



Making Social Care
Better for People

inspection report

Boarding School

Chafyn Grove School

Bourne Avenue

Salisbury

Wiltshire

SP1 1LR

22nd – 24th 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**

Chafyn Grove School

Address

Bourne Avenue, Salisbury, Wiltshire, SP1 1LR

Tel No:

01722 333423

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

Chafyn Grove School

Name of Head

Mr Newton

CSCI Classification

Boarding School

Type of school**Date of last boarding welfare inspection**January
2001

Date of Inspection Visit		22nd November 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Wendy Anderson	095421
Name of CSCI Inspector	2	Mary Collier	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mary Hodgkinson	
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		MR NEWTON	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Chafyn Grove 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.

Chafyn Grove is a prep school catering for children aged seven to thirteen years. At the time of inspection the school has 40 boy boarders, 12 girl boarders, 184 boy day pupils and 73 girls day pupils. The majority of the boarders are weekly boarders. The school also has a pre prep school but none of these pupils board. The school is situated on the outskirts of Salisbury city centre.

The school strives to create a family atmosphere and encourages the children to discover their individual strengths within a wide range of opportunities on offer. The staff maintain good discipline with traditional values.

This is the first time the school has been inspected under the National Minimum Standards.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has a comprehensive statement of its boarding principles. There is a clear management structure within the school and leadership of the practice and development of boarding.

The boarding house is welcoming and homely. All of the boarders' sleeping accommodation is of a high standard.

The school provides an excellent choice of activities for the boarders.

There is a lot of informal consultation with boarders about life within the school.

The school provides excellent support for boarders and is especially sensitive toward those who may be experiencing stress or pressure.

There are good levels of staff supervision both day and night

The school has comprehensive risk assessments for all high-risk activities and a crisis management plan.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school needs to develop the role of the appointed child protection officer. Training on child protection needs to be extended to include all ancillary staff
Boarders health records need to be kept securely
The school needs to develop its staff recruitment and induction programme
The school needs to ensure that all adults working with the boarders are CRB checked. This needs to include the three 'listening ears', school Governors, the GP and those parents who look after the boarders when the leavers dinner takes place.
The school need to improve the privacy of the public telephones
The school needs to develop a system of monitoring its records
The school needs to improve its fire safety.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Chafyn Grove School provides its boarders with a community that encourages and enables the individual to flourish. Boarders are well cared for, happy and proud of their school.
The staff are committed to the pupils and sensitive to their individual situations.

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	3	The school needs to develop the role of the appointed child protection officer.	30 th April 2005
2	3	The school should make the NSPCC training package mandatory.	28 th February 2005
3	3	The school needs to keep a central record of any child protection issues.	30 th January 2005
4	3	The school needs to provide training on child protection at an appropriate level for all ancillary staff	30 th April 2005
5	4	The school needs to include in its behavioural policy that restraint will not be used under any circumstances	28 th February 2005
6	4	The school needs to review the use of idiosyncratic sanctions.	30 th January 2005
7	4	The school needs to keep a central records of sanctions	30 th January 2005
8	5	The school needs to keep a central complaint record	30 th January 2005
9	5	The school needs to add the contact details of the CSCI to their complaints information	30 th March 2005

10	7	The school needs to ensure that personal information about boarders is protected; the files should be locked away when not in use.	30 th January 2005
11	13	The school needs to set up some formal supervision for the dorm captains and the year 8 leaders.	30 th January 2005
12	14	The school needs to publish information on how to contact the schools three 'listening ears' and their role needs to be published more.	30 th January 2005
13	14, 38 & 39	All the listening ears need to be CRB cleared	30 th January 2005
14	15	A written procedure needs be available for all staff who administer medication.	30 th January 2005
15	15	An on-going record should be kept of the quantities of controlled drugs kept in the school.	30 th January 2005
16	16 & 48	The school needs to provide divisions in the sickbay when there are pupils of a both gender	30 th March 2005
17	16	The school needs to fit the sick bay door with an appropriate hold back mechanism linked to the fire alarm system.	28 th February 2005
18	16 & 33	The school needs to review the policy and procedure for sick boarders summoning help at night.	28 th February 2005
19	19	The school needs to improve the privacy of the public telephones	30 th April 2005
20	21	The school needs to develop induction information specifically for new boarders.	30 th April 2005
21	23	The school need to develop a record monitoring system as required under this Standard.	28 th February 2005
22	25	The school needs to ensure the drinking fountains are working properly	30 th March 2005
23	26, 44 & 47	The school needs to ensure that fire doors are not propped open during the day or night.	30 th January 2005

24	26	The school needs to ensure that all the fire doors have adequate seals or brushes to The school needs to publish information on how to contact the schools three 'listening ears' and their role needs to be published more.	30 th January 2005
25	26	The school needs to ensure that all fire door close properly	30 th January 2005
26	26 & 44	The school needs to ensure that fire doors marked 'keep locked' are kept locked	30 th January 2005
27	26	The school needs to fit a fire detector in the stair well leading to the French room	30 th January 2005
28	26	The trunk room door, which is a fire door, needs to be fitted with an appropriate closure.	30 th January 2005
29	26	The fire signage around the boarding houses needs to be reviewed.	30 th January 2005
30	26	The school needs to ensure that the lighting in the corridor by Radnor dorm is at least 60 watts.	30 th January 2005
31	34	The school needs to develop a thorough induction programme for new staff including gap students	30 th March 2005
32	34	The school annual appraisal system needs to be expanded to include more focus on boarding issues.	30 th April 2005
33	34	The school needs to develop its supervision and appraisal systems for ancillary staff.	30 th March 2005
34	37	The school needs to review policy in respect of opening dorms when boarders are changing or sleeping.	28 th February 2005
35	38	All staff files need to contain all the information as listed in Standard 38.2	30 th April 2005
36	38 & 39	The school needs to ensure the school Governors and the school' GP have been CRB cleared.	30 th January 2005

37	38	The school needs to ensure that where a gap student is employed an appropriate CRB check or equivalent from their country of origin should be in place prior to commencement of employment.	30 th January 2005
38	38	The school should obtain a service level agreement with contractors and companies that supply peripatetic staff and agency staff sets out the school expectations that Standard 38.2	30 th March 2005
39	39	The school needs to ensure that the boarders parents who supervised the remaining boarder whilst year 8 boarders and staff are at the leavers dinner undergo the same checks as listed under 38.2	30 th April 2005
40	44	The school needs to improve some of the privacy in some of the bathroom.	30 th March 2005
41	44	The school needs to ensure that all toilets and bath and shower rooms have the appropriate locks.	30 th January 2005
42	44	The school needs to ensure there are enough sanitary disposal bins in the girls' toilets.	30 th January 2005
43	47	The school needs to develop risk assessments for the dorms and the stone staircase.	30 th January 2005
44	47	The stone staircase needs a rail and stair grips on the steps.	30 th March 2005
45	47	The gate to the pond needs a padlock.	30 th March 2005
46	47	All windows above ground floor need to be fitted with appropriate window restrictors	30 th March 2005

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	12	The school should consider forming a student council.
2	26 & 47	The school should consider fitting alarms on the fire exits that lead to the flat roofs
3	29	The school risk assessments should have an annual review date.
4	37	The school should investigate the feasibility of a male member of staff being present when the boys are showering or changing.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

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

Date of Inspection	22/11/04
Time of Inspection	9AM
Duration of Inspection (hrs.)	57.5
Number of Inspector Days spent on site	6.5

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

7

 TO

13

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

Boys	40
Girls	12
Total	52
Number of separate Boarding Houses	1

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

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

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

Standard 1 (1.1 – 1.4)

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

Key Findings and Evidence

Standard met?

3

The school has a comprehensive statement of its boarding principles, which incorporates all the information required under this standard. The school also provides clear information for boarders and parents on boarding at Chafyn Grove

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

The school has a clear 'no tolerance' stance to bullying. The policy contains all the information required under this standard. Both staff and boarders were aware of the school's policy.

The school uses circle time and PSHE to further discuss and address issues of bullying. Boarders said that bullying was not an issue within the school. They said that if this does occur this would be quickly dealt with.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

44.9

%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

2

The school has an adequate policy on child protection. The school has an appointed child protection officer. This role needs to be developed and for all staff to be made aware of who this is. The appointed child protection officer is scheduled to attend training early next year. The school has been trying to get them on a course but this has been the first one which they have been available to attend. The school uses the NSPCC training package. At the time of inspection this was undertaken on a voluntary basis. The inspector would suggest that this and other child protection training be mandatory. There has been a training course at the school run by Local Authority's Department of Children and Education. The child protection training needs to be extended to all staff, including ancillary staff at an appropriate level. The school needs to keep a central record of any child protection issues. During the inspection an incident was brought to the inspectors' attention. The Head was informed, as were the Local Authority's Department of Children and Education. The inspectors asked to be updated on this situation.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

2

The school has a detailed behavioural policy and guidance on permissible sanctions. This policy needs to include information on the schools stance that restraint will never be used within the school. Boundaries within the school are well established and boarders were clear on these and other behavioural expectations placed on them. During the inspection the inspectors heard of an idiosyncratic punishment that has been used by some staff and some of the year 8 boarders. This involved being removed from the dorm if misbehaving and being made to stand facing the wall until told to move. The inspectors would suggest this needs to be reviewed. The school needs to keep a central record of sanctions so that trends can be identified when being monitored. The school operates a system of dorm points which all the boarder like.

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?	2
<p>The school has a complaint policy. This needs to be expanded to include timescale for responses to complaints and contact details for the CSCI. The school also needs to keep a central record of complaints made.</p> <p>All boarders interviewed were clear on what they would do if they were unhappy or had a complaint. Staff were aware of the complaint process.</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?	3
<p>The school nurse organises specific awareness campaigns around health education topics and co-ordinates visits by the local Family Planning Nurse who gives talks to older pupils. The school has a P.S.H.E programme but at the time of inspection they were in the process of reviewing the contents of the programme. The programme is flexible so that pertinent issues and matters brought by boarders can be discussed.</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
<p>Health and welfare records are kept for all boarders. This information is available to the nursing and care staff. Relevant medical information is passed on to teaching staff to assist with the boarders' care. The records are kept in a filing cabinet, which should be locked when the room is unoccupied.</p>		

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

There is a clear management structure within the school and leadership of the practice and development of boarding. Staff, junior staff and boarders are well managed. The school has structure meetings, which are minuted. The school has an on going developmental plan.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

4

The school has a comprehensive and detailed crisis management plan, which covers more than this Standard requires.

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

The dorms are well organised. These are separated by gender but the majority of dorms are of mixed ages There are no significant differences between the dorms.

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
The school provides an excellent choice of activities for the boarders. This includes weekends when the number of boarders can be very low. The school also provides age appropriate activities for the different ages groups within the school. Boarders said that there is always a wide choice. There is good access to informal activities in the evening.		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
There is a lot of informal consultation with boarders. At the time of inspection the school was looking into forming a student council. The inspectors would encourage this. The school carries out exit questionnaire with the year 8 pupils. There have also been questionnaires for the year 7 and year 8 on other occasions. The school has a food committee which meets regularly.		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	2
The school has a system of dorm captains and year 8 leaders. These have very limited powers within the school. In a discussion group with the year 8 leaders and the dorm captains they were clear about their role and responsibilities within the school. When choosing boarders for these positions boarding staff discuss in their weekly meeting who is appropriate for these positions and how existing boarders are responding to these positions. The inspectors felt that the school needs to set up some formal supervision of these groups. Inspector did hear of one of these boarders stepping out side of their role. This was reported to the Head.		

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
Boarders informed inspectors of numerous people that they could talk to if they were unhappy or upset. The school has three 'listening ears' who are available to provide support to the boarders. Information on how to contact these and their role needs to be published more. At the time of inspection only one of them had been CRB checked. This needs to be done		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence	Standard met?	2
<p>Boarders are registered with a local surgery, which provides a weekly clinic in the school. If parents wish to retain their home GP, the child can be registered as a temporary resident if required.</p> <p>A nurse works in the school during weekdays and she is helped by two matrons who are not registered nurses. The matrons deal with any illnesses, medicines and first aid when the nurse is not on duty.</p> <p>A list of homely remedies has been agreed with the doctor and parental permission is sought to administer these medicines. Non-prescription medicines for use by all the boarders must not be obtained on a prescription for a single child.</p> <p>All medicines are kept in locked cupboards and their administration is recorded. No boarders administer their own medicines.</p> <p>Certain members of staff are authorised to give medicines, for some this may be an infrequent event covering for staff sickness. It would be useful if a procedure for the administration of prescribed and non-prescribed medications was available for them to follow.</p> <p>Records are kept in the boarders' files of all illnesses, injuries and medication administered. It would be good practice to keep a record of any controlled drugs (e.g. Ritalin) stored on the premises.</p>		

--

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?

2

The sickbay is warm and welcoming. There is plenty of access to books and videos. However there is no division for genders within the sickbay. The door to the sickbay is kept open at night. This is a fire door and should be closed or have an appropriate hold back mechanisms linked to the fire alarm system. Boarders who are in sickbay are given a bell with which to call the nurse or matron on duty. In the normal boarding situation they can wake a senior boarder who will summon assistance. Some boarders said they would be reluctant to ask some staff or dorm captain to call for help if they felt ill. The school needs to review the policy and procedure for summoning help at night.

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

Welfare plans are available for boarders with specific health needs. Medical staff told inspectors that bedwetting was dealt with discreetly; children are not expected to change their beds. Inspectors were told that one boarder was reluctant to summon help in the middle of the night. Boarders told the inspectors that they received lots of support regarding homesickness.

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

The school has policy and procedures on anti discriminatory practice. During the inspection the inspectors saw evidence of this in practice. The school exhibits awareness and sensitivity toward boarders as individuals. This was borne out in discussions with boarders and staff.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
<p>Boarders do not have to seek permission to use the phone. The school has several telephone boxes but these are not private as they are not sound proof. Pupils are not allowed to have mobile phones</p> <p>Staff have a supply of 10p's for telephones if boarders needs them. This was evidenced during inspection. Boarders have access to Email.</p> <p>There is good contact between staff and the boarders' families. This was supported by parents' feedback letters.</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 house staff keep a record of all monies given to boarders. Parents are then billed for this. These records needs to be dated and have the boarders and staff signatures.</p> <p>Boarders have lockers in changing rooms.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	2
<p>The school has a comprehensive induction programme for new pupils. This includes open days and various other visits. The school provides clear information parents, which is written in a friendly style. The school needs to develop information specifically for new boarders.</p> <p>There is a yearly school planner, which contains some information about the school and its expectations of the pupils. The school operates a shadowing programme whereby new pupils are looked after by older ones. The selection of these shadows is done carefully so as to make a good match. Boarders like the shadowing programme.</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
N/A		

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?	1
----------------------------------	----------------------	----------

The school needs to develop a record monitoring system as required under this standard. This should include senior staff signing and dating the records to say they have been monitored. This needs to include the risk assessments.

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?	3
----------------------------------	----------------------	----------

The boarders are provided with a variety of food with wide choice at each meal. The catering staff have received the necessarily training in Food Handling and Health and Hygiene. Temperatures are taken and recorded of all fridges and freezers. They are also taking and recording the temperatures of hot food served. The catering staff receive information on any pupil that has food allergy/intolerances. This is frequently updated. The catering staff will and do provide foods for pupils of different cultures. The dining room is light, airy and well decorated. There were no outstanding requirements from the Environmental Health Services

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?	2
----------------------------------	----------------------	----------

There is ample drinking water throughout the school. However two of the drinking fountains in the boys' changing rooms do not work well unless the other taps are running. Tuck is available to boarders on a weekly basis. This is monitored and appropriately restricted.

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?	1
----------------------------------	----------------------	---

The school has adequate fire records. The inspectors were concerned about the fire doors and the absence of a fire detector on a stairwell and called in the local fire safety officer. He inspected the school with the CSIC inspectors and found the following;-
 The inspectors found numerous fire doors propped/wedged open. This should not happen. A large amount of the fire doors within the school have inadequate door seals and brushes. Some of them do not close properly. Where fire doors state that they should be kept locked these doors should be locked. The inspector found several of these doors were open during the inspection. A detector should be placed in the stairwell that leads to the French rooms. The trunk room has a fire door on it but this has no return closures. The fire signage around the boarding houses needs to be reviewed. The school needs to ensure that the lighting in the corridor by Radnor dorm is at least 60 watts. The school should look at alarming the fire exits as some of these lead on to flat roofs.

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?	4
----------------------------------	----------------------	---

There are no onerous demands placed on boarders. The staff are sensitive to those boarders who are studying for entrance exams or may have stress/pressure from other avenues. This is then discussed at staff meetings. Inspectors witnessed this.

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
----------------------------------	----------------------	---

N/A

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 has comprehensive risk assessments for all high-risk activities. The Bursar said that it is an on going piece of work as he and the staff involved evaluate the risk assessment after the activity has taken place. These risk assessments should also have an annual review date on them

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

Most of the boarders are weekly boarders. Newspapers were evident in the boarding houses and the school library. Boarders have access to some television but this is appropriately and sensitively restricted e.g. Iraq war. Boarders are aware of the outside world. There are lots of organised excursions outside school; two theatre trips were being planned during the inspection for the end of term.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence

Standard met?

3

There are good levels of supervision both day and night. Inspectors saw staff rotas and were able to evidence that this cover extended to the weekends despite there being few boarders. Boarders felt that they had good access to staff and always knew who was on duty and how to contact them.

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The school organises a lot of trips for the pupils and boarders. Detailed risk assessments are completed and executed to good safety standards. Boarders are not allowed off site unaccompanied.

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?	2
There is adequate staff cover in the boarding house through the night. Boarders were clear how to contact staff at night. Some boarders said they would be reluctant to call some staff at night and that they would also be reluctant to ask their dorm captains to call them. The inspectors would suggest that this be reviewed		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	2
<p>The school did not have an induction programme and this needs to be developed. New staff reported 'hitting the ground running' and 'learning on the job'. With there being no formal guidelines for staff induction new workers are therefore very reliant on the shadowing system and this varied in quality.</p> <p>The school has an annual appraisal system for teachers and boarding staff. This would benefit from being expanded to include more focus on boarding issues. There is an existing training programme at the school but the Head said that this was in the process of being reviewed.</p> <p>There needs to be a clear programme for induction of gap students, which needs to include child protection procedures. The gap students at present attend the BSA training but this is not prior to starting at the school.</p> <p>At the time of inspection the school had no supervision and appraisal systems for ancillary staff. This needs to be develop.</p>		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
The school has a comprehensive handbook, with which all staff are supplied. This contains all the school policies and procedures as required under this Standard		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>The majority relationships between the boarders and staff are of a high standard. Boarders spoke with affection of their boarding staff. This was marred by feedback from boarders regarding one particular member of staff.</p> <p>Boarders also expressed their sadness at the present gap student's immanent departure.</p>		

Standard 37 (37.1 - 37.2)

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

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

The school needs to review policy in respect of opening dorms when boarders are changing or sleeping. This needs to be raised with staff. Some of the boys said that they would prefer a male member of staff to be about when they were showering or changing. There was no evidence of lack of privacy at shower time but some boarders reported feeling watched and listened to albeit discreetly by staff

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**

The staff files sampled did not contain all the information as required under Standard 38.2. It should be noted that some of these files were pre 2002. There was evidence of increased rigour in this area. Gap student recruitment needs urgent review. No evidence was seen of interview notes or verification of references, copy of ID or qualifications. The school needs to obtain CRB clearance for the 'listening ears', the school Governors and the GP.

The inspectors advised the Head that there where a gap student is employed an appropriate CRB check or equivalent from their country of origin should be in place prior to commencement of employment.

The inspectors would recommend that where the school uses contractors, peripatetic staff and agency staff that they have a service level agreement with these companies that sets out the school expectations that Standard 38.2 will be met for every employee. The school needs to satisfy itself that the recruitment processes are suitably robust and that where concerns are identified through this process appropriate action is taken.

Inspectors would advise the school to seek written confirmation from the taxi and bus companies they use regarding the level of checks completed on their drivers. The school should assess whether these arrangements are appropriate and if not appropriate they should put additional safeguards in place.

Standard 39 (39.1 - 39.4)

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

Key Findings and Evidence**Standard met?****1**

The school Governors and 'listening ears' are not CRB checked, this needs to be done. Also the school needs to check if Doctor has been CRB cleared.

Once a year the school has a leavers dinner where parents of boarders come in and supervise all boarders with the exception of the year 8, who are at the dinner. These parents need to have the same checks as require under Standard 38.2.

At the time of inspection there were no adults living at the school who were not employed there.

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

The boarding houses are, with the exception of the corridor near the Radnor dorm, well lit. There is ample ventilation and heating. The dorms are well furnished and brightly decorated. The dorms were clean and homely.

The inspectors were told by staff and boarders that anything in need of repair was quickly done.

The new buildings have disabled access but all the dorms are on the first or second floors in an old building, thus disabled access is not feasible.

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 is reserved for boarders only. All the external doors of the school have key pad entry. These codes are changed at least termly.

The school has a policy on restricting public access to the school. All visitors have to ring the main office and are then buzzed into reception. There they are asked for their ID and are signed in. All visitors are given an ID badge.

The school has a security guard. The inspectors heard that there can be issues with the 'lock up' procedure at night although this is usually with the classrooms.

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?	4
All of the boarders' sleeping accommodation is of a high standard. Boarders have ample room in their dorms and good storage space. The beds are comfortable and bedding is suitable for the age of boarders. Boarders are able to personalise their rooms. All dorms have carpeted floors.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	4
The boarders use the classrooms for study. This is well supervised. Boarders said that there are always plenty of staff available to help them if they need it.		

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
The school has the appropriate number of toilet and washing facilities. Some of the toilets do not have the appropriate door locks. These need to be changed. The school needs to improve some of the privacy in some of the bathrooms. Some of them had open baths and other had large gaps at the top and bottoms of the doors. Some of the old baths within the school were in poor condition. The Head informed the inspectors that they have a programme for replacing a number of the baths within the school. The school needs to ensure there are enough sanitary disposal bins in the girl's toilets. The inspector found several that did not have these bins		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
The school has adequate changing facilities for all pupils. These have appropriate toilet facilities. The fire door in the boys' changing room was propped open with a piece of old carpet and the electric cupboard by the girls changing room was unlocked.		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
The school has excellent recreational provision. The perimeter is well secured especially in respect of the railway line		

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?**

2

The school has a detailed Health and Safety assessment. This is carried out by a consultant who visits the school once a term. There are risk assessments for the school but there is a need to develop risk assessments for the dorms and the stone staircase.

The school has a pond, which has a fence around it with a gate. This gate needs a padlock.

The stone staircase needs a rail and stair grips on the steps.

Some of the first floor windows and above do not have window restrictors. There are window with restrictors but these can be 'switched off'. These windows need to be fitted with appropriate restrictors.

Many fire doors throughout the school were propped open. This should not happen.

Inspectors were told by staff and boarders that dorm doors were left open at night, even those marked fire doors. This must not happen. The school should consider fitting alarms on the fire exits that lead to the flat roofs

Good outside maintenance was apparent

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?**

2

Accommodation is available for boarders who are ill. There is a comfortable room containing four beds with toilet and bathing facilities. The beds are not screened and so afford no level of privacy to boarders of different sexes.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

3

The school has an adequate laundry. Any soiled laundry is washed separately. Boarders said that there was little problem with laundry going missing.

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 a stationary shop run by one of the teachers. Personal items are available from the Matrons. The prices of these items are comparable with shop prices.

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

N/A

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 had very thorough procedures for vetting any off site accommodation, which meets this Standard. In the majority of cases staff will visit the accommodation and look at the centre's risk assessment as well as carrying out their own.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

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

We would welcome comments on the content of this report relating to the Inspection conducted on 22nd – 24th 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	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office. The inspector believes the report to be factually accurate	<input type="checkbox"/>

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 8th February 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

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

D.3 HEAD'S AGREEMENT

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

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

Print Name _____
Signature _____
Designation _____
Date _____

Or

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

Print Name _____
Signature _____
Designation _____
Date _____

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

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

Telephone: 020 7979 2000
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120
www.csci.org.uk

S0000036731.V147944.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source