



Making Social Care  
Better for People

# inspection report

## BOARDING SCHOOL

### **Malvern College**

**Malvern College  
College Road  
Malvern  
Worcestershire  
WR14 3DF**

*Lead Inspector*  
Dawn Taylor

*Announced Inspection*  
21st November 2005      09:00

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

# SCHOOL INFORMATION

**Name of school** Malvern College Preparatory School

**Address** Malvern College Preparatory School  
Abbey Road,  
Malvern,  
Worcs,  
WR14 3HF

**Telephone number** 01684 581600

**Fax number** 01684 581617

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Malvern College Inc

**Name of Head** Mr P Moody

**Name of Head of Care**

**Age range of boarding  
pupils** 2 – 13 years

**Date of last welfare  
inspection** June 2001

**Brief Description of the School:**

Malvern College Preparatory School is a co-educational boarding and day school for pupils aged 2 to 13. Education is offered in the pre-prep department, for pupils aged 2 to 7 and in the main school for pupils aged 7 to 13. The Preparatory School is situated close to its senior school, Malvern College, and shares many of the facilities. Pupils are prepared for entrance into senior independent schools at Common Entrance and Scholarship level at 13, the majority going on to the senior part of Malvern College. There are two boarding houses, Cherbourg for boys and Southlands for girls. At the time of this inspection there were 29 boys boarding and 21 girls boarding.

# SUMMARY

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

This was a full inspection by the Commission for Social Care Inspection (CSCI) covering the National Minimum Standards for Boarding Schools carried out jointly with the Independent Schools Inspectorate between 21<sup>st</sup> – 23<sup>rd</sup> November 2005. It serves as an audit against the National Minimum Standards for Boarding Schools and demonstrates that the school met the standards satisfactorily in thirty-seven areas, partially met the standards in ten areas and has not met a standard in one area. Four areas were not applicable.

The inspection took place over three days and was undertaken by two CSCI Inspectors, a Pharmacist Inspector and a Boarding Sector Professional Inspector. Morning and evening routines were observed in the girls' and boys' boarding accommodation and meals were taken with pupils. Records and policies were examined and pupil groups and key members of the staff team were interviewed.

Letters were sent to parents and professionals asking for feedback on the College. Pupil questionnaires were completed by boarders prior to the inspection.

Only three letters were returned from parents, therefore comments were not used in this report.

## **What the school does well:**

The school offers a friendly and encouraging boarding environment for its pupils who live away from home. Staff make themselves both available and approachable for the children they look after, whether the children are boarders or day pupils. All school staff play a critical role in caring for the children. They take this responsibility very seriously and effectively communicate any concerns they may have about individual children. There is evidence of positive relationships existing between teaching staff, boarding staff and parents.

The pupils presented as being happy and relaxed. School catering provides pupils with balanced, varied diets. Pupils are encouraged to engage in recreational activities and sports complementing their healthy lifestyle

## **What has improved since the last inspection?**

The school has made significant improvements to its policies procedures and practices. Notable developments have been introduced to complaints

procedures, child protection procedures and related staff training and recording of the administration of medication in the boarding houses.

### **What they could do better:**

There should be clear direct management and leadership of the practice and development of the two boarding houses. Systems should be developed to ensure -

- consistent practice and record keeping between the boarding houses.
- boarding staff have appropriate and on-going training, supervision and appraisals.

The school should ensure that key policies including the anti-bullying policy and complaints policy are provided to parents of boarders.

A whistleblowing policy should be developed to ensure that those expressing any concerns or allegations in good faith can do so with immunity from retribution or disciplinary action.

The school's management team should develop both the child protection policy and complaints procedure to include the address and telephone number of CSCI, as an alternative contact for staff, pupils and parents to refer allegations or concerns.

The recruitment procedure for staff should ensure that all staff have a CRB check with satisfactory outcome prior to starting work at the school in line with guidance from DfES and CSCI.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

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# Being Healthy

## The intended outcomes for these standards are:

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

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

6, 7, 15, 16, 17, 24, 25, 48, 49

Boarders' health is promoted and relevant health and welfare needs of individual pupils are supported with access to medical, dental and optical services. Systems for recording information relating to pupils' health, needs to continue to be developed to ensure records are kept individually and in a secure place.

Boarders receive meals that are nutritious and adequate in quantity and quality. The dining arrangements should be reviewed to ensure mealtime are promoted as relaxed, social occasions and that all pupils eat balanced healthy meals.

## **EVIDENCE:**

Topics relating to personal, social and health education are explored with pupils through the school curriculum, in assemblies and through informal discussions. Staff described practice in line with school policies and procedures that ensure that pupils are appropriately supported and individual issues managed sensitively, involving parents where appropriate.

The Pharmacist Inspector made a detailed inspection of procedures, storage, recording, documentation and overall general handling of medication within the school health centre and also inspected the two boarding houses (Southlands and Cherbourg).

First aid and minor illness treatments are available to boarders twenty-four hours a day, with easy access to medical, dental and optical services. The nurses attend annual training on anaphylaxis recognition and treatment. First Aid boxes are available within the medical centre and also hold stocks for all the First Aid boxes kept within the school and boarding houses.

The school registers children at Court Road surgery. Dr Roberts is the school Medical Officer and attends the medical centre for five morning surgeries. The school nurses work closely with the GP practice for professional guidance and consultation and also liaise with a local pharmacist in order to obtain prescription only medication and advice.

The 'Policy for the Administration of Medicines' was checked. The inspector was impressed with the quality, detail and standard of the procedures, which included consent, record keeping, storage and access, self-administration, administration for day pupils, administration for boarders, non-prescription stock, school trips and emergency medication. The policy was not dated.

Documentation was available for all medication administered to students in the medical centre. It was recorded onto individual records for each child and also recorded directly into the medical records held securely in the medical centre.

The medical centre has two treatment room areas, one upstairs and one downstairs. The upstairs treatment room contained basic first aid requirements including bandages, nebuliser, test strips and a urine drug test kit.

The downstairs treatment room is the main room used by the nurses and GP to see all students. It was a large room with a sink, new cupboards and dedicated medication refrigerator. The refrigerator temperature was documented and recorded on a daily basis. There was a small oxygen cylinder available for emergency use with appropriate warning signs clearly visible.

The nurses in the medical centre have recently started to liaise with staff in the boarding houses to ensure medication storage and documentation is maintained according to the school medication policy. The documentation and recording of medication has been standardised across all the boarding houses to ensure consistency. Administration of medication is documented onto the sheets and signed by the house parent. Staff should ensure that the dosage of medication administered is recorded. This had not been recorded in every case.

Medication brought from overseas was discussed. The school asks parents to inform the school of any medication with clear written instructions, however this can be a problem when the medication and directions are not in English. The inspector was informed that when this occurs the school nurses try to obtain translations from the child or older pupils in the school.

All medication storage shown to the inspector was locked. The medication storage was neat and tidy in both boarding houses with medication clearly labelled for individual children. A responsible person held keys for each cupboard.

Through discussions it was evident that house staff were fully aware of individual pupil's health and welfare needs. However, the systems for recording this needs to be reviewed and developed to ensure that all health information relating to a pupil is kept individually and in a secure place.

The school has recently developed a process for preparing a Welfare Plan that will be agreed with a parent, for any boarder with special needs, significant emotional or behavioural difficulties, or who does not see his or her parent or legal guardian at least three times a year. A good example of a Welfare Plan was seen but the system was yet to be used with other individuals who might also benefit.

The inspectors found school meals to be nutritious, well balanced and suitable in quantity. The majority of pupils stated the food was good. Pupils described the meals prepared to celebrate key events. Snacks, fruit and drinks are available throughout the day. The boarding houses have kettles, microwaves, toaster and refrigerators in the kitchens. The kitchens were stocked with bread, milk, various drinks, spreads, cereals and fruit.

A high number of pupils were not happy with the difference in frequency for having tuck between the girls' boarding house and the boys' boarding house. The inspectors suggest that the school review this procedure not necessarily just to address consistency but also to review promoting healthy eating.

It was observed at the main meal that the current system for going up to the meal counter to be serviced table by table resulted in some children having to wait for a long time. This led to some pupils rushing their meals and in some cases not finishing their meal. The inspectors were concerned that this wait could lead to poor conduct in the dining room and pupils not eating adequate meals.

Systems for monitoring food intake of pupils were not in place.

It is recommended that school's management team review the dining arrangements to ensure mealtimes are promoted as relaxed, social occasions and that all pupils eat balanced healthy meals.

A central laundry ensures that all boarders clothing and bedding is suitably and efficiently cleaned.

# Staying Safe

## The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

2, 3, 4, 5, 13, 26, 29, 37, 38, 39, 41, 47

There are policies on ensuring the safety and well being of children, which are known to boarders and staff and which are implemented successfully in practice. A whistleblowing policy should be developed to ensure immunity from retribution or disciplinary action for reporting concerns or allegations in good faith.

There is a written and appropriate policy on discipline, punishments and rewards for good behaviour, which is known to parents, boarders and staff and which is implemented successfully in practice. Systems for recording punishments administered in the boarding houses should be reviewed to ensure that records are maintained in both houses.

The Prefect system safeguards the well being of boarders and promotes the school's ethos and values.

Boarders and boarding staff are protected from the risk of fire.

Boarders' safety and welfare during high risk activities is protected by adequate and appropriate safety measures.

Staff ensure that boarders' personal privacy is sensitively promoted.

The staff selection procedure is not adequate and needs to be developed to ensure there is clear evidence of all checks required under Standard 38.2 being undertaken prior to appointment.

## **EVIDENCE:**

Staff and pupils described good practice for supporting pupils who are being bullied and who bully. This practice was in line with the school's anti-bullying policy. All parents are encouraged to visit the school or telephone staff whenever they have questions, queries or concerns. All important discussions, calls and correspondence are discussed at school staff meetings. These meetings are minuted.

The child protection policy is consistent with the requirements of Working Together to Safeguard Children and the local Area Child Protection Committee procedures. The school has a designated senior member of staff who takes responsibility for the child protection policy. All staff, including ancillary staff, receive training in child protection.

A whistle blowing policy should be developed or form part of the child protection policy. This should be made available to all staff, children and parents.

Pupils and staff were able to describe the school's use of punishments and rewards. Some boarders felt that having the same punishment system in the boarding houses as in the school was not fair. The young house staff also questioned the effectiveness of this system for them in the boarding houses. The school should consider reviewing the punishment system in the boarding houses.

Punishments are monitored in school meetings and by the Headmaster.

Records of punishments were not recorded consistently in each boarding house. Systems for recording punishments administered in the boarding

houses should be reviewed to ensure that records are maintained in both houses.

The complaints procedure is available to pupils and staff. Pupils felt that complaints were listened to and taken seriously by staff. A record of complaints is maintained by the Headmaster.

Although the anti-bullying policy and complaints procedure would be made available to any parents who asked, the inspectors suggest that good practice would be to include the policies in the written information available to all parents.

The school's management team should develop both the child protection policy and complaints procedure to include the address and telephone number of CSCI, as an alternative contact for staff, pupils and parents to refer allegations or concerns.

The role of Prefects is specific and relevant to the age and abilities of the children and the ethos of the school. Practice described by staff, boarders and Prefects was in line with clear written guidance. The Headmaster mentors the Prefect group, meeting with them on a regular basis.

Boarders and boarding staff are aware of emergency evacuation procedures from the boarding accommodation in case of a fire. A written record is maintained by appropriate staff of fire drills and equipment checks. There were no outstanding recommendations from the Fire Officer.

Appropriate checks are undertaken on staff of organisations and external staff running adventure activities. Staffing levels are risk assessed before all trips and holidays and ensure appropriate levels and genders of staff.

Pupils and staff described and the Inspectors observed practice that promoted boarders' privacy in line with school policy.

The staff team at the school is stable and turn over of staff since the last inspection was low. Three staff recruitment files were sampled. The administration system for the recruitment check on staff was thorough, the only shortfalls were with regard to CRB checks. Two members of staff had started without current CRB checks. In discussion with the school, guidance was sought from the DfES and CSCI with regard to the portability of CRB checks. Using this guidance the management team should ensure that all staff files contain evidence of relevant CRB checks prior to employees start date.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

11, 18, 27, 43, 46

There is a wide range and choice of activities for boarders to participate in.

The school promotes an environment that takes into account the care of all boarders and is sensitive to individual needs.

Suitable facilities for study are available to boarders.

Boarders have access to a range of safe recreational areas.

## **EVIDENCE:**

Boarders and staff described a range of activities and facilities available to pupils in the evenings and at weekends. Activities were organised on and off site. The Inspectors observed evening activities that enable children to participate if they wanted to in a structured activity or spend time on their own or in a group entertaining themselves. Pupils enthusiastically described regular weekend camping trips and a range of other weekend activities.

The school has an equal opportunities policy and is committed to supporting pupils from minority groups. Staff are sensitive to the need to treat each pupil as an individual, and recognise and meet any individual learning or care need.

Pupils demonstrated an understanding and awareness of supporting and befriending children with disabilities, from a different cultural background or with different abilities. Staff described how they would meet individual pupils dietary, religious, dress, learning and environmental needs.

Inspectors observed suitable study facilities and staff supervision available to boarders during prep.

Pupils and staff were clear about the practice for supervising boarders' use of and access to areas within the school buildings and grounds. These areas were safe and provided boarders with a range of activities and places they could go on their own or in a group.



# Making a Positive Contribution

## The intended outcomes for these standards are:

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

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

12, 14, 19, 21, 30, 36

Boarders are able to contribute to the operation and development of boarding in the school, however processes should be consistent between the boarding houses.

Boarders are also supported to maintain contact with their parents.

Appropriate induction and guidance for new boarders ensures they are able to settle in and feel welcomed.

Appropriate information is made available to boarders, which informs them of events in the world outside the school and is appropriate to their age.

There are positive relationships between staff and boarders that promote mutual respect and trust.

## **EVIDENCE:**

The Headmaster and staff are continuing to develop forums that encourage comments and feedback from pupils. Pupils in one boarding house described the introduction of Circle Time, where they are supported to express concerns and views. The Student Council also operates to enable pupils to put forward suggestions and ideas to develop the school. Although house meetings took place in both houses, the emphasis of each meeting varied with one being a more information sharing process. The Management Team should review the

formal opportunities for boarders to express their views on relevant aspects of boarding development and practice to ensure all children are able to contribute.

Pupils are able to identify a range of people available to them to talk to. These included people outside school as well as those inside the school. The school has an Independent Listener who was known to all the pupils and attends the school on a regular basis.

Pupils are encouraged to maintain contact with family and friends through writing letters, sending e-mails and using the telephone. All parents are sent a Parental Handbook and comprehensive weekly bulletins and regular newsletters are also distributed, providing parents with a summary of events and development within the school.

Pupils described established procedures for introducing boarders into the school. New boarders felt the process had been informative and had helped them settle and become aware of rules and routines. Staff described written guidance and initial discussions that would help to make a new pupil feel welcome.

Newspapers and reading material is made available to boarders. Topical issues are discussed with staff and in more formal classroom settings, as well as informally in the boarding houses.

Pupils described positive relationships between boarders and staff. The inspectors observed sound relationships between staff and boarders built on mutual respect. There was no evidence of favouritism, and disagreements were reported to be dealt with fairly.

# Achieving Economic Wellbeing

**The intended outcomes for these standards are:**

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

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

20, 40, 42, 44, 45, 50

Boarders' possessions are protected, however, to safeguard pupils' pocket money, recording systems in the boarding houses should be developed.

Boarders' accommodation meets with National Minimum Standards.

## **EVIDENCE:**

The school has a policy that is known to staff and pupils, which promotes the protection of boarders' possessions. Records were sampled in each boarding house. There was no standard procedure for recording boarders' pocket money. This needs to be reviewed.

There are two boarding houses at the school. Cherbourg House provides accommodation for boys and Southlands House provides accommodation for girls. Although both boarding houses are separate, they are adjoined by the school dining room. All main meals are taken in this room.

Both boarding houses have their own tuck room, office and common room. The tuck room contained lockers for all boarders and facilities for preparing snacks and drinks. Each room contained a large table with sufficient seating and provided boarders with an informal social and eating areas.

The common rooms were large comfortable rooms with adequate seating. Each room contained a television and DVD player.

The offices in each house contained a telephone, space for safe storage of student files and medication and a private but welcoming space for pupils to talk to staff.

All dormitories had been personalised by pupils and the pupils interviewed were on the whole positive about their accommodation.

Both boarding houses were clean and the standard of decoration was generally good, with some areas beginning to be in need of redecoration and refurbishment, in particular the boys' dormitories need redecorating and mattresses on some of the boys' beds need replacing. To maintain standards the school's Development Plan should ensure there is a short term and long-term redecoration and refurbishment plan for both boarding houses.

Boarders and staff described how pupils are able to obtain minor necessary personal and stationery items while accommodated at the school.

# Management

## The intended outcomes for these standards are:

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

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

1, 8, 9, 10, 23, 31, 32, 33, 34, 35, 52

Written guidance, that includes a Prospectus, is given to all parents, boarders and staff.

The management and leadership of boarding in the school should be developed to promote consistent practice in line with school policies and procedures.

Risk assessments and procedures are in place to ensure crises affecting boarders' welfare are effectively managed.

Boarders are supervised appropriately at all times, by a sufficient number of staff.

## **EVIDENCE:**

The school has a Statement of Boarding Principles and Practice. This document along with other written guidance is sent to all prospective boarders and families. These documents provide an accurate description of boarding at the school. The school operates in line with policies and procedures that are regularly reviewed and developed.

The school's Governing Body has a system for monitoring the school's welfare provision and development through reports from the Headmaster. It was less clear how the council had direct experience of the operation of the boarding houses. Regular meetings in the school take place that monitor pupil welfare, however, there was no formal process for monitoring or developing practice and systems in the boarding houses. The inspectors observed and pupils commented on different practice and record keeping systems between the two. The direct management of the boarding in the two houses should be reviewed and systems should be developed to ensure consistent practice and record keeping between the boarding houses.

The school have developed planned responses to a range of foreseeable major incidents or crisis. These need to continue to be developed and staff trained to ensure crises affecting boarders' welfare are effectively managed.

The Headmaster and appropriate staff maintain a range of records. These records are regularly monitored and reviewed by the school's management team and in school staff meeting. Minutes of these meeting demonstrated that the well being of pupils is promoted.

Sleeping areas, recreational areas, toilets and bathroom provisions are laid out taking into account the age range and gender of pupils.

Each boarding house has a core staff team that consists of a Housemistress, a Deputy Housemistress and/or Matrons. In addition to the core boarding staff team there is a rota of education staff who cover weekday prep and evenings and some weekend activities. Staffing at the school ensures that pupils come into contact with staff of both genders on a daily basis. Levels of supervision are satisfactory, no 'thin' staffing times were identified. Boarders described satisfactory means of contacting a member of staff at night.

Staff job descriptions are appropriate and in place. Staff described the process for inducting new staff. The Staff Handbook is made available to all new staff as part of their induction.

The last inspection report made a recommendation that all boarding staff should receive regular supervision and appraisal in line with school policy.

Since that report the Housemistresses and Deputy Housemistress have still not experienced an annual review and appraisal or received regular supervision. The recommendation has therefore been repeated.

Although formal support and supervision does not take place the Housemistresses experience a variety of information exchanging forums. Each term starts with a full school meeting on the day before the start of the term, staff meetings are then held each week.

Both boarding houses operate an individual, informal handover system between staff, including Matrons. All staff interviewed felt that this process enabled them to promote a consistent standard of care. It was, however, evident that there was some inconsistent practice and record keeping across the two houses and that regular formal boarding staff meetings would help resolve this.

Staff described clear procedures, which are followed in practice, when organising trips and holidays off school site. Action is taken where appropriate to check accommodation, staffing levels, qualifications and checks of staff employed by external companies used by the school

# SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	3
<b>7</b>	2
<b>15</b>	3
<b>16</b>	3
<b>17</b>	3
<b>24</b>	3
<b>25</b>	3
<b>48</b>	3
<b>49</b>	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	3
<b>3</b>	2
<b>4</b>	2
<b>5</b>	2
<b>13</b>	3
<b>22</b>	N/a
<b>26</b>	3
<b>28</b>	N/a
<b>29</b>	3
<b>37</b>	3
<b>38</b>	1
<b>39</b>	3
<b>41</b>	2
<b>47</b>	3

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	2
<b>14</b>	3
<b>19</b>	3
<b>21</b>	3
<b>30</b>	3
<b>36</b>	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	2
<b>40</b>	3
<b>42</b>	3
<b>44</b>	3
<b>45</b>	3
<b>50</b>	3



# SCORING OF OUTCOMES

## Continued

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

Are there any outstanding recommendations from the last inspection? Yes

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS7	The systems for recording pupil's health and welfare needs should be reviewed and developed to ensure that all health information relating to a pupil is kept individually and in a secure place.	
2	BS15	Staff should ensure that the dosage of medication administered is recorded.	
3	BS24	The school's management team should review the dining arrangements to ensure mealtimes are promoted as relaxed, social occasions and that all pupils eat balanced healthy meals.	
4	BS3	A whistle blowing policy should be developed or form part of the child protection policy. This should be made available to all staff, children and parents.	
5	BS4	Systems for recording punishments administered in the boarding houses should be reviewed to ensure that records are maintained in both houses.	
6	BS2BS5	The anti-bullying policy and complaints procedure should be included in the written information available to all parents.	
7	BS3BS5	The school's management team should develop both the child protection policy and complaints procedure to include the address and telephone number of CSCI, as an alternative contact for staff, pupils and parents to refer allegations or concerns.	

8	BS39	In discussion with the school, guidance was sought from the DfES and CSCI with regard to the portability of CRB checks. Using this guidance the management team should ensure that all staff files contain evidence of relevant CRB checks prior to employees start dates.	
9	BS12	The management team should review the formal opportunities for boarders to express their views on relevant aspects of boarding development and practice to ensure all children are able to contribute.	
10	BS20	Boarders' possessions are protected, however, to safeguard pupils' pocket money, recording systems in the boarding houses should be developed	
11	BS34	The last inspection report made a recommendation that all boarding staff should receive regular supervision and appraisal in line with school policy. Since that report the Housemistresses and Deputy Housemistress have still not experienced an annual review and appraisal or received regular supervision. The recommendation has therefore been repeated	

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