

inspection report

Boarding School

Farleigh School

Red Rice

Andover

Hampshire

SP11 7PW

17th 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**

Farleigh School

Address

Red Rice, Andover, Hampshire, SP11 7PW

Tel No:

01264 710766

Fax No:**Email Address****Name of Governing body, Person or Authority responsible for the school**

Farleigh House Trustees Limited

Name of Head

Mr J A Allcott

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

Date of Inspection Visit		17th November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Bridgette Lowe	155465
Name of CSCI Inspector	2	Tim Inkson	
Name of CSCI Inspector	3	Nick Morrison	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mark Robinson	
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?			NO
Name of Establishment Representative at the time of inspection		FATHER SIMON EVERSON-HEADMASTER	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Farleigh School is a Catholic co-educational boarding and day school for pupils aged 3-13, with a flexible approach to boarding. At the time of inspection there were 72 full time and weekly boarding pupils.

The school is situated a short distance from Andover and stands in 57 acres of attractive park and woodland providing opportunity for a wide variety of sports and leisure activities. The boys boarding accommodation is located within a large Georgian mansion. The girls' accommodation is within a newly refurbished wing on the school grounds.

The schools headmaster is committed to the principles of the Catholic faith whilst welcoming children of all denomination to the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school provides a community and family environment for the boarders; a high emphasis on pastoral care; a full activity programme for the boarders in a wide range of facilities and a good balance of free time; good relationships between pupils and staff based on respect and individuality.

The school nurtures boarders and recognises strengths and individuals; it has very low levels of bullying and good health care of its boarding pupils.

The school provides good healthy balanced meals.

There is clear direction and leadership in welfare and boarding issues.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school should develop a more formalised approach to monitoring and reviewing all welfare and boarding matters including behaviour management; review fire safety procedures; improve recruitment procedures; implement individual recording systems to ensure pupil confidentiality and ensure all people supporting pupils receive a CRB check at the enhanced level.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first inspection of the boarding provision at Farleigh School to be carried out by the Commission for Social Care Inspection to appraise the school against the National Minimum Standards for Boarding Schools Care Standards Act 2000. The inspection was undertaken by three Commission Inspectors and a Boarding Sector Professional Inspector.

There are recommendations made within this report that if followed will address the minor shortfalls noted. The inspection has also made some advisory recommendations to assist with the development of Farleigh School.

The inspection concluded that Farleigh School provides a supportive and caring environment for its boarding students. The staff involved in boarding provision work together for the benefit and welfare of the children and provide an atmosphere where the boarders reported they feel happy and safe.

Overall the inspectors were satisfied that the school was meeting nearly all standards and in some areas exceeded the National Minimum Standards to comply with its obligation to safeguard and promote the welfare of boarding pupils.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

N/A

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS7	The inspectors recommend that: The school implement a system to individually record medication given within boarding houses to ensure pupil confidentiality.	4.1.05
2	BS38BS14 BS39	The school undertakes Criminal Record Bureau Checks at an enhanced level on all people who support pupils, including the Independent Listener.	30.12.04
3	BS26	The school resume the weekly fire bell test.	30.1.05
4	BS35	The staff disciplinary procedure provides information to staff pending a precautionary suspension as a result of an allegation.	20.3.05
5	BS44	To increase the hand washing facility in th East and West lavatories.	30.4.05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS4	Consideration should be given to monitoring sanctions used across boarding houses.
2	BS20	Consideration should be given to providing boarders with a lockable space close to their beds.
3	BS29	Consideration should be given to keeping a written record of checks taken on ascertaining activity centres license details and qualifications of the instructors involved with pupils.
4	BS34	Consideration should be given to updating all staffs Child Protection Training.
5	BS38	Consideration should be given to devise a recruitment checklist as detailed in Standard 38.
6	BS47	Consideration should be given to reviewing the lighting around the sports hall area.
7	BS23	Consideration should be given to devising a formalised approach to monitoring recording recommendations, action taken and outcome.

*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	NO
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	NO
Individual interviews with pupil(s)	NO

Date of Inspection	17/11/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	15
Number of Inspector Days spent on site	2

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

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M****7****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****48****Girls****24****Total****72****Number of separate Boarding Houses****3**

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

The school provides parents with glossy brochures depicting photographs and information about the school and pupil achievements. The school has also produced an information pack, 'A Guide to Pastoral and Boarding Life for Parents'. This accurately reflects the current boarding practice at Farleigh School and is available to parents, prospective parents, staff and boarders. The school has designed a Boarders' Handbook that is written in a manner appropriate for the children.

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 Headmaster spoke about being very proactive about anti bullying policies. The school has a good policy that is available to staff, parents and boarders. Bullying is dealt with in PHSE and in informal discussions with house staff. 100 pupils completed a questionnaire devised by the Commission. Of that number 90% indicated they were 'never' bullied and 5% indicated that they were 'hardly ever' bullied. 3% of the pupils indicated 'often' being bullied, but when spoken to, did not identify bullying as being a problem at Farleigh School. These results suggest that the school is characterised by a very low level of bullying.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

95

%

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

The school has a child protection policy and a designated Child Protection Officer who has had recent child protection training. The school organised some Child Protection training two years ago, the inspectors recommend that all staff including ancillary staff, attend some training in the field of Child Protection to keep abreast of current issues, particularly in light of the Government Green Paper, Every Child Matters. New staff have Child Protection briefing as part of their induction to the school. The Independent Person has the Child Protection procedures at home but had not had any formal Child Protection training. Awareness of the Child Protection Policy and procedure was high amongst boarding staff, ancillary staff and Gap students. The inspectors were satisfied that all staff were aware of their responsibility to protect children and report any concerns to the designated person with a lead role in the area of Child Protection. The Commissions contact details are outlined in the schools Worries and Complaints information that is given to Pupils and Parents. There is a policy on reporting any boarders missing from school. A written record is kept of pupils who abscond.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

There is clear guidance for both parents and pupils on expected behaviour and the punishment and reward system is detailed in the school information. The inspectors advised that this might be better placed in the boarder's handbook. There are some small idiosyncrasies in sanctions operated across the houses, the school should monitor this system closely and discuss behaviour management as a staff team.

The pupils' questionnaires suggested that punishments were given out fairly and this view was endorsed in discussion with boarders.

The school ethos emphasises the importance of such things as, 'creating an atmosphere in which children are happy, and where the self-respect and dignity of each boarder will flourish.'

The Headmaster records all major punishments such as detentions, in the 'Punishment Book'.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The boarders spoke about being able to talk to a variety of people both in and out of the school if they have a complaint or concern about their welfare or the school in general. The Boarders Handbook advises pupils what to do if they wish to complain. Parents also receive information about the schools complaints procedure within the Parents Guide to Pastoral and Boarding Life. The schools Complaints information contained details of the Commission for both pupils and parents.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	4
<p>The Head as part of his role as Chaplain covers the Personal, Social and Health Education (PSHE) programme in the school. This is delivered in the classroom as part of the curriculum, and the pupils confirmed was of great use. The programme covers all significant issues in an age appropriate manner.</p> <p>The school has organised for groups to come and talk to the pupils about substance and alcohol misuse. The pupils spoke of 'excellent' sessions relating to keeping themselves safe.</p> <p>Staff were aware of the PSHE Programme and its aims, this was also detailed within the staff handbook.</p> <p>The schools Matron spoke of highlighting health awareness with the pupils. House parents also spoke of continuing health and personal education within the evenings during informal sessions.</p>		

Standard 7 (7.1 - 7.5)

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

Key Findings and Evidence**Standard met?****2**

The schools' Matron holds health related information within the school surgery. There is information relating to health needs, dietary, allergies and specific learning needs. This information was shared throughout the boarding and other departments on a need to know basis.

A database is held in the Matron's office that details injuries, illnesses and any treatment given. Secure files were seen containing parental consent for both prescribed and non-prescribed medication.

The inspectors recommend the school implements a medication recording system that would ensure pupil confidentiality, within the boarding houses, currently all pupils' information is recorded within one page.

Information relating to parental contacts and responsibility was seen within boarding houses.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

The Headmaster has been at the school for many years but only in the Headmasters post since September 2004. He demonstrated a sound understanding of boarding issues and is proactive in improving the boarding provision. The increased option for flexi boarding is managed well and there is very little division between boarders and day pupils.

The schools governing body meets termly, or more frequently if required. The Headmaster and governing body have been instrumental in producing a review and development plan for boarding at Farleigh School. The Headmaster submits a report to the governors prior to meeting, highlighting any specific welfare or boarding issues.

Some senior boarding staff have attended the Boarding School Association (BSA) training and are taking part in further professional qualifications in boarding. The Gap students take part in the BSA training for Gap students each year but some UK Gap students will have been at the school a term before being able to attend the training.

Staff have voiced there is effective leadership from both the Headmaster and Head of pastoral care.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The schools' Bursar has responsibility for the Crisis Management Procedure. This details what action to take in the unlikely event of a range of major incidents or crises. The inspectors had no reason to believe that appropriate action would not be taken to safeguard and promote the welfare of boarders.

Standard 10 (10.1 - 10.5)

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

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

There are three boarding houses all of which had decoration in a good state of repair. Boarding is divided into four distinct areas. Years 3,4 and 5 are situated in the main building in two dormitories. Year 6 boys are on the top floor of the school and 7 and 8 above the courtyard classrooms. Girl boarders are situated in a separate wing. Dormitories accommodate pupils in the same age group. The girl's boarding house has recently been refurbished. All boarding pupils spoken to were happy with their boarding houses.

Standard 11 (11.1 - 11.6)

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

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

There is an appropriate activities programme that the children were enthusiastic about. They have a well-balanced programme allowing free time as well as organised activities.

The pupils were able to use the computers within free time and safeguards were in place for internet activity. All pupils have open access to email. Activities included art and craft, sports, games, television and video, drama and fashion show groups. The children could also spend time relaxing in the common room or reading in the library. In questionnaires and discussion a significant number of boarders identified the number and range of activities available to them as a strength of the school. 75% of boarders indicated that the range of activities was 'very good' or 'good' and 15% indicated that the range was average. A small number of pupils stated there were not enough activities that they liked, but the school demonstrated that they sought pupils' opinions in this matter.

The school has an indoor swimming pool under construction due to be completed early next year. Weekend activities include trips to the cinema, ice skating, competitions and bowling.

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
<p>The school has introduced house meetings within the boarding houses and representatives from separate year groups take forward the children's views. Pupils spoke of this being a productive way in which to air their views, but felt more feedback about any action to be taken would be beneficial. The children felt very able to talk to the staff informally.</p> <p>Pupils informed the inspectors that changes had been made as a result of the school listening to the pupils' views. The headmaster reported that the following changes had been made as a result of listening to boarders views:</p> <p>Boarders' supper has been enhanced Mattresses on the beds have been changed The weekend programme has been enhanced.</p> <p>The pupils spoke of the catering manager gaining the children's views on any new item introduced to the menu.</p> <p>All the boarders participated in a questionnaire about boarding in the Summer 2003.</p>		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
<p>The school operates a dorm monitor system. These pupils have specific duties and responsibilities that are detailed clearly. Older pupils may be selected for the role as monitor in recognition of them being responsible and allowing for greater independence.</p> <p>The pupils informed the inspectors that the process was fair and they were clear of the duties of such a role. The pupils had no powers to issue any punishments, but were able to report concerns to staff.</p>		

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence**Standard met?****2**

The results of the boarders survey showed that there is a large range of adults within the school that boarders feel they could turn to. This was confirmed during discussion with boarders. The school has an Independent Listener whose name, photograph and contact details are displayed in all the phone booths and within the Complaints and Worries Form available to pupils. The Commission details were evident within the Complaints and Worries Form. The Childline number was seen on notice boards and at the time of inspection the house parent of the girl's house instigated improving this provision by placing the contact numbers within the phone booth.

The Headmaster spoke of introducing the Independent Listener to all new boarders and providing opportunities for her to talk to groups of pupils. The school must ensure that the Independent Listener has been CRB checked at an enhanced level before continuing with her role.

The schools Chaplain, who is also the Headmaster, was identified by a large majority of boarders, as being a person who the pupils could talk to if they had any worries. Pupils were also able to meet regularly with personal tutors.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

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

The school has two qualified nurses who they call Matron, who are available twenty-four hours a day, seven days a week. They have access to a named doctor for professional guidance and consultation. The school has two GPs who visit for regular surgeries on Monday and Thursday afternoons. The boarders can see medical persons unaccompanied and can see a same sex doctor if they wish. The Matrons are both the designated first aiders. Prescribed medication is only held within the surgery. The administration of any medication is recorded in an appropriate manner within the surgery, but the inspectors recommend that individual pupil records are introduced as mentioned in standard 7, when held within boarding houses.

The Matrons hold a database of all illnesses, accidents and injuries to boarders. The school has a Medicines and Lotions database of permitted non-prescribed medication allowed within the school, after consultation with the school Doctor.

The school asks all parents of prospective parents to complete a medical questionnaire and all new boarders are encouraged to register with the local GP practice. Each pupil attends a routine medical within the first few months and parents/ guardians are invited to attend.

The Matrons arrange for a dentist to fit mouth guards to individuals who are involved in either hockey or rugby, and gains parental consent prior to the dentist visiting the school.

The school Doctors view is that the school has 'an extremely well equipped surgery'.

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**

All boarders have easy access to an adult at night if they are unwell. If they are ill they can be accommodated in the sick bay and are regularly checked and monitored by the matron. When in the sick bay, the matron can be summoned by the pupils at all times. At the time of inspection one pupil had a short stay in the sick bay so the matron could monitor her closely. The pupil spoke of being consulted over whether she wanted to talk to her parents, and felt that she was looked after well.

The sick bay has three beds within one room, and a single bed if there is a need to isolate a pupil. The rooms were warm and homely, but pupils spoke of preferring to remain in their own rooms if possible.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	3
<p>The Inspectors saw good evidence to demonstrate that boarders with particular needs were identified and managed appropriately. The school is committed to the ethos 'To create a well ordered and caring school community, where self respect and dignity of each person will flourish'. The inspectors have evidenced appropriate support given to boarding pupils at times of emotional needs.</p> <p>The school has a learning support department that provides extra support for pupils. Individual educational plan was evidenced on one young person's confidential file.</p> <p>The school monitors its overseas students closely, and will permit the use of mobile phones in order to contact relatives easily.</p> <p>Boarders spoke of being supported at times of homesickness, and having an increased use of the phones if they needed to contact their parents.</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 an equal opportunity policy. The schools policy states that 'at Farleigh School we value diversity'. There is a school ethos that welcomes all faiths and shares a multicultural development of the children. The children spoke of enjoying the themed suppers aimed at supporting other cultures.</p> <p>The school's ethos statement clearly identifies the concern of the school to support the spiritual and moral developments of the pupils.</p> <p>The school has a confirmation preparation programme and pupils have the opportunity to help in a local nursing home.</p> <p>Oversees students are provided with extra English Language sessions if needed.</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>Pay phones were available in each boarding house and the pupils were able to contact their parents freely and in private. The matron held extra phone cards if the pupils required them.</p> <p>Pupils had access to their individual e-mail address, mobile phones were not permitted unless there were exceptional circumstances.</p> <p>Information relating to help lines was available on notice boards and within the girls' phone booth.</p> <p>There is guidance available to staff on ensuring that parents are involved and contacted if there are any welfare or concerns about their child.</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>The school discourages children to have pocket money at the school and this is listed within the handbook for parents. Some children do have lockable space in the dorms, and all boarders have a lockable space within the main school building, but the inspectors would recommend that all students having a lockable space close to their beds.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>The school has a system in place for supporting the needs of new and potential pupils. The pupils indicated that the 'taster weekends' were effective and fun. Pupils spoke of trying flexi boarding first as an introduction to boarding. The school has a system where experienced boarders 'shepherd', guide and support new boarders.</p>		

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

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

3

There are systems in place used by a range of senior staff to monitor all aspects of the school, including risk assessments, complaints and accidents, although this was hard to evidence by the inspectors. A more formalised approach to this aspect would be beneficial.

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 inspectors shared all official meals with the pupils. There were vegetarian options, a salad bar and fruit available all day. There were snacks and food offered outside of mealtimes. All of the pupils interviewed were very complimentary about the food provided. The breakfast was particularly well received. The boarders received a light supper of cereal before bed.

The crockery, cutlery and dining areas were found to be clean and well maintained. There were no outstanding recommendations from the Environmental Health Service report dated 3rd Feb 2004. All the catering staff had received appropriate food handling and hygiene training.

The meals were well-organised and social affairs with food being available as 'seconds'. The school held themed nights, which were enjoyed by pupils.

The inspectors spoke to the catering manager and evidenced a great deal of attention being placed on nutritional value, especially on 'match' days. The manager was aware of any specific health/ dietary needs and would accommodate these appropriately. The catering manager sought the opinions of the pupils on a regular basis.

Standard 25 (25.1 - 25.5)

Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.

Key Findings and Evidence**Standard met?**

3

Drinking water was available in the boarding areas, at mealtimes and at designated places throughout the school. Fruit was available to all pupils throughout the day and a healthy snack was available before bedtime.

Information to parents requested children not to bring in food or sweets, but the school held a weekly tuck shop for all boarders.

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
<p>The School had operated a robust system for fire checks, however the historical weekly check of the bells but this was discontinued due to disturbance to the running of the school. The inspectors recommend that this is resumed as a matter of urgency, in line with the Fire Service Recommendations at a time suitable to the smooth running of the school. The Year 8 girl's commented that they would benefit from practising all routes out of the building in case of fire and the inspectors would agree with this as a matter of good practice.</p> <p>The inspectors concluded that boarders were aware of the evacuation procedure and records were kept of termly evacuations.</p>		

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

Key Findings and Evidence	Standard met?	9
<p>This standard does not apply to Farleigh School as no onerous demands were raised with or observed by the inspectors.</p>		

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

Key Findings and Evidence	Standard met?	9
<p>Farleigh School only accommodates its own pupils.</p>		

Standard 29 (29.1 - 29.6)

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

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

The school offers a small range of adventurous or hazardous activities for pupils such as, trips to France, Youth Hostel trip to Wales and ski trips. All staff or instructors are qualified to take the children on any hazardous pursuits. Whilst the school states that all the activity centres used are registered with the Adventure Activities Licensing Authority, it remains the responsibility of the school to verify this claim, and therefore the inspectors recommend that the school keeps a written record of any checks carried out on providers of high risk activities, organisers and individual instructor qualifications.

The school has comprehensive risk assessments in place for all activities outside and within the school and generally the school uses a Health and Safety Consultant to undertake these risk assessments, that are updated annually.

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**

All boarding houses have access to daily newspapers, and the staff bring the papers into breakfast to discuss topics with the children. The boarders have access to the television within the common rooms. All pupils have open use of the IT resource that provides protected access to the internet to search for information about events happening around the world.

The boarding pupils can access the local community at weekends with support from house parents.

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

The boarders spoke of feeling secure and that there were always a number of staff that were on duty each day including weekends. All staff involved with boarding duties are integral to the whole school community.

There were specific timetables identifying both staff and boarders' whereabouts at all times. Boarders spoke of being able to access staff whenever needed. Gap students also supported boarders' with evening activities.

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

Organised offsite trips were appropriately risk assessed and all such activities required clearance from the headmaster. The school has a comprehensive Health and Safety policy and a supporting document relating to Driving of School Vehicles for staff to follow.

Gap students are not given sole responsibility for pupils and they spoke of being adequately supervised by staff.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
Staff are easily accessible at night for the pupils in all boarding houses in the event of illness or an emergency.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
Boarding staff have job description that are comprehensive and spoke of sound induction into their role. House parents spoke of receiving a good level of support and were able to have informal supervision with their line manager. The inspectors recommend that the school would benefit from developing a formal approach to both supervision and appraisal for the boarding staff. All staff spoken to were able to confirm what they were expected to do should they have a concern about a child, this has been discussed through child protection briefings. The school is aware of the need to develop the training of boarding staff, including updating the Child Protection training for all the staff including support and ancillary staff, the inspectors would support this development. The school ensures that the Gap students receive training from the Boarding School Association, which includes Child Protection. Two members of staff are currently studying for the Boarding School Association (BSA) Professional Development Certificates and BSA courses are available to all boarding staff.		

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?	2
There is a staff handbook in place and boarding staff have the Guide to Pastoral and Boarding Life for Parents which clearly outlines the schools ethos on boarding. The written guidance to staff on their boarding responsibilities is clear. It is recommended that the school include in its staff disciplinary procedure provision for precautionary suspension pending investigation of any allegations. This procedure should also include provision for guidance and support to staff during suspension.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>The nature and quality of relationships observed between boarders and staff demonstrated this was an area of strength for the school.</p> <p>The schools boarding ethos states 'To create a family atmosphere rooted in the Christian faith, in which children are happy, and where the self respect and dignity of each boarder will flourish. To make boarding an enjoyable and rewarding experience'. The inspectors concluded that Farleigh school meets this aim, and the children confirmed this to the inspectors.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>The pupils spoke of staff being respectful around boarders' privacy, especially at times of bathing or showering. Staff were able to discuss how they supported and supervised the boarders without compromising their privacy.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The records checked by the inspectors showed that the recruitment process for academic staff was solid with only a few concerns. The school needs to ensure there is direct contact with each referee to verify references including a statement of suitability to work with children. Interview notes were not held on file. The Support Staff file inspected was not as robust and development in this area must be considered. Criminal Record Bureau (CRB) checks were in place for most staff with contact with children and the two people highlighted as not having a CRB check will be processed immediately.</p> <p>The inspectors recommend that a recruitment checklist is devised in line with the requirements of this standard.</p>		

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence**Standard met?****2**

The housekeepers maintain the dormitories and bathrooms once the children have left the boarding areas, and the school is vigilant about supervising any person on site that has not been satisfactorily CRB checked, including the workforce that are onsite building the swimming pool.

As stated in standard 14 the school must ensure that the Independent Listener is CRB checked at an enhanced level before continuing her role.

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 areas of the boarding accommodation were seen during the inspection. Accommodation was well lit, adequately heated and ventilated. The rooms were clean and tidy and the girls' area had recently been redecorated. The living areas were also decorated to a good standard including a games room that had recently been refurbished to a high standard, including soft seating and areas in which to play board games.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence

Standard met?

3

Boarding accommodation at the school is clearly separated from other areas and is exclusively for boarders, day pupils are not permitted into sleeping areas.

All visitors talk through an intercom to the office before being allowed into the school, then report to the office where a visitors badge can be issued and details logged.

Pupils spoke of knowing the procedure of informing staff if they saw a stranger within 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?	3
<p>The sizes of dormitories vary throughout the boarding houses. One dorm has 13 beds and the school are aware of the need to keep this room under review to ensure there is no overcrowding. Pupils within this room were able to voice that they were happy with the space they had and felt there was adequate room for their belongings.</p> <p>Generally the boarders are separated by age and gender. The year 8 girls spoke of enjoying the exclusive year 8 dormitory, which they were able to personalise, as are all boarders, with posters and photographs. They all commented it made it feel more like home.</p> <p>Boarders were able to discuss room changes with house parents, and felt that their views would be considered.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>All boarders have adequately supervised prep.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	2
<p>Boarders spoke of being satisfied with the level of privacy afforded with the bathroom facilities and this was reflected in the questionnaires. There were adequate numbers of toilet and washing facilities available.</p> <p>There was a lack of hand washing facilities in the East and West lavatories that the school were aware of and had under review.</p> <p>Staff and adults have separate toilet and bathroom facilities and do not share with boarders.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Sports changing facilities are of sufficient size and privacy, with separate facilities for each gender.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	4
<p>Pupils and staff reported excellent access to a variety of recreational facilities, which the inspectors observed. These included games fields, hard courts, sports hall a new indoor swimming pool under construction, but the use of an outdoor pool in warmer months and beautiful grounds and woodlands. The indoor areas included common rooms and games rooms that could be used within free time, and activity time included use of the art room, music, design and Technology and IT. The library was also a good resource with extra IT facilities within.</p> <p>The boarders had chosen the decoration for one of the jointly used common rooms and this could be used both in and outside of school time. There were rooms available if boarders needed quiet time.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>There are systems in place to report any breakages or hazards in the boarding accommodation to ensure they receive attention. The school has a comprehensive risk assessment procedure in place. The only minor hazard discussed at the time of inspection was the lighting around the sports hall. The inspectors recommend that this area be reviewed.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>The School has an appropriate sick bay providing suitable accommodation for 3 pupils, within one double room and single bedded room. There are appropriate toilet and washing facilities and the use of a kitchen to prepare meals.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
The schools laundry arrangements were reported to be well organised and entirely satisfactory. Weekly boarders are encouraged to bring their own duvet covers to develop the feeling of home and identify their personal space.		

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
The school has its own shop where stationary can be purchased. Phone cards and toiletries can be purchased from the Matrons office.		

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 arrange lodgings for any pupils.		

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 school arranges trips within the UK and Europe. All trips are thoroughly checked out and risk assessed prior to any visit.		

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 17th November 2004 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 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

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

Head has declined to provide an action plan

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature

Designation

Date _____

Or

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

--

Print Name _____

Signature

Designation

Date _____

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

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