

inspection report

Boarding School

Leighton Park School

Shinfield Road

Reading

Berkshire

RG2 7ED

8th-10th November 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Leighton Park School

Address

Shinfield Road, Reading, Berkshire, RG2 7ED

Tel No:

0118 9879600

Fax No: 0118 987 9625

Email Address:

info@leightonpark.reading.sch.uk

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

John Crosfield, Chairman of the Board of Governors

Name of Head

John Dunston

CSCI Classification

Boarding School

Type of school

Boarding School

Date of last boarding welfare inspection

2nd – 3rd
May 2001

Date of Inspection Visit		8 th -11 th November 2004		ID Code
Time of Inspection Visit		Between 7.15am and up to 9.00pm on the days of the Inspection		
Name of CSCI Inspector	1	Robert Dawes	074512	
Name of CSCI Inspector	2	Maire Atherton		
Name of CSCI Inspector	3	Lorna Somerville (Pharmacy Inspector)		
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Karen Ramsay		
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.				
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?				YES
Name of Establishment Representative at the time of inspection		JOHN DUNSTON		

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (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 Leighton Park School.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and The Children Act 1989 as amended, with additional visits as required.

The report represents the inspectors' findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Leighton Park is an independent co-educational school for day and boarding pupils founded upon Quaker principles, which emphasise tolerance, peace and understanding, integrity and dialogue, and respect for other cultures and faiths. The school is situated about a mile south of Reading town centre, next to the main campus of Reading University. There are currently two hundred and one full, weekly and flexi boarders ranging from 11 to 19 years of age. All younger pupils (ages 11-13) are members of Fryer House, while the four senior Houses accommodate pupils aged 13-19. One senior house is for boys; the others are mixed. Every day pupil is a member of one of the boarding houses and can arrive for breakfast and leave after evening meal or supervised prep; or earlier in the case of Fryer pupils.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Senior Management team is a great strength of the school. It provides excellent leadership and has ensured the school has an inclusive ethos that gives the school a strong sense of community. This is reflected in: excellent relationships between the staff and boarders, which was observed throughout the inspection; a lack of bullying; foreign students feeling included; a very good standard of behaviour being maintained without the over use of punitive methods; and a robust pastoral care system.

Staff are considered to be caring, and committed to providing the best possible care for the boarders.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

No major shortfalls were found in the course of the inspection. However, the following are the most important of the matters that require attention: developing a policy for responding to foreseeable major incidents and crises; training the fifth matron in the delivery of first aid, and to consult with the Fire Safety Officer to determine appropriate methods for holding open fire doors.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was a routine inspection, planned in advance and carried out by a team of inspectors over three days. It was the first inspection carried out since the introduction of the National Minimum Standards for Boarding Welfare on 1st April 2002. The school has demonstrated a clear commitment to meeting the National Minimum Standards and a desire to exceed them.

Overall this was a very positive inspection. All forty-eight standards inspected were met or almost met. There were no serious failures. There was good evidence that staff care about the children and young people they are looking after, and strive to do a good job.

Prior to the inspection all boarders had the opportunity to complete a confidential questionnaire about life in the school, and all parents were written to and their views on the care provided by the school sought.

The overwhelming majority of the boarders said they were happy and felt well cared for. Parents were very satisfied with the care their children received valuing particularly the ethos, the pastoral care, the extra-curricular life and the good relationships between staff and pupils.

The boarding inspection confirmed the positive response of pupils and parents. It found the Head and Deputy Head to be a significant strength of the school in boarding and pastoral matters. They communicate their vision of the school clearly and effectively and are very committed to ensuring the pupils receive the best possible care.

Some recommendations were made and advice given to underpin the good standard of care seen.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Actions are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS9	A policy for responding to foreseeable major incidents and crises must be developed.	30/6/2005
2	BS26	Consultation must take place with the Fire Safety Officer to determine appropriate methods for holding open fire doors.	28/2/2005
3	BS34	The matron not already trained in first aid to be so.	30/6/2005
4	BS39	There must be a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation.	30/4/2005
5	BS42	All the beds and mattresses must be assessed to ensure they are suitable for the needs of the boarders.	30/4/2005

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	BS5	The complaints procedures issued to parents should contain the CSCI address and phone number.
2		Increase e-mail facility for boarders.
3		New boarders who start during a term should have a formal induction.

4		When food and drink is kept in house fridges it should be demonstrated that the fridge temperatures are maintained at an appropriate temperature.
5		The recruitment checklist should be revised to ensure all the requirements of the process are listed.
6		Lighting should be suitable where pupils are studying in prep areas.
7		In School House, a bath requires a door fitting to provide the necessary privacy and a shower curtain in the girls' showers requires replacing.
8		A more formal method of instructing and educating ancillary staff on how to recognise and respond to child abuse should be introduced.

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

PART B**INSPECTION METHODS & FINDINGS**

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

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	YES

Date of Inspection	8/11/2004
Time of Inspection	9.0
Duration of Inspection (hrs.)	105
Number of Inspector Days spent on site	10.0

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

11

TO

19

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

116

Girls

47

Total

163

Number of separate Boarding Houses

5

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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| 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 statement of the school's boarding principles and practice was reviewed in August 2004 and covers the requirements of the standard. The contents of the statement are included in the staff handbook, house handbook and school prospectus. Staff are made aware of the principles and practice through training sessions and practice within boarding houses and the staff teams.		

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 school has an anti-bullying policy, which, on the evidence of this inspection, was well known to staff and pupils alike. There was evidence from discussion, from documentation, and from the pupil questionnaires that bullying is not a significant problem in the school and that any incident is dealt with robustly once it is brought to the attention of the staff.		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	87	%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

3

There is a written child protection policy that meets the requirements of the standard. Teaching staff, at all levels, have been given appropriate training. Ancillary staff interviewed said they had not received any training. The matrons' handbook details what information be brought to ancillary staffs' attention. The inspectors recommended that a more formal method of instructing and educating ancillary staff should be introduced. The deputy head is the designated senior member of staff responsible for child protection policy. There has been one child protection issue in the past year, which was dealt with in accordance with procedures.

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?**

4

There is a written policy on behaviour and discipline, known to staff and pupils. Standards of pupil behaviour was observed and reported to be very good. Prefects do not have any disciplinary powers. The administration of major punishments is recorded and the parents of the pupil informed. A record of punishments is kept by each house and monitored by the Head of House. The house punishments were mainly gating, early bed or extra prep. 83% of boarders identified the school's use of punishments as generally fair. The number of punishments recorded indicated that the very good standard of behaviour observed and reported was maintained without the over use of punitive methods. To reinforce good behaviour the school uses merit awards to reward positive attitudes to work, sport and social interaction.

Standard 5 (5.1 - 5.7)

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

Key Findings and Evidence**Standard met?**

3

The school has a clear policy on responding to complaints. This policy is made known to staff, pupils and parents. The complaints procedure for pupils is contained in the School Calendar Booklet, which is published each term. Pupils said they are listened to and taken seriously. There was one formal complaint that was resolved appropriately. The inspectors advised that the complaints procedures issued to parents should contain the CSCI address.

Number of complaints, if any, received by CSCI about the school during last 12 months:

0

Standard 6 (6.1 - 6.3)

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

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

There is an effective personal and social education programme for all pupils which is delivered through the curriculum, tutor system and school life. Smoking, the consumption of alcohol and the taking of illegal substances are not allowed. The school has a clear policy on the appropriate response to alcohol, smoking and illegal substance abuse by boarders. This policy is included in house handbooks and the 'What to do at Leighton Park' booklet. It is discussed in PSE and tutor groups. Although the school has a 'zero' tolerance to drug abuse each case is considered on its own merits with regard to what sanction is appropriate. Support for young people addicted to smoking is built into the policy.

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

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

Good records are kept in the medical centre and the information is cascaded to the matrons and housemother. The matrons complete the record cards which are checked by the school nurses every term.

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?

4

The Head and Deputy Head are very clear about how the school should operate and demonstrate a high level of commitment and energy in ensuring that the pupils receive the best possible care. The Deputy Head manages the overall development of boarding and is currently developing a consistent approach and guidelines for all houses through weekly meetings and the modification of policies and procedures. The school's governing body meet regularly and receive reports from the Head about the welfare provision in the school.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

2

The policy has been recognised to be unsatisfactory by the governing body. The Bursar has been instructed to update the policy. Training will be put in place by summer 2005.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

All pupils in Years 7 and 8 are members of Fryer House, while the senior Houses accommodate pupils aged 13-18. There were no major differences noted in the organisation of the houses (except boarders in Fryer House have breakfast and the evening meal in their house), nor in the principles and practices, although the personality and particular interests of the Heads of House were evident in all the houses visited, and these shaped the identity of the house. No individual house or houses have significantly poorer provision or facilities than other houses.

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence**Standard met?**

4

There is a very good choice of activities for boarders. 73% of pupils who completed the questionnaires considered there were plenty/sufficient interesting activities. Some pupils and parents who responded to the questionnaires felt that weekends were less well organised and pupils ran the risk of being bored. Weekends are not so structured as weekdays, however pupils are allowed more personal free time at weekends and trips to local events and facilities are arranged, pupils can also take part in sport, personal interests and go into town.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?**

3

There is a range of opportunities for boarders to contribute their views, including the monthly school council meeting which is chaired by the Head Boy and Head Girl, house council meetings, tutor groups, the dress code committee, the food committee and open dialogue between staff and pupils. Some of the changes that have taken place as a result of listening to boarders' views are: the introduction of drinks machines, changes to the food and dress code, and the use of Kopitiam by Sixth Formers at specified times during the school day.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?**

3

Prefects are not responsible for discipline but have specific duties and responsibilities. They can give warnings and are supported by house staff. Prefects go through a recruitment process and are given training for their roles. There is specific training for the Head Boy and Head Girl and a training course for senior prefects. School prefects meet with the Head, Deputy Head and Senior Master once a month.

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence**Standard met?****4**

It was evident from discussion and from responses to the questionnaire that all pupils have someone to whom they can turn for help in times of difficulty. In the confidential questionnaire most pupils identified a number of people to whom they would go, friends, parents, tutors and staff being the most popular. The school employs an outside counsellor on a part time basis and details of how pupils can contact him/her are contained in the school calendar, posted in houses and reminders are given in Collect and house meetings. Pupils are very positive about the support they receive from staff and fellow pupils. They say staff are approachable, listen to their problems and treat them seriously. The use of first names helps to make this communication easier and is part of the inclusive ethos which gives the school a strong sense of community. Every boarder has a tutor and a group of tutees meet with their tutor every week. The house tutor system is being reviewed to ensure positive relationships are developed and opportunities for communication are in place as the move to a central catering system has resulted in fewer occasions when pupils and staff meet as a group and there is no formal time for individual meetings between tutors and pupils. The Deputy Head operates an open door policy for pupils to talk to her about any matter.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

3

Individual house matrons, under the direction of the health centre, provide the majority of health care on a daily basis.

The health centre is staffed by two registered nurses between 8.0am and 7.0pm. They provide walk-in first aid treatment, administer medication, visit ill children in-house, and organise immunisation programmes and the twice weekly doctors' surgery.

The Pharmacy Inspector finished her inspection of this standard after the inspection of the school was completed. A separate report with her recommendations was sent to the school.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence

Standard met?

3

When pupils are ill they are either accommodated in their house or the health centre. The matrons or school nurses call in every couple of hours to check on the pupil. Pupils are given mobile phones to summon assistance.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	4
<p>The school's Special Educational Needs Coordinator takes the lead responsibility for drawing up support plans for pupils with special welfare needs.</p> <p>Care plans are developed for pupils with personal care needs.</p> <p>The welfare of the pupils is a high priority for the school. Numerous meetings take place between staff, which provides opportunities for effective communication and discussion of pupils' welfare. The house staff demonstrate a good understanding of the personal needs and individual issues of the pupils. The school has developed a strong pastoral care system. The inspectors noted cases of behavioural and health issues being quickly identified and robust action being taken in response. Outside agencies are involved when appropriate.</p>		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>The school has a commitment to equal opportunities for all the pupils and the whole school curriculum reflects the Quaker ethos. The festivals of the individual religions are recognised and pupils' needs are accommodated when requested e.g. Ramadan (exemption from games, extraordinary mealtimes). Dress codes of diverse cultures are also respected. Dietary needs are accommodated e.g. Halal or vegetarian food. The EFL department supports the learning of pupils with English as a second language.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are enabled to maintain contact with their families through the provision of fax and internet facilities in all boarding houses, public telephones, pupil mobile phones, no restrictions on weekend leave, and evenings out of school during the week by prior arrangement. Several boarders commented that there could be greater e-mail facility.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Each boarder has a suitably secure place to keep personal possessions and valuables. The Heads of House operate a bank for personal money if pupils do not wish to look after their money themselves. The housemaster keeps records of deposits and withdrawals.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	2
There is a formal induction process for pupils who start at the beginning of term but not for those who start during a term. Pupils are given information about the school and the house. A 'buddy' system is being introduced for pupils from overseas. Several pupils said they considered the induction process was very good.		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The school does not arrange Guardians for any pupils. If asked the school refers parents to AEGIS accredited guardian agencies.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
Records were available to substantiate that the school regularly monitors and reviews the above records, and takes any necessary action.		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	4
The recent change in catering from house to a central system generated the majority of comments from pupils verbally and in their questionnaires. The overwhelming majority (91%) were in favour of the change and said the choice and quality of the food was significantly better. However a significant number expressed concern about the queues which reduced the time available to eat and the fewer opportunities to meet together as a house because they do not eat together any more. (In Fryer House they eat breakfast and tea together). The senior staff are addressing the queuing problems and reviewing the tutorial system to ensure that good relationships between the year groups and staff and pupils are maintained.		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
Drinking water is available in all boarding houses at all reasonable times. Boarders can make snacks at any reasonable time. Some of the houses operate a tuck shop. When food and drink is kept in house fridges it should be demonstrated that the fridge temperatures are maintained at an appropriate temperature.		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	2
The recommendations made during a recent fire safety inspection have all been carried out except for using wedges to keep fire doors open. Fire safety risk assessments are carried out every 6 months. Regular fire drills take place and the fire alarms and emergency lighting systems are regularly tested. Each house has its own evacuation plan.		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	9
There are no especially onerous demands on boarders.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	0
The school does take part in foreign language exchanges with schools in France and Germany. In consequence, children from these countries are accommodated at the school during the period of the exchange visit. Such visits were not taking place during the time of the inspection.		

Standard 29 (29.1 - 29.6)

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

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

Any activity involving boarders that involve a significant degree of risk or requires significant special measures for pupil safety are comprehensively risk assessed. Activities such as judo, fencing, swimming, dance and canoeing in the school pool involve outside supervisors or instructors not on the school staff to ensure appropriate safety and competency levels are met.

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**

There are televisions and internet access (subject to school security system) in every house. Broadsheet newspapers are bought by the house and are available to all pupils. In addition, pupils are able to buy newspapers and journals at the local shops.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence

Standard met?

3

There are clear satisfactory arrangements for the supervision of boarders outside teaching time. Gap students are not used to provide cover in the houses.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

The school operates a strict policy for when and at what age pupils can leave the site. Only pupils in year 10 and above can leave the site unaccompanied. Pupils take mobile phones to use in emergencies. A new system for recording the whereabouts of pupils has recently been introduced.

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

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
<p>There are at least two adult members of staff sleeping in each boarding house at night who are responsible for the boarders in the house. The number of adult staff sleeping in depends on the age and number of boarders. There is a satisfactory means of contacting a member of staff in each house at night.</p>		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>All staff with boarding duties will soon have new job descriptions. Many staff reported they received good induction training for their role whereas one said he had not received any training. The school intends to ensure all staff receive induction training when newly appointed. New tutors have a mentor when they start.</p> <p>There are opportunities for staff to undertake training on site and on BSA training courses. It is the expectation that all senior boarding staff attend BSA courses. The housemother and matrons can attend the matrons course. It was noted that all but one of the matrons were first aid trained.</p> <p>Support and supervision of staff is provided through: weekly heads of house meetings with the head, deputy and senior master; regular visits to the houses by the deputy head; members of house teams being supervised by head of house; weekly in house team meetings; matrons' meeting with the Deputy Head once a month; and house support staff supervised by the matrons.</p> <p>The school is developing a system to ensure appraisal of boarding work is included in the two-yearly appraisals for teaching staff and an appraisal of non-teaching staff will take place every two years.</p> <p>House Handbooks outline codes of practice.</p>		

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
<p>All staff with boarding duties have staff handbooks which include the school's boarding policies and practice. There is a staff disciplinary procedure. Up to date contracts have been issued to all teaching staff. Contracts for support staff are being developed.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Boarders were clear in both the questionnaires and discussion that they felt well looked after and their relationships with staff were generally good. Staff were described as generally approachable, fair and responsive.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Pupils expressed no concern about any staff member invading their privacy.		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	3
Gaps were found in recruitment records but a satisfactory recruitment process has now been developed which should ensure all the requirements of this standard would be met in the future. It was recommended that the checklist be revised to ensure all the requirements of the process are listed.		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
The school complies with the requirements of this standard except for ensuring there is a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation.		

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 40 (40.1 - 40.8)

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

Key Findings and Evidence

Standard met?

3

All houses were seen on this inspection, at various times of the day and evening. All were adequately lit, ventilated and heated. Furnishings, fittings and equipment were generally satisfactory. Maintenance issues were reported to be addressed promptly.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected from access by the public.

Key Findings and Evidence

Standard met?

3

The school site is surrounded by roads and has several entrances. After a review of the security of the school site, gates have been erected and other measures taken to improve the security and safety of the school grounds.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	2
All requirements of this standard are met except for the suitability of the mattresses. Numerous complaints were received from pupils about the mattresses being too small, uncomfortable and too thin. It is recommended that all the beds and mattresses be assessed to ensure they are suitable for the needs of the boarders. The number of pupils in bedrooms varies from house to house. However the maximum sharing is five with many enjoying double or single occupancy.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
Study provision is satisfactory and prep is well supervised. The inspector advised that all desks should be assessed to ensure they are suitably lit.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
From the questionnaires 89% of pupils considered the bathrooms were sufficiently private and 91% of pupils considered the toilets were sufficiently private. A bath in School House requires a door fitting to provide the necessary privacy and a shower curtain in the girls' showers requires replacing.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
This was found to be satisfactory.		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
There is a range and choice of common room or other recreational areas available to boarders outside school time. Several boarders reported positively to the former catering facilities in the senior houses now being used as additional leisure and study areas as a result of the catering being centralised. There is a range and choice of outdoor areas within the school grounds available to boarders for outdoor activities at suitable times.		

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?**

3

Regular health and safety checks take place to ensure the fire safety systems are fully operational and that all the electrical appliances are safe.

Risk assessments of the school grounds and boarding accommodation take place at regular intervals.

As a result of risk assessments the following changes and actions have taken place. In boarding houses: segregation alarms and window retainers have been installed, improvements made in fire evacuation procedures, and upgraded uniform fire evacuation signage. In the grounds out of bounds areas have been highlighted.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

Key Findings and Evidence**Standard met?**

3

Boarders who are ill at school can be cared for separately from other boarders either in their house or in the health centre. If the boarder is confined to the health centre a nurse can stay overnight if necessary.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

4

Each of the five houses has individual laundry facilities in-house organised by the House Mother or Matron. The four senior houses have provision for boarders to wash and dry their own clothing.

Standard 50 (50.1 - 50.2)

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

Key Findings and Evidence**Standard met?**

3

Boarders can purchase stationery and personal items from local shops or through school staff.

Standard 51 (51.1 - 51.11)

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

Key Findings and Evidence**Standard met?**

9

The school does not accommodate any children in lodgings during term time.

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?****4**

The school uses various centres in the country. Those that are not officially accredited are visited and risk assessed. Every school trip is thoroughly risk assessed and addresses all the requirements in this standard. Contingency plans are made in the event of unforeseen events forcing changes to the planned itinerary. Parents' permission is sought for pupils to participate in these revised activities.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

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

We would welcome comments on the content of this report relating to the Inspection conducted on <enter date(s) of inspection here> and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

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 which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name John Dunstan

Signature _____

Designation	Head
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Date 17 January 2005

Or

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

--

Print Name _____

Signature _____

Designation _____

Date _____

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

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