

inspection report

Boarding School

Swedish School Society Limited, The

82 Lonsdale Road

Barnes

London

SW13 9JS

10th March 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

The Swedish School Society Limited

Address

82 Lonsdale Road, Barnes, London, SW13 9JS

Tel No:

020 8741 1751

Fax No:

020 8607 8301

Email Address

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

The Swedish School Society Limited

Name of Head

Niklas Anderberg

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

28/2/03

Date of Inspection Visit		10th March 2005	ID Code
Time of Inspection Visit			
Name of CSCI Inspector	1	Simon Smith	104014
Name of CSCI Inspector	2	Emma Dove	071717
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		NA	
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.		NA	
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		KIRSTEN RIBBELOV, LENA ARLDERIN	

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 Swedish School Society Limited, The.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

The school provides education for Swedish children in the UK, a number of whom attend the school for a year whilst accommodated with local host families. 28 senior students were accommodated with host families at the time of inspection. The school operates from two sites, one in Barnes and the other accommodated within Richmond College in Twickenham. Younger pupils attend school at the Barnes site whilst senior students attend the section of the school based at Richmond College.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Students and host families reported that the school provides clear information on what is expected from the placement.
- Students and host families reported that staff involved in the arrangement of accommodation provide appropriate support and are available to them when needed.
- The school has a commitment to maintaining and improving standards in the host family scheme.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Obtain Criminal Records Bureau disclosures for all relevant staff and adult members of host families' households.
- Obtain two appropriate references and provide evidence of interview with the responsible adult in each host family.
- Arrange child protection training for relevant staff.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

It is relevant to note that this is the first full inspection of the boarding provision since the inception of the CSCI and the new National Minimum Standards. As a result, this report contains a significant number of advisory recommendations and recommended actions. However it is expected that this figure will fall significantly at the next inspection when the school will have had time to take full account of the legislation and Standards and to take action to meet them. The inspection team also noted that in some areas where Standards are not currently met that the school has been proactive in recognising and addressing these issues. The inspection process comprised discussion with staff involved in the organisation of accommodation, students and host families and examination of a sample of records and policies. Discussion was held with a sample of host families. The inspectors were made welcome throughout the visit and wish to acknowledge the time and consideration that students, staff and host families provided during the course of the inspection.

Students wishing to participate in the host family scheme make an initial application whilst in Sweden. Information from this application is used to inform the 'matching' process with a suitable host family. Host families are recruited in the UK through advertising and word of mouth. The host family co-ordinator visits prospective host families to assess the suitability for placement. The school has minimum standards for the accommodation to be provided and there is an expectation that host families will involve the student in the routines of family life. The host family co-ordinator maintains contact with students and host families at regular intervals and is available should problems arise. As a result of her recent arrival in post, the host family co-ordinator reported that she had yet to meet all the host families registered with the scheme but planned to do so in the near future. The school aims to obtain enhanced Criminal Records Bureau disclosures for all members of host families over the age of eighteen. At the time of inspection the school did not have the capacity to countersign disclosure applications, although the School Administrator reported that the school hoped to have authorised lead and counter-signatories registered with the Criminal Records Bureau in the near future. A number of host family members do not currently have appropriate Criminal Records Bureau disclosures. This is area that must be addressed by the school to meet the National Minimum Standards. (See Standard 38). The school must also keep records of interviews with the responsible adult in the host family and obtain two appropriate references in respect of them.

Students and their allocated host families are encouraged to make contact prior to the commencement of the placement. All students confirmed that they corresponded with their host families prior to arrival in the UK. Students spoken to during the inspection confirmed that they had received appropriate support on arrival in the UK, including advice regarding cultural issues and personal safety. The majority of students advised that their host families had also provided a useful introduction to local facilities and transport networks. All reported that they were happy with their current placements, including the accommodation and food provided. A number of students reported that they had experienced difficulties in their previous placements, although confirmed that the school had responded appropriately to these difficulties, arranging alternative placements where necessary. Students reported that the host family co-ordinator is available to them when needed and that they are encouraged to approach her should they experience any problems. Students are also able to provide written feedback on their placements and are issued with the contact details of relevant agencies should they wish to make a complaint. In order to meet the current National Minimum Standards, the school must provide evidence that staff meet with each student once each term to record their assessment of the placement. (See Standard 51).

Comments made by students included:

"I'm happy to be living with them".

"They treat me as part of the family".

"If I ever have a question, they are always happy to answer".

"The food is great".

Host families spoken to as part of the inspection process confirmed that they had received an initial assessment visit and that they had been provided with clear information regarding the school's expectations of the placement. Host families advised that they had been issued with a statement of 'Information and Conditions', which detailed terms and conditions of the placement. Families reported that the host family co-ordinator had maintained regular contact with them and had been consistently available for advice and support when needed.

Comments made by host families included:

"I've always been happy with the school – they conduct it really well".

"They were very clear about what was expected"

"I've always felt comfortable that if there was any problem I would be able to contact the school to sort it out".

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

[illegible]

NO

No	Standard*	Recommended Actions	
1	51.4	The school will need to demonstrate that adult members of the host families are checked through Criminal Records Bureau checks, with a satisfactory outcome known before any pupil is placed.	NA
2	51.7	Records of interviews with the adult who will be responsible for the accommodation of the pupils in each lodging should be retained by the school along with references.	NA
3	51.8	In order to meet with Standard 51.8 it will be necessary for a member of staff to discuss the lodgings separately with each pupil accommodated recording the pupil's assessment in writing and taking action on any concerns or complaints at least once every half term.	NA

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	2	The school include in the catalogue a policy statement clarifying its approach to countering bullying.	30.06.05
2	3	<p>The school should ensure that:</p> <ul style="list-style-type: none"> • Appropriate child protection procedures are held on file and are available to staff. • All relevant staff receive practical guidance, training and information regarding child protection issues. 	30.06.05
3	38 & 39	<p>The school must obtain for all members of host families over the age of eighteen:</p> <ul style="list-style-type: none"> • An appropriate Criminal Records Bureau disclosure. • Two written references • Evidence of check of identify against an official document. 	30.06.05
4	51	The school must provide evidence that staff meet with each student once each term to record their assessment of the placement. The school must record the student's assessment in writing and take appropriate action on any concerns or complaints.	30.06.05
5	51	The school must retain records of interviews with the adult responsible for the accommodation of the student in each host family.	30.06.05

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	5	The school should ensure that a record of complaints is maintained, with evidence of review by a senior member of staff.
2	15	The school should ensure that, where alternative arrangements are made for students' registration with a general practitioner, these arrangements are recorded and known by relevant staff.
3	23	The school should ensure that the senior member of staff responsible for the monitoring of records in relation to risk assessments, punishments, complaints and accidents produce a brief report of their findings each half term.
4	29	The school should ensure that, should students choose to participate in high-risk activities, an appropriate risk assessment is undertaken, and recorded in writing, and consent sought from the student's family.

*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	NO
Pupil guided tour of accommodation	NO
Pupil guided tour of Recreational Areas	NA

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NA
Group discussion with ancillary staff	NA
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	NO
Meals taken with pupils	NO
Early morning and late evening visits	NO
Invitation to parents to comment	NO
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	NA
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	10/3/05
Time of Inspection	11.30
Duration of Inspection (hrs.)	10
Number of Inspector Days spent on site	2

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

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

16

TO

18

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

x

Girls

x

Total

28

Number of separate Boarding Houses

x

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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 provides each host family with a statement of 'Information and Conditions', which details the services to be provided and arrangements for remuneration. The statement is signed by both the school and a member of the host family. Host families indicated in discussion that they felt the statement was adequate and addressed all issues relevant to the placement.

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?

2

Students reported no incidents of bullying and advised that they did not view bullying as a problem at the school. The School Administrator reported that the school has a group which meets regularly to discuss issues relating to bullying. The group consists of six members of teaching staff. The School Administrator reported that the school catalogue (a copy of which is given to all students) clarifies expectations regarding behaviour, although does not specifically address bullying. It is recommended that the school include in the catalogue a policy statement clarifying its approach to countering bullying.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

100

%

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 details of the relevant local authority Child Protection Co-ordinator. The School Administrator agreed to ensure that up-to-date local authority child protection procedures are available. The school should seek to improve the practical guidance, training and information provided to all relevant staff regarding child protection issues.

Standard 4 (4.1 - 4.7)

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

Key Findings and Evidence**Standard met?**

3

As indicated in Standard 2 the school catalogue clarifies expectations regarding behaviour. All students are expected to comply with the school's guidelines and school staff would deal with any breaches of discipline. The statement of 'information and conditions' states that students' families may be contacted in serious cases. Host families are not expected to involve themselves in the use of discipline and/or sanctions and are encouraged to report relevant incidents to the host family co-ordinator. No students reported unreasonable rules or restrictions imposed by their host families.

Standard 5 (5.1 - 5.7)

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

Key Findings and Evidence**Standard met?**

3

The school has an appropriate Complaints procedure, which is available to all students and families. The procedure is clear and includes provision for referral to a panel hearing if necessary. The School Administrator advised that students and their families are issued with an information leaflet prior to the placement, which contains details of the CSCI. The school should ensure that a record of complaints is maintained, with evidence of review by a senior member of staff. (See also Standard 23). Staff reported that no formal complaints have been made regarding placements during the last year. No complaints have been made to the CSCI concerning the school in this period. No host families spoken to had had cause to register a complaint. All students and host families expressed confidence that any problems would be appropriately addressed by the school.

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>Students have access to information regarding substance abuse through the nurse employed by Richmond College (see Standard 15). Details of support networks and agencies working in the field of drugs and alcohol are displayed prominently in the College. Staff reported that the school teaching staff address these issues where necessary rather than staff involved in the host family scheme.</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?	3
<p>Students complete a medical information form prior to the placement being made. The form asks students to record serious illnesses, regular medication and to indicate allergies or any other healthcare conditions. The school holds this information on file for reference if necessary.</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

The school has a clear commitment to the continued provision of the host family scheme. A new host family co-ordinator is in place and is developing her knowledge of the role. The host family co-ordinator aims to increase the number of host families registered to accommodate students in the future. Students identified a number of positive aspects of their stays and these benefits are recognised by the school.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

Host families spoken to reported that the previous host family co-ordinator had always been available to them for support when problems had occurred in the past. The new host family co-ordinator reported that she aims to be contactable by students and host families should difficulties arise. Students and host families confirmed that they had appropriate contact details for school staff.

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?

9

This Standard is not applicable.

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?**

3

Students indicated that they value the opportunities provided by the placement to experience social and cultural opportunities during their stay in the UK. Students reported that they often meet with their peers locally during evenings and weekends. A number of students advised that they had joined their host families in sports, outings and excursions. The school also provides occasional trips and activities.

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

Students are asked to complete an evaluation of their placement, which is used to determine future placements. The evaluation asks students to comment on the best and worst aspects of the placement and whether they would recommend it to another student. Students spoken to during the inspection felt that their views would be taken seriously by the school.

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?**

9

This Standard is not applicable.

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence**Standard met?**

3

Students spoken to during the inspection were clear that they would speak to the host family co-ordinator if any problems occurred, although a number of students indicated that they would also feel confident in approaching a member of the host family should a problem arise. Each student at the school has an allocated mentor. Staff advised that mentors do not ordinarily become involved in issues regarding students' accommodation but that they do have a pastoral role and would support students should they experience difficulties in this area. Tutors meet their tutees once each term. Students confirmed that they would consider approaching their allocated mentor should they encounter problems during their stay.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

3

Students have access to the nurse employed by Richmond College during the school day. The statement of 'Information and Conditions' issued to every host family clarifies that students should be registered with the host family's general practitioner. One host family reported that the student accommodated by them had chosen not to register with their general practitioner but to use the practice local to a member of his extended family in London. The school should ensure that, where alternative arrangements are made for students' registration with a general practitioner, these arrangements are recorded and known by relevant staff. No students spoken to had had to use a general practitioner service in the UK. Students' parents are required to sign a consent to emergency medical treatment should it be necessary.

Standard 16 (16.1 - 16.3)

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

Key Findings and Evidence**Standard met?**

3

Host families confirmed that they would monitor students should they show signs of illness and advised that they would inform the host family co-ordinator should the illness become a cause for concern. Host families were also clear that they would summon emergency medical treatment should the need arise. Host families reported that the school had telephoned them immediately had a student failed to arrive for classes as planned.

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

As indicated in Standard 7 Students are required to complete a pre-placement medical information form, which records illnesses, medication and any allergies. Students indicated a number of people they could approach should a problem arise. The host family co-ordinator was able to demonstrate that the school had made an appropriate response to a problem arising between one student and a host family. The school has been able to arrange alternative placements for students where necessary in the past.

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 pre-placement form completed by students aims to explore individual preferences and expectations in a number of areas, including religious beliefs and observance. The host family co-ordinator reported that this information is used to ensure an appropriate 'match' between a student and a host family. Students did not identify discrimination as an issue amongst their peers or amongst the wider College community.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Students advised that they were able to use the telephone at their host family's home in private. The statement of 'Information and Conditions' clarifies guidelines for the use of the host family's telephone. The majority of students also had personal mobile telephones.		

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
Students reported that they had suitable storage for personal and valuable items in their accommodation.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
The host family co-ordinator reported that she visit students and their families in Sweden once placements have been confirmed. The host family co-ordinator advised that she aims to appraise students of information which will assist them in settling into family life on arrival in the UK, such as customs, traditions and the lifestyle of the family with whom they will be accommodated. Students are met from the airport on arrival in the UK by the by host family co-ordinator or another member of school staff. The host family co-ordinator advised that an information day for students is held the day after arrival to reinforce important messages and information regarding the placement. Some students reported that their host families had provided useful introductions to their local area, including shops, community resources and public transport networks. Students reported that the police had visited students to provide guidance on maintaining personal safety and had issued personal alarms. Students advised that their host families had been willing to give advice on safety issues where needed.		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The school does not appoint guardians for students.		

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence**Standard met?**

3

In order to provide evidence of this process, it is advised that the senior member of staff responsible for the monitoring of records produce a brief report of their findings each half term.

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 host family 'Information and Conditions' states that students should receive "*a well balanced diet (breakfast and evening meal during weekdays and lunch as well during weekends and holidays). During full day excursions a packed lunch with a drink should also be provided*". Host families are asked to indicate at assessment whether they are able to accommodate specific dietary needs. Students reported that the food provided by their host family is of adequate quality and provided in sufficient quantity.

Standard 25 (25.1 - 25.5)

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

Key Findings and Evidence**Standard met?**

3

Students have access to drinking water at school and in their host families' homes. Students confirmed that they are able to make use of kitchen facilities for snacks and drinks in their host families' homes.

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?**

9

This Standard is not applicable.

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?	3
Students reported no unusual or onerous demands.		

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
This Standard is not applicable.		

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
Students do not participate in high-risk activities whilst in the UK. The school should ensure that, should students choose to participate in high-risk activities, an appropriate risk assessment is undertaken, and recorded in writing, and consent sought from the student's family.		

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
Students have access to literature, television, radio and the internet outside school hours. Students reported that they have opportunities to access local community facilities.		

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

Staff do not supervise students outside teaching time unless as part of an organised excursion. Host families confirmed that if circumstances arose which required them to be away from home for any length of time they would liaise with the host family co-ordinator.

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 host family 'Information and Conditions' clarifies arrangements for students' evening return times. Host families reported that these guidelines had been confirmed by the host family co-ordinator prior to the commencement of the placement. All host families spoken to had their student's mobile telephone number and all students confirmed that they knew how to contact their host family should they need to do so. Host families reported that they would contact the host family co-ordinator should a student fail to arrive home at night, as requested in the host family 'Information and Conditions'. Host families advised that, should they be unable to contact the host family co-ordinator for any reason, they would inform the police if a student failed to return.

Standard 33 (33.1 - 33.5)

Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence**Standard met?**

3

As indicated in Standard 31, staff do not supervise students outside teaching time unless as part of an organised excursion. Host families are expected to be present in the home at night. The host family co-ordinator reported that host families had been proactive in contacting her in circumstances that had required their absence from the family home.

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?**

9

This Standard is not applicable.

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?**

9

This Standard is not applicable.

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
Students were aware of the role of the host family co-ordinator and expressed confidence that issues taken to her would receive appropriate attention. Students also confirmed that the school had provided appropriate support on occasions where difficulties had arisen with host family placements.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	9
This Standard is not applicable.		

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?	1
Host families are recruited through advertising and word of mouth. Following an initial application, the host family co-ordinator visits the prospective host family to assess the suitability for placement. The school is aware of the need to obtain Criminal Records Bureau disclosures at enhanced level for all members of host families over the age of eighteen. The school previously had the capacity to provide lead and counter signatures for disclosure applications but was unable to do so at the time of inspection. The School Administrator advised that she has liaised extensively with the Criminal Records Bureau in an attempt to reinstate this arrangement and that she hoped the issue would be resolved in the near future. Staff files examined contained evidence of a check performed by the Swedish National Police Board (<i>Rikspolisstyrelsen</i>). Host families confirmed that all family members over the age of eighteen had been required to apply for enhanced Criminal Records Bureau disclosures. Appropriate disclosures were in place for the sample of host families visited. The school must ensure that an appropriate Criminal Records Bureau disclosure is in place for all staff working with students for whom accommodation is arranged and for all members of host families over the age of eighteen. The school must also ensure that two written references are in place for each member of the host family over the age of eighteen and provide evidence of check if identify against an official document.		

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
See previous Standard.		

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?

9

This Standard is not applicable.

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?

9

This Standard is not applicable.

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?	9
This Standard is not applicable.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	9
This Standard is not applicable.		

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?	9
This Standard is not applicable.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	9
This Standard is not applicable.		

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?	9
This Standard is not applicable.		

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?	9
This Standard is not applicable.		

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?	9
This Standard is not applicable.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	9
This Standard is not applicable.		

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?	9
This Standard is not applicable.		

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?****2**

All student accommodation is visited by the host family co-ordinator as part of the initial assessment procedure. The school has minimum requirements for accommodation, which are checked by the host family co-ordinator at the visit. All students are accommodated in single rooms within the family home containing desk and suitable storage facilities. Students spoken to during the inspection raised no concerns regarding their accommodation and reported that they had adequate privacy and access to appropriate bathroom and kitchen facilities. Students confirmed that their accommodation was clean, hygienic and appropriately heated. Host families are required to wash students' laundry each week. Students are encouraged to give feedback on their placements at the end of their stay and to contact the host family co-ordinator should they experience difficulties at any point during the placement. Host families confirmed that the host family co-ordinator had been proactive in maintaining contact throughout the placement. The host family co-ordinator maintains an event record detailing contact with host families. In order to achieve compliance with Standard 51.8, the school must provide evidence that staff meet with each student once each term to record their assessment of the placement. The school must record the student's assessment in writing and take appropriate action on any concerns or complaints.

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?****9**

This Standard is not applicable.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

Signature

Date

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 10th March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Comments and an action plan were received from the Provider.

These are available to view upon request from the SW London Local Office.

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

NO

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

YES

Note:

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

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

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____
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.

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