

inspection report

Boarding School

St Andrew`s School

Meads

Eastbourne

East Sussex

BN20 7RP

4th October 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**

St Andrew`s School

Address

Meads, Eastbourne, East Sussex, BN20 7RP

Tel No:

01323 733203

Fax No:

01323 646860

Email Address

office@androvian.biblio.net

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

St Andrew`s School

Name of Head

Mr Jeremy Griffith

CSCI Classification

Boarding School

Type of school

Preparatory School

Date of last boarding welfare inspection

26\04\01

Date of Inspection Visit		4th October 2004		ID Code
Time of Inspection Visit		10:00 am		
Name of CSCI Inspector	1	Anna Gilmartin	077583	
Name of CSCI Inspector	2			
Name of CSCI Inspector	3			
Name of CSCI Inspector	4			
Name of Boarding Sector Specialist Inspector (if applicable):		Ruth Turner		
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		JEREMY GRIFFITH		

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 St Andrew's 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.

St. Andrews is a co-educational boarding and day preparatory school for pupils between the ages of three and thirteen years. The school was founded in 1877 and is a charitable trust. The total number of pupils on roll at the time of this inspection was 390 of whom 260 were boys and 130 were girls. 27 children board, 24 are full time boarders and three are weekly boarders known as “super sleepers”. 19 boys board full time and two are weekly boarders. Five girls board full time and one is a weekly boarder. The school also offers flexible boarding and the parents of day pupils can make arrangements for their child to stay overnight occasionally. These boarders are referred to as “sleepovers”. All of the full time boarders are from overseas but the weekly boarders generally live within an hours’ drive of the school. The school is sited in the Meads area of Eastbourne, close to shops and the seafront. There are two boarding houses, girls house which is a separate building called “The Lodge” and the boys house, within the main school building and known as “DJ’s”. Inspectors were told that there are plans to amalgamate both houses due to falling demand for full time boarding places.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Provision for the pupils’ health care is very good. The school nurse is qualified and experienced, record keeping and provision for the care of sick pupils is good.
- There are good relationships between staff and pupils and pupils have a range of people to talk to.
- Pupils are friendly, well behaved and courteous.
- Good management and leadership provided by the Head Teacher.
- Meals are very good both in quality, quantity and choice and good dining facilities
- Good recreational facilities and good range of activities particularly during the week day evenings.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Child protection policies and procedures need to be updated and staff need training in the new procedures
- The induction for boarding staff should be improved and training opportunities for boarding staff should be identified.
- The quality of boarding accommodation, sleeping areas, bathrooms and communal areas should be improved
- There is a need for a forum separate from the school council for boarding pupils to express their views
- Some additional documentation is required

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school is well managed and the good leadership of the Head Teacher has established a clear direction for Boarding following a period during which the school has had several changes of Head Teacher. The Head Teacher and his wife, the Head of Pastoral Care have a secure understanding of the strengths of the school and its weaknesses with regard to Boarding provision and told inspectors that there would have been more progress with regard to the implementation of Boarding Standards if there had not been this period of change at a senior level. The refurbishment and redecoration of the kitchen and dining room has been a great success, pupils and staff reported improvements in the choice and quality of food and the ambiance of the dining room. The plans to amalgamate and refurbish the boarding houses should be completed this year. Inspectors found the pupils confident, friendly and well behaved and not afraid to express their opinions.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION	
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YES

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS3	That the child protection policy and procedures are updated and all staff receive appropriate training in child protection.	1\12\04
2	BS3	That there is a written policy for and if necessary reporting any boarder missing from school.	1\12\04
3	BS5	That complaints including their outcomes are fully recorded centrally and that the complaints procedure for pupils and parents makes reference to the Commission for Social Care Inspections.	1\12\04
4	BS6	That all of the points in the school action plan regarding this standard are implemented.	1\12\04
5	BS12	That consideration is given to the provision of a forum for boarding pupils to express their views on issues pertaining to boarding.	1\12\04
6	BS20	That boarders are provided with a lockable storage space.	1\01\05
7	BS26	That fire doors in the boarding houses are not wedged open and there should be a separate written fire risk assessment for the boarding areas.	1\12\04
8	BS34	That the induction for Gap students is more thorough and child protection training is included at an early stage	1\01\05
9	BS40	That the boarding accommodation is redecorated and refurbished and more storage is provided in the boys bedrooms.	1\09\05

10	BS47	That the health and safety policy is updated and missing window restrictors on windows above the ground floor in the boarding accommodation are replaced.	1\12\04
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ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS4	That the giving of sanctions beyond the minus points, any use of restraint and serious incidents in the boarding house are recorded centrally and monitored by the Head Teacher.
2	BS8 and BS34	That opportunities for boarding house staff to attend training and develop their practice are identified
3	BS17	That a written individual welfare plan is drawn up and agreed with a parent for any boarder who with special welfare needs or significant emotional behavioural difficulties.
4	BS23	That monitoring of records by the Head Teacher or the Bursar should be signed and dated.
5	BS32	That there is a system for recording the whereabouts of pupils during the evenings which is known to the house staff.
6	BS38	That the appointments checklist includes dates.
7	BS41	That there is a written risk assessment regarding the open fire exit door on the top floor of the boys house.
8	BS37	That the shower cubicles are made more private when the boarding accommodation is refurbished.

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

PART B**INSPECTION METHODS & FINDINGS**

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

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

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	NO
• DfES	NO
• 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	YES
Group discussion with ancillary staff	NO
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	4/10/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	19
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****9****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****21****Girls****6****Total****27****Number of separate Boarding Houses****2**

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) |
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| 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 produces a range of documents, which describe the aims and ethos of boarding at the school. New documents which include a more detailed guide to Boarding for parents and staff and two separate child friendly guides, one for each boarding house have recently been introduced. The pupils guide to boarding could be further developed when plans to amalgamate the two houses are implemented. The section on comments and complaints should make reference to the Commission for Social Care Inspections.		

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
Staff are proactive in dealing with bullying. There is an appropriate policy, which is referred to in both parents and staff handbooks and in the children's guide to the boarding houses and includes a definition of bullying. Pupils do not report bullying in a significant issue in the school.		

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

X

%

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 Head of Pastoral Care and the school nurse are the designated child protection co-ordinators. These are recent appointments and the school is aware that the child protection policy and procedures need updating. The school has contacted the local Social Services to organise child protection training for all staff. There should be a policy for searching for and if necessary reporting any boarder missing from school.

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

The school has recently produced a new written behaviour policy, which is currently being made known to pupils, parents and staff. There is a code of conduct for pupils, which includes the “Golden Rules” which are displayed around the school. All of the pupils have a “set” notebook, which they carry in school. Where a pupil’s behaviour falls short of what is expected this is recorded in the set book as a minus. Good behaviour is rewarded with a plus. Plus and minuses are recorded centrally for all pupils in the staff room. Sanctions in the boarding houses are more likely to be withdrawal of privileges and not plus or minuses. Any serious incidents are reported to the House Master. All sanctions are recorded in the daily log. Sanctions beyond the giving of minuses should be recorded centrally and monitored by the Head Teacher. The school has a policy on the use of restraint in prescribed circumstances; these incidents should be recorded centrally and monitored by the Head Teacher.

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

The school has a complaints procedure, which is included in the parents’ handbook. Complaints from parents are held centrally though the outcome of the complaints is not always clear. Pupils are given information about what to do if something is worrying them but this does not make reference to complaints or CSCI. Inspectors recommend using a complaints pro-forma for complaints from pupils and parents, which clearly records the outcome of complaints investigations.

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?	2
<p>The school has an action plan for drawing up an appropriate policy on countering major risks to health which will include guidance on all of the matters listed in standard 6.2. It is envisaged that the PSHE co-ordinator will devise a teaching plan to provide age appropriate advice in respect of these matters. The school nurse is also drawing up a policy and procedural guidance for staff in respect of dealing with specific children and the Head of Pastoral Care is drafting a statement regarding passing on information about sensitive issues.</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?	4
<p>All boarders are registered with a local G.P. and their medical records are kept on site and stored securely. Comprehensive Medical information obtained prior to admission and the school nurse ensures that these records are updated termly which inspectors found commendable.</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

Inspectors saw evidence of good leadership by Head teacher and Head of Pastoral Care. Systems for monitoring the welfare provision in the school are in place, for example a governor does visit the school each term however a more formal system of monitoring of welfare provision by Governing body is required. Senior Boarding staff are experienced but lack formal training.

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

There are planned responses to some foreseeable crises though the school recognises that this could be further developed.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence

Standard met?

3

There are no significant differences in the quality of the accommodation in both houses however the boys house has more communal space and leisure facilities for example a pool table and table tennis table.

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

The school provides an extensive range of activities after school during week days and this may be the reason why day pupils choose to sleepover on certain nights. Some pupils told inspectors there was a lack of choice of activities at the weekend but the school is addressing this and a programme of activities and outings has been planned. Some of the older pupils told inspectors they would like more free time during the week.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?**

2

There is a school council and boarders are represented on this body. House meetings are held weekly in both of the houses though these tend to be primarily an opportunity for staff to give out notices and information. A forum for boarding pupils to represent their views on boarding provision is recommended.

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

Key Findings and Evidence**Standard met?**

3

Older pupils in the school are given the opportunity to become a "Special". There is written guidance on the responsibilities of being a Special which pupils are asked to share and discuss with their parents. There is an appropriate emphasis on leadership through example. Specials do not have supervisory duties or the power to punish other pupils.

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?**

4

There is a range of people pupils can turn to for advice or help and this is well advertised within the school. Boarders spoken to by inspectors were able to name several people they could talk to including tutors, matrons, house parents, gap students, the head of pastoral care staff and independent visitors. Pupils meet with their tutor for half an hour each day.

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence

Standard met?

4

The school employs a fully qualified and experienced school nurse. All boarders are registered with a local G.P. who is female and the school nurse has access to this G.P. for professional guidance and consultation. Boys may ask to see a male doctors if they wish. All medication is appropriately stored, administered and recorded in the surgery. All appropriate parental consents are obtained. The school nurse delivers a rolling programme of first aid training for staff.

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

The surgery and sick bay are sited within the main school boys house. If a girl boarder was sick during appropriate arrangements for monitoring her would need to be in place as the girls house is not open during the school day.

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
Inspectors found evidence that welfare needs are identified and met though this is not always accompanied by a formal written plan. It is recommended that where necessary written plans are drawn up and held centrally so that their implementation can be monitored.		

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
All of the full time boarders are from overseas and weekly boarders and sleepovers are from the local area. Inspectors observed that in the boarding houses all of the pupils are well integrated. School documents demonstrate commitment to equal opportunities and the school provides appropriate English as an additional language support for pupils. Special dietary needs are catered for and although the school has a Christian ethos children do not have to attend religious ceremonies if their parents require this.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
There are telephones that the pupils can use though they are not situated in very private places. However each house has a cordless phone, which the pupil may take to a private place. Boarders from overseas can use phones at lunchtime to contact parents because of the time difference. Pupils also have access to e-mail and they can use their own mobile phones out of school time.		

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?	2
Boarders do not have their own lockable storage place where they can keep personal possessions and valuables though articles can be given to staff and safely stored in the boarding houses.		

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
There are taster days on offer for U.K. pupils. The Head of Pastoral Care has planned a series of three induction days for new boarders from overseas, this has not been used so far and no new full time boarders joined the school in September 2004.		

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?	0
The school is currently considering whether or not to appoint their own guardians however at present all guardians are appointed by parents.		

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
The Head Teacher monitors the records of major punishments and complaints. The bursar holds the responsibility for monitoring risk assessments, and accidents. This should be done at least twice a term and signed and dated.		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	4
Meals provided by the school are nutritious, well balanced and adequate in quantity and frequency. There are a range of meals to choose from including a salad bar and a vegetarian option. The dining room and kitchen have recently been refurbished and inspectors were impressed by the quality of the meals and the general ambiance in the dining room. Pupils and staff told inspectors they enjoyed their meals.		

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
Pupils have access to drinking water throughout the day. Pupils are allowed snacks at reasonable times.		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	2
The school was inspected by fire service in 2000 and recommendations were acted upon. Fire drills are held twice a term and these are recorded. Fire safety equipment is checked regularly and checks are recorded. Inspectors noted that fire doors were being wedged open in the boarding houses and this needs to be attended to. There should be a separate fire risk assessment and health and safety risk assessment for the premises.		

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
There are no unusual or especially onerous demands on boarders.		

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?	3
Short stay pupils are afforded the same supervision, and protection as all other boarders.		

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
Risk assessments have been developed for outings and activities. These are regularly updated.		

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**

Pupils have access to newspapers in the library and T.V. in the boarding houses. Appropriate levels of supervision are provided for boarders' use of local facilities outside the school grounds. This was confirmed by staff and pupils.

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

Staffing levels in the boarding houses are good. The house parents are supported by house tutors who are members of the teaching staff resident in the houses, matrons and gap students from New Zealand, Australia and South Africa. The staff pupil ratio is high especially in the girls' house where the number of boarders is low.

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

Boarders do not leave the school site without supervision however inspectors would recommend that there is a system of recording the whereabouts of pupils between tea-time and shower time when matrons check that all pupils are in the houses. Some of the older girls told inspectors they would like to be able to go shopping on their own.

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 previously stated there are a number of different staff available to pupils in the houses. On the evening of the inspection staff were appropriately deployed and accessible to boarders. A number of staff sleep in the boarding house at night and boarders know who to contact during the night if they need to do so.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
Staff in the boarding houses have appropriate job descriptions and they receive an induction though the school recognises that the induction could be improved. Gap students have a regular weekly meeting with the senior House Master. Inspectors would recommend that suitable training is identified for house staff to further develop their practice and that child protection training is included in the induction Gap students receive.		

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 staff handbook and guidance on boarding at the school has recently been updated and is available to staff on the school web site.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
Inspectors observed that relationships between staff and boarders are good. Communication is generally positive and boarders told inspectors that staff look after them well and that they are fairly treated.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Inspectors observed that staff supervised pupils with vigilance though without being intrusive. However in the pupils questionnaire a number of pupils expressed concern about their lack of privacy while taking showers. Inspectors were told that the plans for the refurbishment of the boarding area includes the provision of smaller bathrooms and inspectors would recommend that the shower cubicles are made more private.		

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?	3
The school has a thorough checking process for the recruitment of staff, though inspectors suggested that it would be helpful to add dates so that the process could be monitored more closely. At least one reference is followed up by a telephone call and these conversations are recorded. There is a standard format for recording interview notes and these are kept on file. All staff hold a current CRB check.		

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?	3
All adults visiting the school are identified as visitors and supervised by staff. The school takes reasonable steps to ensure that no adult without a CRB check has unsupervised access to boarders. The Gap Students who come from overseas have to have a Certificate of Good Conduct from their home country.		

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?

2

The school acknowledges that both of the boarding houses have deteriorated and require re-decoration and some refurbishment. Inspectors observed that house staff have made considerable efforts to ensure that the accommodation is pleasant, welcoming and child friendly. Inspectors were told that there are plans to amalgamate the boarding houses into one refurbished and redecorated unit in the main school in the coming year.

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

There is a clear policy regarding access to the premises and visitors asked to sign in and wear an identification badge. All external doors have a key pad entry system. The staircase in the boys boarding accommodation is alarmed to alert staff to intruders. There is a fire exit on the top floor of the boys boarding house and inspectors would recommend that there is a written risk assessment regarding this matter.

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?	2
<p>There are currently more beds than are required in the boarding accommodation and many are bunks though inspectors were told that these are being phased out and replaced with cabin beds. Bedrooms are not overcrowded though inspectors noted there was generally a lack of suitable storage facilities in the boys' accommodation. Pupils are able to personalise their bedrooms if they wish. Boarders' accommodation is fully separated by gender and appropriately separated by age group. Inspectors were told that the new plans to merge the accommodation still ensure that this separation is maintained.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Pupils generally complete their school work during the day time. Desks are provided within the boarding accommodation and the plans to improve the accommodation includes the provision of cabin beds, which would ensure that each boarder had their own desk.</p>		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>There are an adequate number of toilets, baths and showers for the number of pupils at the school. Some of the bathrooms are very large and institutional but the new plans include the provision of smaller more family sized bathrooms.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>The school provides suitable changing facilities for pupils to use during the day.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	4
The school has extensive grounds and sports fields with tennis/netball courts, an indoor swimming pool, shooting range and gym and a separate pavilion, which can be used for a variety of activities including scouts and guides. Within the school there are common rooms, a library and a computer room. The music rooms occupy a separate building close to the girls boarding house. During weekdays there are a range of activities available throughout the school until 7.00pm. A programme of activities and outings has been planned for the weekends.		

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
There is a written health and safety policy, which was last reviewed in March 2003 and is due to be updated. The Bursar has overall responsibility for health and safety and she carries out a visual check of the boarding accommodation at the beginning of each term. Inspectors observed that several window restrictors were missing from windows above ground floor in the boarding houses and these should be repaired or replaced. There is a maintenance team and there is a system for reporting maintenance tasks and prioritising work.		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
The school has a sick bay, which is appropriately situated next to the surgery within the boys' house. There are two rooms, each rooms contains two beds and a T.V. The rooms are pleasant, cheerful and child friendly.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
All bedding is laundered weekly and there is a good system for ensuring that boarders clothes are washed when required and returned to the right pupil following laundering. Pupils did not raise any issues about laundry with inspectors.		

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
Stationery can be purchased from the school shop. Pupils are encouraged to bring adequate supplies of toiletries though these can be purchased from the local shops if required.		

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
This standard is not applicable.		

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 regularly uses the same off-site accommodation for field trips etc. These premises are risk assessed by a member of staff prior to use.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

Signature

Date

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

We would welcome comments on the content of this report relating to the Inspection conducted on 4th & 5th October 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

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 3rd December 2004, 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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