was acknowledged by students, staff and the Principal that some of these phones would benefit from being more privately situated. At the time of the inspection the Inspectors observed significant work being undertaken to improve telephone and internet access in the boarding houses.</p> <p>In interviews and discussion staff described how parents were contacted about any significant welfare concerns relating to their child.</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>2</b>
<p>The College has a policy and procedure that was known to staff, parents and students with regard to pocket money.</p> <p>The College should review the facilities and College procedures to ensure that each boarder has access to a suitably secure place to keep personal possessions.</p> <p>In response to security issues the College had been proactive and fitted a CCTV system. Staff put aside time in tutor groups and assembly to discuss and promote security issues. The Principal stated in feedback that the College takes every reasonable step possible to protect boarders possessions, money and valuables, this is on the basis of:</p> <ul style="list-style-type: none"> <li>• Providing a lock on every door</li> <li>• Providing locks on the front of every boarding house</li> <li>• Offering to keep all boarders valuables in College centralized safes</li> <li>• Warning boarders repeatedly in assemblies and tutor groups not to leave valuables in their rooms</li> <li>• By offering boarders simple safes if they wish</li> <li>• By introducing CCTV.</li> </ul> <p>At the time of the inspection the Inspectors observed students not following College practice and therefore although security measures have improved staff need to continue the monitor and address practice.</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>3</b>
<p>There were clear written procedures for inducting and welcoming students to The Abbey College. In interviews and discussions students described procedures for introducing new boarders'. They felt that the process and procedures had been informative and had helped them settle into the College and become aware of routines and rules.</p> <p>Staff described a range of forums used to pass on information and systems for using peer support to ensure that new students are welcomed into the College.</p> <p>Key information is provided to students in a written booklet.</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>
<p>This Standard was not applicable to The Abbey College.</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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
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A range of records were maintained by the Principal and appropriate staff. The health and safety officer maintained a College accident book and the deputy head maintained the punishment record. There was no evidence of regular checks, monitoring or evaluation of these records by the Principal or Senior Management Team. In interviews Inspectors were informed that risk assessments were to be implemented but there was no evidence that they were being monitored and reviewed by the Principal or appropriate staff in Staff Meetings. When appropriate or if problems were identified, discussions would take place, these discussions and any actions should be minuted. The College Management Team must ensure that all staff meetings, discussions and reviews of risk assessments are recorded. At the time of this inspection there were no formal records that demonstrated that the College operated a formal system of review of records.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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In interviews and discussions staff and the majority of students felt that the meals provided by the College were adequate in quality, quantity and choice. They were aware that some pupils had been unhappy with the meals provided and the Principal had recently asked students to complete a survey, which had been used to review the College menu. In interviews with students, education, boarding and kitchen staff the Inspectors were informed that a range of food could be prepared by the kitchen to meet individual specific, cultural, health or religious needs. Pupils described how the kitchen staff prepared meals specific to key occasions. The kitchen staff were integral to the running of the College and ensuring the success of School events. In discussions the ancillary staff described how they were included in the life of the College and what action was available to them if they were concerned about a student. They were able to describe how they ensured the safe welfare of students and liaised with other staff. This was good practice.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Boarders had access to drinking water and alternative drinks and snacks at reasonable times of the day. Taps throughout the College and dormitories should be labelled if they can be used as drinking water taps. This had been identified by the Health and Safety Officer. In interviews and discussions boarders felt that the choice and availability of food and drink in addition to meals was satisfactory.

**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>2</b>
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Each boarding house had a fire alarm system and smoke detectors in the corridors but not in the bedrooms. Fire drills were taking place termly and had been more often during the summer school.

The fire precautions had improved since the visits earlier this year by the Inspectors and fire authority who had given written guidance to the school. However, at the time of the inspection the recommendations of the fire authority had not been implemented in all of the boarding houses.

Records were being kept of fire drills and the checking of the fire safety equipment at the intervals recommended by the fire authority except for the monthly check of the smoke detectors and daily visual check of the means of escape and fire equipment in the boarding houses. The latter was being checked and recorded as part of the bed check during the summer but current records could not be located.

Appropriate evacuation procedures, fire notices and signage were observed in the boarding houses visited by inspectors.

The annual servicing of the fire safety equipment was underway and being arranged by the health and safety officer as previous records could not be located.

A fire risk assessment had been carried out by a company.

**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>
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This Standard was not applicable to The Abbey College.

**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>0</b>
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The Abbey College provides short language courses and summer and Easter courses for children and adults. At these times the numbers of students accommodated by the College increases. This impacts on the facilities provided by the College, in particular staffing and accommodation, for example at these times what would normally be single room accommodation can turn into shared or dormitory accommodation.

At the time of this inspection it was difficult to comment on services provided during short courses. However, staff vetting checks provided evidence that the College had not received all the required checks back for all staff employed to work over summer school 2004 prior to them starting work. The College should ensure there is a recruitment process that is followed and recorded in writing for all staff and volunteers who work with boarders.

The CSCI received a complaint during the summer relating to the summer school.

Inspectors from the CSCI investigated and Immediate Welfare Concern Requirements were



issued with regard to adequate staff supervision of students and fire safety in boarding houses. The CSCI have a duty to inspect the supervision, safe welfare and protection of children accommodated by the College at all times and this matter was discussed with the Principal during the inspection and at a subsequent meeting.

At the time of this inspection CSCI are clarifying the status of the Boarding School National Minimum Standards in relation to short language courses and summer and Easter courses for children. For this reason this Standard has not been assessed on this occasion.

**Standard 29 (29.1 - 29.6)**

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

**Key Findings and Evidence**

**Standard met?**

2

In interviews and discussions staff were aware of the action they would take to ensure the health and safety of students, this was in line with College practice.

The College, prior to holidays or trips and where boarders are to participate in identifiable high-risk activities, obtained written parental permission. The College should review policies and procedures to define high risk activities and allow for an opt out clause for parents who do not want their children to take part in certain sports.

The Principal informed Inspectors that staffing levels are risk assessed before major trips and holidays to ensure there are appropriate levels and genders of staff available to meet the needs of the student group.

A procedure for risk assessing all off site trips including sports fixtures needs to be developed and implemented. The College should ensure that the content of risk assessments is specific to the activity, dated and signed.

Risk assessments need to be developed and used by the College as a management tool to develop practice and procedures.

**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

Newspapers and appropriate reading material were made available to students.

The news and other informative programmes could be watched on a television.

Topical issues were discussed with staff and in more formal classroom settings as well as informally in the boarding houses.

## 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

Rotas are drawn up by the Principal at the beginning of each term. The Principal needs to ensure that these documents are up dated when there is sickness or annual leave and they reflect the actual staff working. Duty rotas are posted in student services and in boarding houses.

Staff can liaise with each other through student services, telephone, use of mobiles and walkie-talkies.

The College staff work as a team and to cover for sickness and absence.

All boarders came into contact with staff of both genders on a daily basis.

The cleaners, this term, have been supervising the boarders under 18 if in their houses between the hours of 8am – 2pm during weekdays. None of the cleaners had received relevant training, nor had job descriptions to include this role. The cleaner in Graham house and cottage was concerned and unclear about the contact arrangements when supervising both boys and girls and how they would contact her or she them if working in the other part of the building as she was aware that the genders may not enter each others' houses.

It is proposed that adult students would supervise students for some sports/recreational activities (examples given were library, sports hall and art block) and prefects were observed manning the welfare office for short periods.

The Principal described the procedures in place to supervise the College grounds during summer school by employing security guards. When the Inspectors explored the extremities of the College grounds it was evident that students visit these areas. The College Management Team should review procedures and levels of supervision to ensure the safe supervision of students in College grounds.

The Inspectors were informed of plans to develop the prefect system and consideration given to employing mature students. The College should ensure that all cleaners have written job descriptions and training that clearly explores their role in providing staff cover in boarding houses at key times of the day to students under the age of 18.

<b>Standard 32 (32.1 - 32.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Staff and the Principal stated that College trips were suitably staffed and supervised. This needs to be demonstrated with the appropriate use of risk assessments see Standard 29. Staff on trips were able to call on duty staff back at The Abbey College if support was needed. This back up system and systems for calling back up such as carrying mobile phones should be identified in risk assessments carried out prior to the activity.</p> <p>At the time of the inspection there was no formal procedure for the College to undertake annual checks appropriate to staff using personal vehicles to transport students. The College should ensure that annual checks are undertaken where staff use their own vehicles to transport students.</p> <p>Students were able to describe how they would contact a member of staff. Some students commented that some staff made themselves more available than others.</p> <p>There was not a system for students to sign in and out of boarding houses but a register was taken by boarding and educational staff at key times of the day.</p>		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>All resident staff slept in their College accommodation every night.</p> <p>Students knew how to summon the duty staff member at night.</p> <p>Evening staff up dated the list of resident boarders daily.</p> <p>The Inspectors were informed that there were times when the staff member on over night duty was in an adjoining boarding house. This would mean that in one case at times male students would need to walk through a girl's boarding house to access staff. The College Management Team were aware of this and have reviewed the night time procedures for students to contact staff to ensure that there are telephone links between houses, students and staff at all times.</p>		

<b>Standard 34 (34.1 - 34.7)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>All staff had job descriptions.</p> <p>The College Management Team need to develop a formal staff induction and staff training programme specific to boarding. At the time of this inspection the Principal had introduced first aid training and some informal in house child protection training, this now needs to be expanded and developed. The College should continue to develop the staff development programme for those staff who have not had previous boarding school experience or whose experience needs updating. When addressing this matter the College should take into account those matters in Standard 34 of the National Minimum Standards for Boarding Schools. This is an outstanding requirement from the last inspection report that has been repeated in this report.</p> <p>The Inspectors were informed that staff supervision took place but was not recorded and that a system of appraisal was about to be introduced. The Principal should ensure that all</p>		

supervision sessions and annual appraisals are recorded.

**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**

The Staff Guide, College Prospectus and sections from the Staff Handbook provides an outline of the day-to-day workings of the boarding community.

This guidance covers the College's approach to boarding and safeguarding and promotion of boarders' welfare; child protection; anti-bullying and sanctions policies; the School's tutor systems; responding to boarders' personal problems; the handling of complaints by boarders and parents and the organisation of the boarding houses during term times.

**Standard 36 (36.1 - 36.4)**

**There are sound staff/boarder relationships.**

**Key Findings and Evidence**

**Standard met?**

**2**

Feedback from students and practice observed by the Inspectors showed that generally there was a good relationship between boarders and staff.

In interviews and questionnaires it was evident that some boarding staff had developed stronger relationships with students than others. Students in some boarding houses described how staff made themselves available during the evenings and at weekends.

Although students could inform the Inspectors of staff who they could talk to if they were up set or needed support, the majority of students identified their peers as their main support network

**Standard 37 (37.1 - 37.2)**

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

**Key Findings and Evidence**

**Standard met?**

**3**

In interviews students stated that staff carry out their duties in a sympathetic manner. They do not continually invade the boarders' space but are sufficiently around to supervise and support when required.

The Principal, staff and students described proactive action the College had taken to safeguard students including keypads on boarding house doors and CCTV.

In interviews staff and the Principal described on going work to educate students on security matters. Although students mentioned in interviews issues relating to security it was observed by Inspectors that students were not closing security doors behind them and were using fire doors and exit routes.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
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The Inspectors sampled eight staff files.  
 In every instance there was evidence of checks on identity against an official document. CRB checks at an enhanced level had been obtained in four out of seven files examined. On the eighth file the College had obtained evidence that a CRB had been completed by another organisation.  
 One member of staff employed from an EEC country had no CRB check but had a certificate from the superior de tribunal juridique de Andalusia. The College should ensure that documents are translated and are acceptable as alternatives or equivalents to a CRB check. In most instances CRB checks had been received by the College following the commencement of employment.  
 There was clear evidence on one file that demonstrated that the College had pursued additional information regarding one candidate's declared conviction. This is good practice. In four out of seven files examined only one reference had been obtained. In two instances the references had been taken verbally over the telephone but there was no evidence of written references being received at a later date.  
 There was no standard letter held on file requesting a reference.  
 Where a standard format was used by referees to respond to a reference request, there was no query regarding the suitability of the candidate to work with children or a question regarding professional practice.  
 On one file there was no last employer reference provided or requested.  
 It was not always evident whether action had been taken by the College to verify references or evidence that contact had been made with each previous employer involving work with children to verify reasons why employment ended.  
 In two instances there was no proof of qualifications on file.  
 In two instances there were gaps in the candidates CV and no evidence that the College had pursued reasons.  
 One file contained evidence of an interview prior to an appointment to a summer school post. The staff member had subsequently taken up a full time post at the School, the full time post being different from the one he applied for in the Summer School.  
 Only two files contained evidence of an induction checklist.  
 The College should ensure that recruitment of all staff (including ancillary staff, summer and Easter school 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 should be a satisfactory recruitment process recorded in writing. The College's system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with boarders should include all the following before appointment, which can be verified from recruitment records.  
 Check of identity against an official document such as a passport or birth certificate.

- Criminal Records Bureau check at the highest available level for the role concerned
- At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misrepresentation or omission relevant to the

suitability of the applicant.

- Direct contact by the College with each referee to verify the reference.
- Interview, with a written record of the outcome.
- Check on proof of relevant qualifications.
- Requirement that applicants supply a full employment history, stating that any previous employer may be approached by the College.
- Contact by the College where feasible with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended. This was a requirement from the last inspection and has been repeated in

this report.

**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?**

1

All visitors and outside deliveries are controlled by reception. Visitors sign into a book. The Inspectors observed delivery and maintenance contractors working around the College site without identification or visible supervision. The College Management Team should review the procedures for monitoring and supervising visitors to ensure that they do not have unsupervised access to children.

The College use a number of taxi firms. The College should ensure that they have written evidence that appropriate vetting checks have been undertaken by taxi companies.

## 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?

2

The College has up to 11 houses/flats that have been used to accommodate boarders in various numbers, ages and genders. However, at the time of this inspection only Shelsey House, Graham House and Graham Cottage were being used to accommodate students under 18 years of age. At this inspection these houses, Elgar House, 2 Kings Road and Assarts House were viewed by the inspectors. There were no boarders with disabilities being accommodated in the houses.

Assarts House was accommodating 17 male students over the age of 18 in single bedrooms. The house was warm, suitably lit, ventilated, furnished and clean. It was pleasing to note that maintenance had been carried out in the house following summer school and the commencement of the academic term.

Elgar House was being decorated and near completion. The Inspectors were shown this house and advised that upgrading of the property (which would have been welcomed) had been placed 'on hold'. The bedrooms were small and without washbasins or en suite facilities.

Graham Cottage was accommodating 6 male boarders aged 14 to 16. Graham House was accommodating 16 female boarders aged 14+. The standard of the furniture varied but there was evidence of furniture being replaced and new mattresses being purchased. Some attention was needed to bathrooms and wash areas. One bathroom had three sinks but no door. There was a lack of soap and towels in bathroom areas or somewhere to hang clothes or towels while washing.

Shelsley was accommodating 23 male students aged 16 to 17. The house was warm, suitably lit, ventilated, furnished and clean. The décor was adequate but tatty in places. Furniture was adequate. Some beds were small, narrow and old and some mattresses needed replacing.

Kings Road was accommodating 4 male boarders aged 18+. The house was warm, suitably lit, ventilated, furnished and clean.

The College Management Team need to develop a rolling programme of refurbishment and redecoration. In developing this programme the following observations need to be taken into consideration.

All locks on toilets and showers should be fitted with locks that can be opened from the outside in an emergency.

Damaged work surfaces in kitchen areas should be replaced.

All flaking paintwork in bathrooms, showers and toilets should be re painted.

All bedrooms should have a lockable storage space.

All locks on bedroom doors should ensure that students can not lock themselves in without staff being able to gain access in an emergency.

All bathrooms should have a bin, 'one use' towels and soap.

All cracked glass in windows and panels above doors should be replaced.

All carpets and lino presenting tripping hazards should be replaced.

All bathrooms/shower rooms should be fitted with hooks.

All windows presenting a security or health and safety hazard should be fitted with window stays.

All bedrooms and common room spaces should be decorated and furnished to an adequate standard.

#### **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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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Boarding Houses are for the exclusive use of boarders. Areas for socialising are over in the main College building.

The College had been proactive in fitting security measures to prevent unauthorised access by the public to boarding houses. This standard was met in respect of Assarts House, which can be accessed from the school hall building and Graham House/Cottage.

However the Inspectors and Principal had concerns about the security arrangements for Shelsey, which is located near the main road with open access. The Inspectors observed that all entrance doors and exits to be used in an emergency only were open on both evenings of the inspection.

Students spoke of frequent thefts of personal items from the boarding houses.

CCTV cameras had been installed in the grounds earlier this year to assist with security and advice sought from the police.

All boarding houses entrances are fitted with keypads.

As already stated in this report the Principal and staff teams were aware of the on going need to stress the importance of security to students.

The Principal informed the Inspectors that during summer school the College employed security guards to patrol the College grounds. It was evident to the Inspectors, Principal and college staff that access to the fringe of the College site by unwanted members of the public and students was a problem.

The staff team needs to continue to be proactive both in the formal education setting and when patrolling and supervising in the evenings and at weekends with regard to the security of boarding houses and the College site.



<b>Standard 42 (42.1 - 42.14)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The majority of bedrooms during term time had single, divan beds of a suitable size. There were a small number of rooms that contained two single beds. The bedrooms were cleaned by the students and cleaners. They have fitted carpets. Students are able to personalize their bedroom.</p> <p>In questionnaires a number of students stated that they found their bedrooms cold. Boarding staff need to ensure that students know they can inform them if a room is cool or cold to ensure that the heating is checked and additional bedding made available.</p> <p>At the time of this inspection the beds were of adequate size and had adequate space around them for boarders to change comfortably and not be overcrowded. The College Management Team need to ensure the standard of accommodation is maintained during the busy summer school and Easter school period.</p> <p>Décor and furniture was adequate see Standard 40.</p> <p>Requests from boarders to change bed or bedroom for good reason were considered by staff. This was observed by an Inspector during the inspection.</p>		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>This standard was met in respect of term time courses. Each bedroom had a desk/table for studying.</p> <p>In addition to facilities in the bedrooms there were other places in the main school buildings that could be used by students to study.</p>		

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>At the time of the inspection this standard was met with regard to the numbers of facilities available to students. Some of the single bedrooms had en suite facilities of shower, toilet and washbasin or shower and washbasin. The other rooms had washbasins. There were sufficient communal toilets and showers for the students without en suite facilities in their bedrooms.</p> <p>During summer and Easter courses when student numbers increase these Standards become harder to apply.</p> <p>Each toilet needs to have a washbasin with soap and towel dispensers as well as a waste bin – see Standard 40. In houses accommodating female students and in the College buildings, the toilets for females need to have a suitable, sealed bin for the disposal of sanitary towels. At the time of this inspection the cleaners and Inspectors observed that there were insufficient sanitary bins.</p> <p>The College Management Team need to review with staff the College's procedure in boarding houses that ensure they do not share toilet and washing facilities with the boarders and are provided with separate facilities. Although this is a procedure that was clearly described by the Principal the Inspectors interviewed a member of staff who stated he was sharing facilities. The College should ensure that students are using the correct facilities. All locks on bathroom and toilet doors should ensure that access can be gained by staff in an emergency.</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
The Standard was met.		

<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>	3
<p>This standard appeared to be met and there was a small communal lounge/kitchenette in the boarding houses although students seemed to meet up in their bedrooms or in activity rooms in the College rather than in the communal rooms in the houses.</p> <p>The common rooms in the houses would benefit from being made more welcoming and homely and boarding staff operating some activities from them.</p> <p>The facilities in the main College building provided students with access to a tuck shop, TV room with Sky, internet café, library, a gym, a games room, activities in the College grounds and student services.</p> <p>Boarding houses were open to students outside class times.</p>		

<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>	2
<p>In Assarts House additional electrical sockets would be beneficial as many of the students had various electrical appliances and were using multi socket extension leads. In one bedroom there was a trailing flex so that the refrigerator could be plugged into a socket. PAT stickers, in date were evident on the electrical appliances in the boarding houses.</p> <p>In the grounds a number of hazards were observed by Inspectors – items had been dumped by members of the public on the outskirts of the grounds, a classroom had burnt down and burnt material had not been removed or the area cordoned off, building materials and gas tanks were being stored in and around a small listed building that had been fenced off because the building was unsafe, other piles of items awaiting proper storage or disposal were around the grounds such as the pile outside the kitchen. The Inspectors were informed that firms had been contacted to collect the materials/furniture no longer required. This needs to be actioned as a matter for immediate attention and high-risk areas need to be effectively cordoned off.</p> <p>The Health and Safety Officer, appointed by the College earlier this year, had compiled a variety of risk assessments and was introducing recording systems for the maintenance of the houses, servicing of all the equipment, water, COSHH.</p> <p>There was a health and safety policy in place.</p> <p>The College Management Team need to support the Health and Safety Officer in ensuring all the risk assessments, safe working practices and servicing of equipment are up to date and records kept. In particular certificates for gas and electrical safety could not be located.</p>		

**Standard 48 (48.1 - 48.4)**  
**Suitable accommodation should be available for the separate care of boarders who are ill.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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Two rooms on different floors had been identified as sick rooms for use during the day. Pupils under 18 would be supervised in their own room during the night and in the College sickbay during a school day.

Neither sick room had an allocated designated toilet or washing facilities nearby. The Inspectors were informed that there was a toilet on one floor in a boarding house that could be used. This was not a designated toilet and it was situated in an adult boarding house. There were bunk beds in the sick bays, which did not seem appropriate for pupils who were unwell and the bathroom was situated up one or two flights of stairs.

The Inspectors were informed that during the day the receptionist located on another floor would check on pupils in the sick bay. If pupils needed to contact the receptionist they could do so using a walkie-talkie.

The sick bays were bare and cold.

Sick pupils would return to their own room or dormitory after the finish of the school day.

The College Management Team need to review the current sickbay arrangements to ensure they meet Standard 48.

**Standard 49 (49.1 - 49.3)**  
**Adequate laundry provision is made for boarders' clothing and bedding.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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There was a laundry on site with a suitable system that appeared to be working well for the current numbers. There are industrial washing machines and dryers. A risk assessment of the laundry had not yet been carried out and should be undertaken.

The inspector was advised that when the numbers increased significantly that the laundry hours were increased. The laundry assistant took pride in her work and ensured that the pupils clothing and bedding were laundered regularly and returned to the individuals satisfactorily.

The College Management Team should ensure there is protective clothing available in the laundry to protect the laundry assistant handling unwashed underwear.

**Standard 50 (50.1 - 50.2)**  
**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>	<b>3</b>
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Students are given a pack of stationery at the beginning of a term and then have to purchase their own.

Students could purchase these items when taken into Malvern to shop.

**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?**

1

The College had an established system in place for vetting and using host families. There was an information pack for host families.

It was said 7 host families had been used since 2002 and 3 of these families were visited. Appropriate written guidance and agreements were in use, also feedback questionnaires from both host families and students.

A new co-ordinator was introducing herself to the host families by letter and meetings. The College were in the process of ensuring all the adults in the host home had a previous police check or an enhanced CRB check.

Host families were occasionally used in term time but more often for holiday placements, summer school and temporary students.

It would be beneficial for all the host families to have the up to date Host Families handbook with current telephone numbers in case a problem or for emergency arises.

Also the host family should have a profile of the prospective student.

A visit by the co-ordinator, prior to a student being placed with a host family, should take place to ascertain whether there were any changes in the household. In the three homes visited, the changes did not appear to have been noted in the school records and in some cases CRB checks not carried out for adult relatives living in the home.

The host mothers spoke positively of their contact over the years with students and the school.

Occasionally a host family is asked to have a student that has been excluded from boarding in the school and the handbook included a list of rules that had to be adhered to in the family home.

**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

The Principal has reviewed and developed the procedures for organising off-site short-stay accommodation. At the time of this inspection there had not been any accommodation organised using the new procedures.

The College Management Team should ensure that written records evidence clearly all the matters set out in Standard 52 and be agreed by senior managers.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** 30<sup>th</sup> March 2005

**PART D**

**HEAD'S RESPONSE**

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

Please limit your comments to one side of A4 if possible

We are working on the best way to include the Provider responses in the published report. In the meantime, responses received are available on request.

**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 6 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 the Abbey Colleges 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 the Abbey Colleges 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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