



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Five Islands School Boarding House St Mary`s

**Five Islands School Boarding House St Mary`s
Church Road
St Mary`s
Isles of Scilly
TR21 0NA**

Lead Inspector
Chris Passmore

Announced Inspection
4th October 2005 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school	Five Islands School Boarding House St Mary`s
Address	Five Islands School Boarding House St Mary`s Church Road St Mary`s Isles of Scilly TR21 0NA
Telephone number	01720 423277
Fax number	
Email address	
Provider Web address	www.fisonline.org.uk
Name of Governing body, Person or Authority responsible for the school	Council of the Isles of Scilly
Name of Head	Andrew Penman
Name of Head of Care	Alan Jones.
Age range of boarding pupils	11-16
Date of last welfare inspection	May 2003.

Brief Description of the School:

The Five Islands School came into being in April 2002 as a Federated School, made up of five separate schools located on St Mary's, Tresco, St Martins and St Agnes. Four of these are primary schools, plus the previous Isles of Scilly Secondary school on St Mary's, Isles of Scilly. As part of its commitment to the education of secondary aged children from the off-islands the school provides a boarding house, Mundesley, on St Mary's. Five Islands School is therefore a Boarding School and subject to inspection under the National Minimum Standards for Boarding Schools. The school provides weekly boarding for boys and girls between the ages of 11 and 16 years. Children return home for weekends and all school holidays. Mundesley is a combination of original house and extension and provides accommodation consisting of dormitory bedrooms, with slightly more individual arrangements for senior students. Girls are accommodated on the first floor and boys on the ground floor. There is toilet and bathing provision on each floor level together with a dining room and lounge on the ground floor. There is a suitably sized kitchen from which breakfast and evening meals are prepared and served to boarders. Lunchtime meals provided at school. After year 11 studies are completed students wishing to continue on to further education have to follow courses on the mainland.

SUMMARY

This is an overview of what the inspector found during the inspection.

At the last inspection there were various issues relating to the poor communication between the school and boarding house, the lack of support to house parents and management of their professional development, as well as the lack of inclusion of the boarding house in the overall ethos of the school. There were also issues relating to the views and perceptions of parents towards the boarding house staff. Shortly after the inspection was completed the then Head left and a temporary Head was appointed. Added to this the school was placed in special measures and has been subject to regular inspection from DfES. Since the last inspection the Commission had requested update information on three occasions but had not received any response from either the school or the Island Council. Latterly, it was learned that an external agency, Cambridge Education Associates, had taken over the interim management of Educational Services on the Islands and a new head had been appointed with effect from September 2005. There has been a recent shift in the Commission's arrangements for the inspection of boarding schools, which, when risk-assessed alongside the above circumstances, deemed it necessary to conduct another inspection of boarding welfare arrangements.

The latest inspection was more focussed and did not entail the full range of inspection methods but did include a pre-inspection questionnaire and Head's self-assessment together with open letters inviting views from parents of boarding pupils. The inspection took place over two days and included interviews with the Head, house parents, boarding house staff and children as well as a review of records and time spent in the boarding house with boarders. Additionally reports were read in respect of the latest Ofsted inspection and the independent advisor to the boarding staff.

The outcomes of this inspection show that a lot of positive work has been undertaken since the last inspection and that the welfare of those pupils using the boarding house is well provided for. Boarders came in from school at the end of the day in a relaxed and cheerful way and were seen to fall into the routines of the boarding house quite naturally, with little or no prompting. Boarding house staff have received professional support and been enabled to attend appropriate training courses and felt more valued. Responses from parents indicated that they too were very happy with the provision and operation of the boarding house. Comment was made that supported the boarding house as an essential part of the educational experience of off-island children; not only protecting them from difficult and unpleasant boat journeys in inclement weather but providing them with essential opportunities for social development. Boarders stated they felt one of the good things about boarding was that there were set times for homework and that boarding staff were available to help them. House parents had collated GCSE results over the past four years and these showed that in three of the four years studied boarding pupils had higher Average Point Scores than day pupils. The boarding house itself has also undergone significant improvement through redecoration and the provision of new furniture and fittings.

The fact that the newly appointed Head has previous residential school experience is proving a major benefit to the house parents, and his commitment to their support and involvement is commendable. There are still areas of communication between school and boarding house that can be improved, as well as developing the perception of the boarding house as an integral part and function of the whole school. However, in discussion with the Head it is clear that he has strategies in place or in mind to promote development in these areas.

The CRB checking of taxi drivers and launch operators who may convey boarders without adult supervision was recommended in the last inspection report. These arrangements were not inspected in detail this time but it is believed that the Island Authority has taken no steps towards meeting these recommendations. This recommendation is outside of the school's responsibility to action but ought now to be considered by Cambridge Education Authority as the Responsible Authority.

Overall it was felt that the inspection had been a very positive one and that the welfare of pupils is safeguarded and promoted. It was unfortunate that there had been a lack of communication with the Commission but also clear that boarding staff had been pro-actively working on pupils behalf throughout the period between inspections.

What the school does well:

- Induction of new boarders and their parents
- Level of contact between boarding staff and parents
- Support for children's educational development through structured prep times
- Catering provision is excellent
- Flexibility to involve children in leisure activities
- Consistent application of safety measures
- Consistent staff working practices
- Recognition and encouragement of individual strengths of boarders
- The head visits the boarding house on a regular basis.

What has improved since the last inspection?

- Support and professional development for boarding staff
- Boarding house décor and bathroom provisions
- The reduction in numbers of boarders makes the boarding house environment more comfortable
- Recognition of the role of boarding within the overall school's function
- Records and Risk Assessments

What they could do better:

- Monitoring of records and standards in boarding by the Head or Senior Member of staff
- Refurbishment or replacement of bedroom furniture
- Upgrade areas of the kitchen in relation to Health and Safety and Food Safety
- The Responsible Authority to follow up CRB checks of external contractors providing unsupervised transport of children.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

JUDGEMENT – we looked at outcomes for the following standard(s):

6, 7, 15, 16, 17, 24, 25.

The house parents have appropriate arrangements in place to promote and protect the general and particular health of boarders.

EVIDENCE:

- All boarders had access to Doctors, Dentists and Opticians on St.Mary's
- There was evidence to support the fact that boarders general health is promoted and safeguarded found in records and in leaflets available to boarders covering a wide range of health and hygiene subjects
- Good relationships exist between the local district nurses, G.Ps and hospital staff
- Parents retain responsibility for their children's healthcare but there were appropriate parental consents covering emergency situations as well as the use of home remedies
- Records showed evidence of particular health or medical conditions being supported whilst boarding. House parents were aware of issues such as enuresis, homesickness and allergies and had suitable strategies in place to manage such incidents
- There is qualified first aider in the boarding house as well as at the school backed up by the local health centre and the nearby hospital
- There was no prescribed medication being used for any boarder at the time of the inspection but there were appropriate records and procedures for the administration of non-prescribed 'household' medicines. In practice it was found that all boarding house staff were consistent in their approach to dosages of home remedies but it was recommended

that written practice advice be amended to state that dosages are given in line with medical and parental advice regarding the individual child.

- Children who become ill during the boarding week are usually returned home to the care of their parents, just as with day pupils. The school does not have an appropriate sick bay or staffing structure to support a pupil through any period of illness. There was evidence to support the fact that if a boarder is 'off colour' then they have been cared for in the boarding house for a short period. These arrangements are however subject to the availability of boarding house staff and an assessment of the child's condition
- Records evidenced pupils are supported through particular health or personal issues and there is appropriate consultation with parents throughout
- Catering provision at the boarding house is excellent and was commented on by both boarders and parents alike. The range of foods provided is broad, popular and based on healthy eating. Boarders have access to fresh fruit and a range of refreshments freely available from the kitchen. Arrangements for mealtimes vary from breakfast being available as boarders are ready to the evening meal being at a set time where all eat together in a sociable atmosphere. It was impressive to see the way boarders organised themselves for the evening meal, made their selections in self-service style and then had the option of seconds. Later in the evening it was apparent that they could have drinks and a bedtime snack before final bedtimes. In discussion boarders told of special treats, parties and birthday celebrations and there was evidence of senior pupils being treated to special meals towards the end of their Year 11. Staff responsible for preparing meals have had suitable training and shop daily for fresh produce. It was observed that the food safety training should now be refreshed and that some parts of the kitchen were in need of refurbishment to maintain compliance with Health and Hygiene regulations; particularly the bare wood behind the sinks and the main work surfaces.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- 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.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

JUDGEMENT – we looked at outcomes for the following standard(s):

2,3,4,5,26,29,38,47.

Appropriate strategies are in place within the school to promote and safeguard the welfare of boarders. Boarders themselves stated they felt safe and had someone they could talk to. The Responsible Authority should take further steps to ensure the welfare of children through CRB checking.

EVIDENCE:

- The boarding house has a clear policy regarding bullying that corresponds to the schools policy and approach to bullying. Boarders confirmed that bullying was not an issue in the school or at the boarding house, and staff described how the incidents of bullying reported in the last report had been dealt with effectively by the previous Head. The boarding staff were involved with the school in preparations for an 'Anti

Bullying Week' to take place in November 05. There was appropriate literature available to boarders in the boarding house and the week's focus was to be on bullying of all types, including 'Text Bullying'.

- Arrangements are in place to protect pupils from abuse. The Head is now the link person for all child protection matters and has other senior staff undertaking CAMAT (Child Abuse Multi Agency Training) courses. Both house parents have undertaken similar training, confirmed through records, and would refer disclosures up to the Head. They were also aware of procedures for reporting concerns relating to the Head. As part of arrangements for raising awareness of child protection issues there is an all staff-training day planned for early November 05. At the time of the inspection the Head was also involved in a multi-agency review of the Islands Child Protection Policy and Procedures. Arrangements at the school and boarding house required visitors and boarders to sign in and out and contractors were not usually on-site when boarders were in residence.
- There is still the question of the Authority's checking of Taxi drivers and launch operators contracted to provide transport for pupils of the school and who may transport children unsupervised by adult staff. This was raised in the last inspection and is outside the direct responsibility of the school or boarding house staff. It is believed that the Authority has taken no further action in relation to CRB checking these contractors. This year there it was clearly the case that there are pupils coming to StMary's who are the only pupil from their particular off-island and therefore this matter is given heightened importance and should be addressed by the Education Authority.
- All boarders knew what behaviours were expected from them and what the consequences for breaching these were. In practice there has been very little need to resort to the use of sanctions and when they have been used they have been limited to 'groundings' for short periods. Records showed that boarders are treated fairly and boarders themselves generally agreed with this. Parents had no issues with the measures of discipline or control used at the boarding house. It was clearly evident that boarding staff and the school encouraged positive behaviour through praise, recognition, displayed work, 'well done' letters home and Head Teacher's awards.
- The boarding house has a clear complaints procedure and recording system. Boarders are encouraged to make representations in-house in the first instance, either directly or through the suggestions box. The complaints procedure is displayed in the lounge and kept in the procedures handbook and all written complaints would be acknowledged within 24 hours. If boarders are not satisfied with the initial response they have access to making direct representations to the Head, The Chief Executive or the Independent Person. In group discussion boarders were clearly aware of who their independent person was and how to contact her.

- There was a minor recommendation to amend the wording of the latest version of the complaints procedure to avoid misinterpretation of one sentence.
- The boarding house is covered by a fully integrated fire detection and alarm system together with appropriate fire fighting equipment. Maintenance of these systems was in date, as was the Portable Electrical testing and Gas safety certificates. The boarding staff have carried out more than the required fire drills, involving boarders in full evacuation practices on each occasion. There is also an annual fire emergency exercise carried out by the local fire brigade that involves boarders playing the part of 'victims' requiring rescue. Boarders spoke of these exercises and the fire drills and knew what to do in the event of fire. The house parents have also prepared a full fire risk assessment in line with the Fire Precautions (Workplace) Regulations that satisfies the fire brigade, and has been reviewed, signed and dated.
- Risk assessments were also evidenced covering activities, including high-risk activities such as Cadets and Rowing. These risk assessments covered the extent of the house parents responsibilities but also required the activity provider to supply copies of their own risk assessments of practice
- There has been little change in the staffing of the boarding house and it is known that all staff are CRB checked before confirmation of appointment. It was recommended that the level of CRB disclosure for one member of the boarding house staff, who also has a contract in the main school, is double checked to ensure the original was at enhanced level. If not then a new application at enhanced level should now be made
- Throughout the boarding house there were appropriate arrangements in place to protect boarders from safety hazards but in terms of external safety it was felt that some form of physical barrier between the house and the road was desirable. This could be as simple as reinstating the garden gate or the introduction of railings on the kerbside to prevent direct access onto the road.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

JUDGEMENT – we looked at outcomes for the following standard(s):

11,27,43,46.

Boarders have a happy experience of boarding at Five Islands School with a balance between structured and free time activities.

EVIDENCE:

- All boarders are weekly boarders therefore the provision for activities has been measured against this limited time frame. Boarders were involved in many of the after-school clubs and activities before returning to the boarding house at teatime. During weekdays they have free time before and after prep, which is set for an hour between 6pm. and 7pm. According to their age and interests boarders are given generous amounts of free time in which they can either follow individual pursuits and interests or join in organised activities such as Cadets, Rowing club, youth club, church based clubs or mixing with their peers from St.Marys. During spring and summer months there are more outdoor activities available and 'in-times' reflect this. Boarders have the option of remaining in the boarding house and playing games, watching television or videos or playing in the garden outside. It was evident from observations made during the inspection that boarders were developing as a community through playing group games, such as football, in the garden. Boarders were also seen spending their free time before 'in time' just chatting amongst themselves in small groups in the garden. In discussions with boarders all felt they were safe at school and in the boarding house and that there were no areas of the town in which they felt at all uneasy, therefore opportunities for recreation and relaxation, they felt, were good.
- There is a balance between structured time and free time at Mundesley. Structured time relates to 'in-times', prep times, rising and bed times and 'lights-out'. In terms of free time, boarders have more scope for

using their free time than is found in many Boarding Schools on the mainland. Issues such as 'in-times' have been debated with boarders, and their parents consulted, and the consensus was that they should remain unchanged.

- Study arrangements are good with most of the junior year groups doing their prep in the communal rooms with help and supervision from the boarding staff. There is an expectation that in years 10 and 11 there will be a greater level of self-motivation to study and these year groups have personal study areas in their dorms with access to a PC. Senior school can also work in the communal rooms if they choose to. There is a computer with Internet access and appropriate barring systems in the lounge and this can be accessed freely but there is also unobtrusive supervision by staff, as well as direct help if required. Some boarders voiced the view that there should be additional Internet access in the boarding house and this matter was discussed with the Head and house parents. The outcome was that all felt any Internet access should be in communal areas and not in dormitory accommodation.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 14, 19, 21, 30, 36.

Systems are in place to enable boarders to prepare for their immediate boarding experience, to develop as individuals in preparation for Further and Higher Educational and they are supported by staff throughout.

EVIDENCE:

- Elected representatives from year 10 boarders present boarders' views at regular management meetings. Boarders have a 'suggestions box' available that is regularly checked and any appropriate suggestions discussed with the group. Boarders can ask for a group meeting but there are no set house meetings as such. In practice boarders were found to be quite able to make their views known and staff discuss significant issues regarding the operation of the house with boarders regularly during the course of the term.
- In discussion with boarders they all felt there were adults in the school they could talk to regarding personal issues. Records showed how such issues were shared monitored between the school and boarding house staff. The school had appointed an independent person to act as a personal link for children. The boarders confirmed they knew this person and knew how to make contact. That point was checked and the contact name and number found on display in the boarders telephone booth in the boarding house.
- All normal contact with parents is available to boarders and there were instances during the inspection of boarders meeting parents after school whilst they were visiting St.Marys. There is a payphone available to

boarders in the boarding house and parents can phone-in on either this or the office number. Contact between House Parents and boarder's family's exceeded the minimum requirements, which is commendable. Records showed the frequency with which parents are kept informed of their children's progress and welfare. This was especially so for parents of new boarders. In addition to telephone contact there are regular newsletters and parents are welcome to visit Mundesley during their visits to St.Marys. Parental comments included their appreciation of the good contact between boarding staff and themselves.

- Similarly parents and boarders appreciated the extent of the induction process for new boarders. This is particularly important because children from the off-islands are taking the first steps towards entering the wider world of education, which, for them, will inevitably mean leaving the islands after Year 11 in order to follow courses of Higher and Further Education.
- There was a wide range of information leaflets, magazines and a daily newspaper available to boarders in the lounge or from the office. Television and Internet access were also available to assist boarders understanding of world events. Local facilities are limited both because of St.Marys island status and by seasonal variations. However, boarders can take part in local clubs and groups as previously described.
- From observations, discussions with boarders and parental comments, relationships between boarders and house staff are good. Boarders were relaxed on arrival at the boarding house and there was natural good-humoured banter. There were also letters and cards from past boarders expressing their thanks to the boarding staff for the help and support they had received during their boarding years. Obviously from time to time there will be disagreements but it was felt that overall there were suitable strategies and mutual respect between boarders, staff and parents to work through such occasions.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

JUDGEMENT – we looked at outcomes for the following standard(s):

20, 40, 42, 44.

Boarders have good standards of accommodation, are mutually trustworthy and respect the provision of the boarding house.

EVIDENCE:

- Because all boarding is weekly there is an understanding that personal belongings should not be excessive and large sums of money are not required. Since the last inspection each boarder has been provided with a drawer that can be locked using personal padlocks and there were records showing the receipt and return of sums of money, when applicable. The distribution of pocket money is not an issue for weekly boarding. From observations made boarders respect each other's property and the fabric of the boarding house. There were no signs of damage and no issues of theft or breakage of personal property.
- The boarding house provides appropriate accommodation given the number of boarders currently accommodated; in fact there was spare capacity. At the last inspection it was felt that the accommodation was on the boundary of being unacceptable, with 28 boarders and the maximum stated occupancy of 32 would be, realistically, overcrowded. It is therefore recommended that the maximum number of boarders is revised, to be in the mid twenties, taking into consideration relevant ratios of toilet and bathing requirements. On average, each main dormitory has comfortable space for three occupants, whilst the senior dorms are better laid-out and can take four. Standards of décor have been significantly improved recently and the toilet and bathing provisions have been completed since the last inspection. Communal rooms are light and airy and there is a good standard of cleanliness throughout the boarding house. Boarders still have the freedom to personalise their

bedroom space and there were some very good examples of this, principally in the girls' dorms.

- Areas noted for consideration or raised by boarders were, the provision of equitable personal storage and beds in the dormitories. Currently there is a mixture of older, dark, cabin beds with integral wardrobe space and newer divan beds with under-bed storage drawers but no hanging space for clothes. Bedroom furniture generally needs to be reviewed as much is old and well worn. Carpets throughout the boarding house varied in terms of their 'wear and tear'. Whilst clean, there are areas where carpets have been marked or have holes. Windows in certain parts of the house are showing signs of seals breaking down, as the double glazed panels have started to become opaque with stain. There were also some reports from boarders and staff of continuing problems with the supply of hot water to hand basins in the toilet areas.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

JUDGEMENT – we looked at outcomes for the following standard(s):

8, 10, 23, 31.

There have been major improvements in the management of boarding and support to the house parents and boarding staff. The school is still making improvements in the way its different functions communicate but there are very positive signs that these objectives will be achieved.

EVIDENCE:

- Since the last inspection the involvement of an independent advisor to the boarding house and changes in Head teacher have given a clearer structure to the leadership of boarding. The school's governing body have regular meetings with house parents, boarder representatives and Head in the form of Management Group Meetings. These meetings are minuted and both the agenda and outcomes are linked into to the Parent Liaison Group meetings. Senior house parents have been on appropriate training and development courses and the school has now got

membership with both the Boarding Schools Association and the State Boarding Schools Association. These provide additional sources of information, interpretation, legal guidance and the opportunity for professional development courses. There was also evidence of at least one informal visit by a member of the governing body who was encouraged to review the boarding house and its operation and provide a brief feedback report. House parents are keen to encourage other governors to make informal visits to see the boarding house, and this would certainly boost the level of monitoring and would be a positive move, but any such development needs to be kept proportional as Monday to Thursday it is the boarders home. Latterly, the appointment of the new Head, who comes with a background in Boarding, gives an opportunity to hone arrangements for the management of boarding, support to house parents and further the inclusion of boarding into the wider ethos of the school.

- One area for improvement is the requirement on the Head, or his delegated senior member of staff, to regularly monitor boarding house records in line with Standard 23. There are systems being prepared to enable this and recognition is given to both the priorities of the previous Head and the short time in post of the new Head. From discussions with the Head there are plans to enable this monitoring to be formalised and it was apparent that the Head has taken the time to familiarise himself with the standards of welfare in operation at the boarding house and put in place small changes that bring house parents into the body of the school much more directly.
- The supervision of boarders was found to be satisfactory with all members of the boarding staff having a consistent approach and appropriate levels of direct or indirect supervision of boarders during their time at the boarding house.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	3
15	3
16	3
17	3
24	4
25	3
48	X
49	x

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	3
4	3
5	3
13	X
22	X
26	4
28	X
29	3
37	X
38	3
39	X
41	X
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	3
18	X
27	3
43	3
46	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	3
19	4
21	4
30	3
36	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	3
42	3
44	3
45	X
50	x

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	X
8	3
9	X
10	3
23	2
31	3
32	X
33	X
34	X
35	X
51	X
52	x

Are there any outstanding recommendations from the last inspection? Yes.

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	BS15Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1		Written practice advice for the administration of household remedies is amended to reflect appropriate dosage advice.	
2	BS24	Basic Food Safety training should be refreshed as soon as a course becomes available.	
3	BS38	Check that all boarding staff have CRB checks at Enhanced level	31/12/05
4	BS42	Review and plan renewals of bedroom furniture to provide equitable storage and quality.	
5	BS23	There must be a system and evidence of the Head's monitoring of records in the boarding house.	31/12/05
6	BS38	The Responsible Authority must take steps to CRB check contractors engaged to provide transport to unsupervised pupils. This requirement is unmet from the last inspection.	31/03/06

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