

inspection report

Boarding School

Talbot Heath

Rothesay Road

Bournemouth

Dorset

BH4 9NJ

29th & 30th November 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION**Name of School**

Talbot Heath

Address

Rothesay Road, Bournemouth, Dorset, BH4 9NJ

Tel No:

01202 761881

Fax No:

01202 768155

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

Talbot Heath School Trust Limited: Chairman of Governing Body, Mr David Parkhouse

Name of Head

Mrs Christine Dipple

CSCI Classification

Boarding School

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

29/01/03

Date of Inspection Visit		29 th November 2004	ID Code
Time of Inspection Visit		9.15am	
Name of CSCI Inspector	1	Veronica Crowley	072706
Name of CSCI Inspector	2	Rosie Brown	075478
Name of CSCI Inspector	3	Christine Main (Pharmacist)	111459
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
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.		N/A	
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		MRS CHRISTINE DIPPLE	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

1. Welfare Policies and Procedures

2. Organisation and Management

3. Welfare Support to Boarders

4. Staffing

5. Premises

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Talbot Heath.

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.

Talbot Heath School is set in twenty-two acres of grounds within Talbot Woods, one mile from Bournemouth. It provides an holistic education for pupils aged between 3 and 18. The school is founded on Christian principles, but a multi-faith chaplaincy team exists to foster understanding between pupils of all faiths and to ensure the spiritual support of all members in the school community.

The school holds the 'Investors in Careers' award, which is the kite mark of excellence in the quality of careers, education and guidance provided.

There are currently 618 pupils on the school roll, 28 of whom are boarders. Boarding is available in St. Mary's boarding house, which is situated on the school campus and can accommodate 33 boarders. Accommodation is in the form of single, double and six bed dormitories. Boarding opportunities are offered to develop and enhance each girl's personal and social development.

The school's ethos emphasises the belief in individual worth together with the need for mutual respect and understanding both in the school community and in the world beyond.

The school wants each student to achieve her full academic potential and encourages all round personal development so students leave school as confident, well informed young people, at ease with themselves and ready to take on the challenge of adult life.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- The school has clear open leadership, managing by example which cascades through the senior staff team setting safe and consistent boundaries for the girls.
- Matters of bullying are well handled. The continuing work is recognised. 91% of boarders surveyed reported either never or hardly ever being bullied.
- The school has a sound induction process, enabling and supporting new boarders to forge lasting relationships.
- The school are commended on the creative, well-structured Personal, Social Health/Religious Education (PSH/RE) programme.
- There is clear evidence of the commitment invested in Learning Support and extra pastoral support from the PSH/RE co-ordinator to overseas students.
- Records demonstrated and staff and boarders confirmed the abundance of support and care afforded to children who have specific health, welfare or personal problems
- There exists a huge range of support networks boarders can access should they feel distressed or in need of help. E.g. independent visitors (including a Chinese speaking visitor) the vast chaplaincy network, tutors, the Housemistress, Gap students, the PSH/RE Co-ordinator and the domestic staff in the boarding house.
- The school has a huge commitment to anti-discriminatory practice, fully integrating girls into the whole school curriculum, without marginalising, despite the wide spectrum of cultural backgrounds.
- Although the school has Church of England beliefs, it has been progressive in promoting a multi-faith chaplaincy to promote understanding among and in supporting individuals within the school community.
- Clear demonstration throughout the inspection was shown by all Housemistresses and Gap students of their dedication and commitment to caring for the boarders.
- The attention paid to Health, safety and security matters throughout the school is recognised. This includes excellent evidence of a variety of Risk Assessments.
- The school clearly demonstrated that they carry out the school's ethos in practice e.g. emphasising individual worth together with the need for mutual respect and understanding both in the school and in the world beyond. Also by demonstrating commitment and true belief in empowering all young people to achieve their full academic potential and all round personal development.
- The boarders observed throughout all aspects of the inspection appeared to have

forged good friendships, were happy, and confident young women.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- In light of new guidance, the school should further update policy details for child protection.
- A policy should be written on 'Restraint of a child' in line with any training/guidance undertaken.
- Draft protocols must be verified accordingly and adopted as soon as possible.
- The school must ensure all recruitment procedures are in line with Standard 38.2 of the National Minimum Standards for Boarding Schools
- The school must ensure that CRB's are carried out for all staff, in line with the guidance.
- The decoration and furniture in boarding houses should continue to be upgraded.
- Paintwork to woodwork and windows could be improved.
- Staircase areas should be de-institutionalised to demonstrate a more homely atmosphere e.g. carpets or tiles on the concrete stairs.
- Ways should be found to domesticate the bathroom areas. The top floor shower is in need of replacement. (junior end)

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first full inspection by the Commission for Social Care Inspection (CSCI) under the National Minimum Standards for Boarding Schools. The Commission for Social Care Inspection Team included a Pharmacist Inspector. Unfortunately, although requested, a Boarding Sector Professional Inspector (BSPI) was not available to join the inspection team. This inspection serves as an audit against the National Minimum Standards for Boarding Schools and demonstrates that the school exceeded the standards in five areas and met the standards in all but two. This is considered a commendable achievement.

The two major areas in need of improvement relate to standardising the recruitment procedure and consolidating the process for Criminal Records Bureau checking. The school readily acknowledged these as temporary shortfalls in their provision and are currently in the process of strengthening and standardising their procedures.

Although the boarding house accommodation is considered adequate improvements to identified areas considered bare, bland and institutional are recommended.

Two responses were received from parents via the 'Parents Questionnaire' carried out prior to the inspection. They included mainly positive comments, although both felt more organised activities at weekends would be beneficial. Boarders themselves reported being happy and not necessarily wanting too many activities at weekends, stating that the opportunities for activities within the boarding house in addition to shopping trips was sufficient.

Comments received from boarders, following the 'Pupil Questionnaire' carried out prior to the inspection were mainly favourable. Of particular note 91% of those surveyed reported either 'never' or 'hardly ever' having been bullied. Although food was an issue for some boarders, inspectors felt the school were currently demonstrating their commitment to listening and acting upon requests for improvement. Any minor concerns raised by boarders were addressed satisfactorily through the inspection process.

Matters relating to health, safety, security, fire and maintenance were considered a real strength of the school. Risk assessments, in particular were seen as excellent working documents.

Areas where the school exceeded included the immense amount of attention dedicated to the holistic welfare of the boarders, underpinned by the strong PSHE/RE programme, the existence of the multi faith Chaplaincy, the learning support unit and a dedicated team of staff encountered throughout the school. Boarders were able to name a vast network of adults they could turn to if in distress or in need of guidance, of particular note amongst the higher percentages were the Housemistresses and Tutors. The school also demonstrated a proactive, strong commitment to anti-discriminatory practice, embracing and fully integrating boarders into the whole school curriculum. It is therefore not surprising that excellent outcomes were identified in all these areas.

The commitment to consultation with the boarders, resulting in action being taken, forms an intrinsic part of the school. Great importance is also placed on ensuring that the introduction of children to boarding life is a positive experience.

Strong leadership and lines of accountability ensure consistency and good practice throughout the school. This strength is further underpinned by good lines of communication facilitated by the schools own intranet system. Working practice 'tracked', observed and discussed reflected the thorough policy documentation available to all staff.

There was good evidence to confirm sound boarder/staff relationships, evident, genuine mutual respect and a whole sense of community spirit reinforcing the culture of care and consideration towards each other.

In conclusion, it must be recognised that the Headmistress, her staff team, the boarders and their parents have contributed to achieving the school's mission. They have successfully demonstrated their principles of care by ensuring that each child has the opportunity to fulfill their academic potential and all round personal development surrounded by a huge network of support.

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					

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	BS38	The recruitment process for the school must reflect all elements as stated under Standard 38 (in particular 38.2) of the National Minimum Standards for boarding schools.	14 th February 2005
2	BS39	The school must ensure that no member of staff commences employment until a completed, satisfactory CRB has been carried out and returned. (38.2 & 39.1)	31 st December 2004

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	BS3	The school should update the Child Protection Policy in accordance with current legislation e.g. reporting of referral should state within 24 hours CSCI as opposed to NCSC etc., (Std 3.2)
2	BS4	A restraint policy should be written which underpins any restraint training undertaken. (Std 4.7)
3	BS15	The school should have a system for recording the administration of each dose of a 'Prescription only' medicine to a boarder. (Std 15.12)
4	BS40	The school should review the bland institutional appearance of the boarding house, in particular the stairwells. (Std 40.4)
5	BS40	The school should improve the paintwork to woodwork and windows throughout the boarding house. (Std 40.4)
6	BS42	All rooms should have suitable wardrobes. (Std 40.42.10)
7	BS44	The top floor shower should be replaced. (Std 44).
8	BS44	The school should domesticate the institutional bathroom areas throughout the boarding house. (Std 44)

*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	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	29/11/04
Time of Inspection	9.15
Duration of Inspection (hrs.)	60
Number of Inspector Days spent on site	3

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**

11

TO

19

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

0

Girls

28

Total

28

Number of separate Boarding Houses

1

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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

A suitable statement of the school's boarding principles and practice is available to parents, boarders and staff. This is included in the 'Senior School Handbook', 'Information for Boarders Booklet' and the School's Prospectus.

The Statement covers the aims, ethos and philosophy of the school and the organisation at the school. It also includes the admission criteria, an outline of the facilities available, welfare support services for boarders, any special religious or cultural aspects of the school, the enriched Personal, Health and Social Education programme and relates as appropriate to relevant school policies and practice.

The school also has an 'Unofficial Handbook' for the boarders, which was created by the children themselves. This includes the role of the tutor, guide to homework, extra things to occupy time and charity fund-raising initiatives. The document is written in a child friendly format and has useful commonly asked questions and answers complimenting the main content.

Talbot Heath's ethos includes their desire for the students to "achieve their full academic potential and to encourage their all round personal development so they leave school as confident, well informed young women, at ease with themselves and ready to take on the challenge of adult life."

The statement reasonably reflects the actual current boarding practice at the school.

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
<p>The school has a comprehensive policy on countering bullying. Boarders and staff spoken with confirmed they were aware of the policy and demonstrated their awareness of this. Bullying is addressed within the PSHE programme, in assemblies and in the school's literature. All boarders spoken with were aware that the school would not tolerate bullying and how seriously incidents of bullying were viewed. The Gap students and the Canon perceived no bullying occurring in the boarding house and commended the school on its caring attitude.</p> <p>The school is commended on the very high percentage of boarders reporting that they have either 'never' or 'hardly ever' suffered from bullying. The ongoing work to achieve this is acknowledged. In the questionnaire completed by the boarders prior to the inspection only two girls identified that they had been bullied by name-calling. The Housemistress and Headmistress were extremely distressed by this fact. However the questionnaire was not able to identify how long ago or where these incidents had occurred, or exactly what had transpired. After discussion the Housemistress reported that she would keep this issue a live topic in the boarding house and continue to foster an open, mutual respect and understanding within the school community.</p> <p>Staff and boarders confirmed that there were no 'initiation ceremonies' at the school.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	91	%

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?****3**

The school has a written child protection policy consistent with the requirements of 'Working Together to Safeguard Children' (Department of Health, Home Office, DfES 1999) and the local Area Child Protection Committee procedures. They also have a copy of 'What To Do If You Are Worried A Child Is Being Abused'. Incidents forms are available to all staff to record any disclosure.

The school has two designated Child Protection Officers, one for the senior school and one for the junior school. All staff spoken with know who the designated officers are.

The Headmistress, who is the designated officer for the senior school, had very recently attended further child protection training run by the Local Authority on 'Safeguarding Children'. Following this the Headmistress reports that school governors will be appointing a named Governor to oversee Child Protection in the school. It also became apparent following this updated training that the school's Child Protection policy needs a few minor amendments in order to reflect current legislation. Recommendation is therefore made.

All staff are due to undertake refresher child protection training in April 2005. Between training events the Headmistress briefs all new staff on child protection and asks them to read the guidance and sign to acknowledge that they have read and understood the contents. This is being addressed on a rolling programme and will become an intrinsic part of induction. The PHSE/RE Co-ordinator briefs the prefects on child protection and anti-bullying as part of the sixth form induction.

Although prior to the inspection the local Social Services Child Protection Department confirmed no reported incidents, a situation had arisen the week directly before the inspection which the school had referred on. All documentation seen demonstrated that the school were following set procedures, working within a multi-disciplinary team framework to the set guideline and supporting the young person throughout the investigation.

The school has a 'missing child' procedure in the unlikely event of a child going missing. The 'whistle blowing' policy was seen in draft. Both appear in line with expectations.

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 have and follow a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents. An appropriate list of sanctions was seen by inspectors.

Prefects have no punishment powers clearly defined in their job descriptions. Punishments given in the boarding house by the Housemistress are entered in the 'day book' and seen by the Headmistress on a weekly basis. A punishment example is half an hour earlier to bed for arriving late for dinner or 'prep'.

The Headmistress oversees any punishment given. The school keeps a data base spreadsheet for 'tracking' punishments enabling the reader to easily identify any trends or patterns emerging. Records demonstrated that very few punishments are given.

An overwhelming percentage of boarders reported that they felt the punishments were either very fair or fair.

No idiosyncratic punishments are given.

The Canon reported that the standard of behaviour is built on the high level of mutual respect and trust that exists. He said that, "the school holds a self-fulfilling policy within its' historical ethos where the community genuinely care and have concern for each other". The school's motto is 'Honour Before Honours' and the Headmistress explained that this encourages young people to work towards achieving their best ability for their own honour.

This legacy plays an inherent part in every day life at Talbot Heath and is further demonstrated throughout these standards.

Although no restraints had taken place the Headmistress was aware that a policy should be written to underpin any training undertaken. A recommendation is therefore made.

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 a formal 'Complaints' procedure in line with expectations of the National Minimum Standards. This is available in both the Senior Handbook and the Staff Handbook.

All staff spoken with confirmed their knowledge of the school's complaints procedure.

It was reported by the Headmistress that generally parents raise any concerns with the Housemistress or Tutors in the first instance. If the complaint is deemed to be more serious then the Headmistress investigates it. The school has a procedure, which includes a record being kept of the initial communication, an incident report log being completed and written documentary evidence demonstrating how the complaint was processed. The Headmistress showed the inspectors a written record of one complaint, which was seen to have satisfactory outcomes. Any complaint dealt with by any of the school's staff is seen by the Headmistress before it is duly filed. All complaints are therefore regularly reviewed and monitored by the Headmistress and ultimately the Board of Governors.

Boarders spoken with confirmed that they knew how to complain and would not be penalised for making a complaint in good faith.

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?****4**

This standard is exceeded.

The school has a vast amount of documentary evidence demonstrating their total commitment to the Personal, Social and Health Education/Religious Education Programme that exists within and beyond the school's curriculum.

The inspectors were very impressed with the dedication of the PSHE/RE co-ordinator, whom boarders reported as someone they could always speak with if feeling distressed or in need of guidance.

The school has suitable policies on alcohol, illegal substances and solvent abuse, smoking, sex education, HIV infection and sexually transmitted diseases. The inspector also saw a wide variety of up to date videos, books and magazines used to enhance the lessons. The PHSE/RE programme focuses on self help skills, social interactional skills, behavioural management, self-advocacy and personal development. The enhanced curriculum includes/has included: Paul Betts (Leah Betts father) presenting to parents, Governors and students a heartfelt talk on the effect of drugs on his family; a group of ex drug users (Vita Nova) presenting a hard hitting play to the senior students; visits from the Community Liaison Officer to explore issues of life skills, personal safety and keeping within the law; 'Health-works' discussing personal health care matters, sexual health, contraception, sexually transmitted diseases and teenage pregnancy. The PHSE/RE co-ordinator also showed the inspector two simulated doll/babies, which with parental consent will be used to demonstrate the responsibilities related to caring for a baby. The programme also includes a Christian group presenting a discussion on 'What makes you do the things you do' a thought provoking session, reportedly well received by students.

A citizenship programme is currently being developed where aspects of citizenship topics are explored and expanded in geography, history, RE, careers, economics and history. Years 7,8,9,10,11 all have programmes of PHSE/RE timetabled into the curriculum. Current national/world event topics may also trigger a lesson in response for example to 11th September 2002, Kosovo or Ulster.

Years 12 and 13 continue with a programme more suitable to their transition into adulthood, for example: staying safe on the internet and in chat rooms, managing money and living on a limited budget, negotiation and assertive skills, managing stress levels and knowing where to ask for help. Students also touch on topics such as bereavement, cancer and self-harming.

The school are commended upon their proactive approach to PHSE/RE.

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**

Three individual boarders were 'tracked' in order to evidence that the school were keeping adequate records. Good examples were seen relating to both health and welfare needs and issues. Each record contained all relevant health and welfare information provided by parents with records of any significant health and welfare needs or issues. All basic relevant information is kept on a database, supplemented by individual files and medical files.

Parental responsibility, contact details and any other emergency contact arrangements were also clearly recorded.

Staff spoken with all felt that any information about welfare or any special provision for individual boarders is effectively made available, respecting confidentiality, on a need to know basis. Different examples of this were seen in the three welfare records made available for this inspection. Specifics regarding welfare plans are further reported upon under Standard 17.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

There are clear lines of accountability, management and leadership evident at the School.

The Headmistress has various means of monitoring the welfare provision in the school. These include weekly meetings with the Senior Housemistress to formally discuss the weekly report, compiled by the three Housemistresses. Any feedback received from teachers about boarders is also discussed at this meeting. In addition to this the Headmistress examines the boarders' daybook on a weekly basis and the records supplied by the Health Centre (i.e. the school nurse) on a daily basis.

The Maintenance Engineer plays a significant role in monitoring all areas specific to his position, reporting to the Headmistress on a weekly basis.

The Headmistress meets with the Governing body once per term and with the Chair of Governors every two weeks. She provides a report on welfare provision which is included in the Governor's Annual Report issued to all families towards the end of the Autumn term.

Talbot Heath School also has an active Parent/Staff Society which aims to further the welfare of the school and promote friendly relationships between parents and staff. This Society consists of eight groups covering a large area, each under a group leader with a representative on the main Management body. An annual newsletter is produced with information on activities and events.

Evidence was seen and boarding house staff confirmed they are both encouraged and are receiving appropriate training in boarding issues.

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**

The school has a comprehensive Crisis/Emergency/Disaster Policy. The plan covers who is responsible for what throughout the various stages. The Maintenance Engineer oversees all Health and Safety related matters in the plan and confirmed the document was reviewed annually.

The inspector also a copy of a Crisis Management plan for 'School Trip Procedures' which is considered a well thought out document.

Well-established procedures were seen in order to report and manage serious accidents electricity or gas failure and fire. An example was seen of where the school were having to have the electricity cut off in the boarding house on the day after the end of this inspection. A generator had been ordered and a contingency plan was in place for the occurrence.

Standard 10 (10.1 - 10.5)

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

Key Findings and Evidence**Standard met?****3**

The school has one boarding house which accommodates girls only.

The organisation of the boarding house operates satisfactorily to provide appropriate protection and separation of boarders by age.

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**

All boarders reported having ample free time to pursue an appropriate range and choice of indoor and outdoor activities. They reported being happy and not necessarily wanting too many organised activities at weekends. They explained that they access the opportunities that exist within the boarding house, for example, board games, table tennis, the exercise apparatus, the dance mat, jigsaw puzzles, watching videos or DVD's, listening to music or sitting quietly to read from the large selection of books available. Boarders spoken with also said that they had access to the Tech Block, Music Block, Computer Room, Sports Hall and swimming pool at varying times.

There is always an organised trip of some significance each term. The boarders were in fact very excited as they were scheduled to visit London to see 'The Lion King' at the latter part of this inspection week. Other visits have included trips to major theme parks and other theatre productions. Preparations were also well under way for the fancy dress Christmas party-taking place within the boarding house. The gap students take a lead role in ensuring a range of activities for boarders, offering encouragement and stimulation, ideas and a sense of fun. Many of the boarders spoke of their good relationships with the gap students, quoting that they were like "trusted big sisters".

Educational visits, field trips and participation in national events/competitions form an integral part of school life. There are also lunchtime and after school clubs, Young Enterprise and Duke of Edinburgh Awards.

Boarders have access to the school intranet and 'Broadband' internet facilities, both of which are suitably filtered and safeguarded.

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
<p>Boarders have a variety of means to contribute views regarding the operation of the boarding provision. These opportunities include; a regular 'minuted' House meeting, a 'wish list' compiled by boarders, a 'food committee' specific to the boarding house, and the prefect and form representative forums. Observations and documentary evidence demonstrated that open relationships exist between the boarders and the Housemistresses and domestic staff working in the boarding house.</p> <p>The boarders also gave examples of how their views had resulted in change, these included changes in menus, acquisition of books, beanbags, a juicer and toaster for the house and a selection of leisure equipment.</p> <p>The school operates an effective 'tutor system' which also enables boarders various opportunities for consultation.</p> <p>Opportunities are also gained through the boarding house structure fed via heads of house and house staff.</p>		

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
<p>Prefects and the Head girls are elected by peers, but overseen by the Headmistress. The Head girls takes responsibility for the prefects. They all have job/role descriptions clearly setting out their duty to the school, to themselves and to the wider community. They lead by example and are involved in the 'Introductory' evenings and assist in all school events, for example harvest festival, speech day, festival of arts and crafts, carol services and the school birthday.</p> <p>All prefects undertake an induction carried out by the PSHE/RE Co-ordinator and the Headmistress to ensure they are able to contribute to the school's anti-bullying practice and how they should respond to any allegations of serious bullying or abuse.</p> <p>Head girls meet weekly with the Headmistress and the Head girls meet termly with the form leaders. Inspectors saw minutes of these meetings.</p> <p>The boarding house elects a Head of House and a Deputy Head of House, elected by peers and overseen in the first instance by the Housemistress. There were no reports received of prefects not fulfilling their roles appropriately.</p>		

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**

This standard is exceeded.

The boarders named a huge variety of staff to which they would turn for personal guidance and support should they have a personal problem. These included the Housemistresses, the gap students, the Headmistress, the Deputy Head of pastoral care, the PSHE/RE Co-ordinator, their tutors, the independent listeners, the Chaplain, the Senco, the prefects, the sixth form students, the domestic staff and their guardians.

Boarders were all aware of the persons the school has designated for them to contact outside the school staff, and know how they may be contacted. The inspector can confirm that this information was seen within the Senior School Handbook and on notice boards. A Samaritan's Notice and box for contact was also seen near to the main school dining room.

The Chaplaincy takes the role of independent counsellor although referrals to an outside counsellor have also been accessed for specific issues.

The school has a multi-faith chaplaincy which includes representatives from the Anglican, Roman Catholic, Jewish, Hindu and Muslim faiths. A Chinese interpreter/independent listener is also available to the boarders from Hong Kong.

The boarders feel the tutor system is a real strength in their development. The tutor takes interest in and supports and guides boarders through personal and academic difficulties, career choices/plans and ensures that successes, achievements and awards are duly recognised.

All persons identified to boarders for such contact are vetted. However, due to a misunderstanding the school has not seen original Criminal Records Bureau Checks for some of these staff. This recommendation is cross-referenced to Standard 39.

The school are commended on their holistic approach to supporting boarders and day pupils, embracing all denominations and cultures.

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
<p>The school has a health centre comprising an office and consulting room. The school employs a nurse to care for pupils who are ill during the day.</p> <p>All boarders are registered with the school medical officer as their GP. The nurse said that when boarders request a doctor's appointment they are asked if they wish to see a female doctor and they can choose whether they are accompanied or not. Boarders usually access dental and optical services in the holidays but, in an emergency, local arrangements would be made. There is no regular dentist at present because of problems with accepting new NHS patients but the school is looking into this.</p> <p>The nurse is registered with the Nursing and Midwifery Council (NMC) and has support from the school medical officer for professional advice. The school has a first aid policy, a policy for caring for pupils with asthma and a protocol for giving non-prescription household remedies to boarders.</p> <p>The inspector saw a list of staff, including the housemistress, trained in first aid and the nurse is responsible for ensuring that this training is updated when required.</p> <p>Medicines were stored in locked cupboards and there was an audit trail of the medicines in the health centre. There were no 'prescription only' medicines in stock.</p> <p>One boarder had recently had a course of antibiotics. The prescription details were recorded on her file and in the daybook but there was no record of the administration of this medicine in the house and a system must be set up for this.</p> <p>Records of the administration of non-prescribed household medicines, visits to the nurse and first aid given were kept in the daybook and on the boarders file and there was evidence that the head teacher monitored these regularly.</p> <p>A newly created consent including parental permission for the administration of first aid and to seek medical, dental or optical treatment if required was seen by the inspector in 'draft' format.</p>		

Standard 16 (16.1 - 16.3) Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.		
Key Findings and Evidence	Standard met?	3
<p>The inspector was informed that boarders who are ill are looked after in the boarding house and are checked regularly by the housemistress or member of staff covering. There is a single room in the house in case a boarder needs to be isolated because of infection.</p>		

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?****4**

This standard is exceeded.

It was easy to identify within the school's records where boarders were experiencing any health, academic or personal problems. Individual 'welfare plans' for some pupils were inspected. Pupils with plans include those children who for example have difficult home circumstances or if from overseas, are in need of extra English tuition. These plans are well organised with clear short and medium term targets with appropriate teaching and learning systems identified for each pupil. They satisfy the criteria of **SMART**, that is: **S**pecific, **M**easurable, **A**chievable, **R**ecordable and with specified **T**ime limits.

Although welfare plans were not presented as one document, each discipline had helpful suggestions/instructions as to how best to extend the appropriate level of care. Pastoral, academic and social needs are collated between staff and, where relevant, parents, identifying strategies and any resources needed to support the child. The inspector also saw a good selection of Individual Educational Plans (IEP's) demonstrating: targets to be achieved, achievement criteria, possible resources/techniques, ideas for support/assistance, outcomes, review dates, parent/carer contribution and student contribution. Girls can access individual or small group support in organisational skills and learning strategies. Particular learning difficulties can be addressed in individual programmes that highlight their capabilities and needs of the individual. Each girl's programme of study is reviewed annually and parents consulted if changes are thought to be beneficial. Good lines of communication were evident through documentation presented. All plans are monitored and reviewed and of those children 'case tracked', records showed that good outcomes had been accomplished.

Homesickness is well recognised within the school and staff and pupils work together to comfort and settle boarders who are finding boarding difficult. The Housemistress was particularly passionate about the levels of emotional support extended in a consistent and safe environment, quoting "the boarding house becomes the constant, the extended family, when the world appears to be falling apart". The Chaplain quoted that "outcomes are good for children at Talbot Heath because of the holistic support network for pastoral care throughout the school." This was very evident to inspectors through observations, documentation read and the very ethos of the school.

The school has many links with outside professional services to ensure the children in their care are supported appropriately.

In particular the Learning Support Unit, the PSHE/RE department and the House staff are commended on their dedication and commitment to ensuring good outcomes for boarders.

No boarders have Statements of Special Educational Need.

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?****4**

This standard is exceeded.

The school has an appropriate equal opportunities policy that can be found in the Staff Handbook. They also have an Accessibility Plan in line with the expectations set out in the Disability Discrimination Act 2002 encompassing physical access, curricular access and extra curricular access.

The Headmistress and the staff at the school pride themselves in integrating all pupils. Above all, they report their commitment to ensuring each child has a happy and productive school life, is treated fairly and not subject to any form of separation. Inspectors saw documentary evidence, confirmed by interviews with staff, where personal monitoring had taken place to ensure good outcomes for overseas boarders in particular.

Where English is not the first language IEP's are created and extra English tuition provided, although they are fully integrated into all areas of the curriculum. The majority of overseas boarders come from Hong Kong and so the school has employed a Chinese Interpreter/Independent Listener. They also celebrate the various festivals including Chinese New Year.

Although the school is based on Christian beliefs the multi faith chaplaincy is identified and proven as a real strength. This exists to promote understanding among and to support all individuals within the school community. In PSHE/RE all faiths/beliefs are explored, debated, recognised and accepted. Areas such as civil rights, racism, prejudice, discrimination, and sexual harassment are also proactively taught, sometimes with the addition of speakers from external agencies. One such example was a visit from the Dorset Racial Equality Board.

The school actively encourage and facilitate any boarder wishing to attend their church. Arrangements are made for members of the church or gap students to accompany them.

Assemblies embrace the breadth and depth of all cultures and persuasions. The sixth form also has the opportunity of attending a forum of the school chaplaincy that presents different viewpoints on current ethical and moral issues.

The Chaplain and Senco confirmed their belief that girls appear to be well integrated with no marginalisation, despite the wide spectrum of cultural backgrounds.

Vegetarian and options for different cultures are provided for both within the main school and the boarding house.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>The boarding house has a room with a landline telephone for exclusive use of boarders. Other payphones were seen throughout the main school. Most boarders confirmed that they used their personal mobile telephones to contact parents and families.</p> <p>The notice board situated next to the landline telephone displayed a variety of 'help line' numbers, for example the Samaritans, Childline, Relate, Youth Advisory and Chaplaincy telephones and email addresses.</p> <p>Boarders also have access to email both in the main school and in the boarding house. Letters for boarders were seen on the dresser in the boarding house dining room awaiting collection by individual girls.</p> <p>Inspectors saw written documentary evidence to demonstrate that the school contact parents with information on learning plans, proposed trips, specific consent requests, end of term arrangements, regular newsletters and any issue relating to welfare. The Housemistresses confirmed that, wherever possible they see parents face to face when children are being picked up or dropped off at the boarding house. Contact with overseas parents proves more difficult because of time and language barriers. However the inspector saw documentation of where contact had been made with both guardians and parents.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Boarders' money is kept by the Finance Department within the main school. Parents deposit sums of money with the school on a regular basis for the use of the boarders. The process includes boarders completing 'chits' stating how much they require each week. The Housemistress delivers these to the main office on a Thursday and following collection of the money on a Friday, boarders sign upon receipt. Records are kept for billing and auditing purposes. These were not checked at this inspection. Boarders did however; confirm that the system worked well, although the majority of them have their own bank accounts.</p> <p>Passports are kept in the boarding house safe..</p> <p>Each boarder has access to a lockable cupboard should they wish to use one.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	4
<p>This standard is exceeded.</p> <p>All boarders have suitable information about boarding routines which can be found in both the 'Senior Boarding Handbook' and the 'Unofficial guide to Boarding'.</p> <p>The school quotes that "care for new pupils begins well before entry when they meet their form tutors and see their form rooms whilst parents discuss any special needs or problems with staff". The school are proud of their strong home-school links which are further complemented by the Parent/Staff Society. Should any special needs be identified the parents can meet with the Senco. The PSHE/RE Co-ordinator meets every child.</p> <p>Prefects are also fully involved in 'Introductory' days, showing children around the school, introducing games and encouraging 'Circle' time with the new form Teacher. Each new girl is assigned a mentor who ensures new boarders understand all the routines and rules of the school and boarding house. They show new girls to lessons in order for them to orientate themselves with the school building and surrounding campus. Part of the tutor role is to assist in settling new pupils in, welcoming them and helping them to integrate. If a child joins a class which is already up and running a nominated child looks after them.</p> <p>The Headmistress meets every new pupil, whether a day pupil or a boarder to discuss, explain and sign the Home/School agreement. This agreement guarantees that pupils and their parents understand the active role they have in ensuring their positive educational experience at Talbot Heath. This also allows each child the opportunity of having 'special' dedicated time with the Headmistress.</p> <p>The Headmistress reported that at the first assembly of the new year she reiterates how it feels to be a new pupil/boarder and expresses her desire for all children to help each other throughout their school lives.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
<p>This standard is not applicable.</p>		

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 Headmistress sees records of all accidents and visits to the Health Centre on a daily basis and has responsibility for signing the school sick book on a monthly basis.

Risk assessments are carried out and updated by Heads of Faculties and overseen by both the Maintenance Engineer, if applicable, and the Headmistress. The Health and Safety Committee meet termly. An overview is then reported on to the Governing body.

Boarder's punishments, incidents, accidents etc., are entered in the boarding house daybook and seen by the Headmistress on a daily basis and discussed at the weekly meeting with the Housemistress. School punishments are entered on a database and can be accessed and tracked at any given time. These systems allow for any concentrations or trends emerging to be identified very promptly and dealt with accordingly. Two files were examined by inspectors which clearly demonstrated incident reports being actioned appropriately by teachers.

Complaints from parents are investigated and recorded by the Headmistress. Any concerns are raised in the regular meetings between the Headmistress and her staff team.

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**

Boarders eat breakfast and evening meal in the boarding house and have lunch provided in the main school at lunchtimes. The dining room and furnishings are suitable and of sufficient size for the numbers and ages of boarders dining, both within the main school and the boarding house. All crockery and cutlery appeared sufficient in number and clean.

Boarders have a choice of a main dish at both lunch and evening meal, with vegetarian options, a cold salad bar and choice of hot and cold sweets. There appeared ample time for boarders to finish their meals properly with no reports of unnecessary time spent queuing

In the boarding house two cooked breakfasts are provided weekly, crumpets and croissants are also available on different days and compliment the selection of cereals, toast and spreads. Boarders reported and inspectors observed a good selection of fresh fruit available at all times of the day and evening. Boarders can take biscuits and fruit to school with them from the boarding house, for mid morning snacks.

The boarders have a food meeting every three weeks and choose their own menus. Gap students take comments on the food served in the format of a quality control exercise for the future. This record was seen as a useful document although boarders still complained that they felt the food could be improved. Only 30% reported the food being good and 57% reported the food to be average.

The inspectors ate with the boarders at breakfast, lunch and evening meal and felt that all meals were sufficient in quantity and suitably nutritious. The inspectors also perused the boarding house menus and found them to be varied and wholesome despite catering for different cultures. If a boarder has a birthday in term time they can choose a cake of their choice to be shared at the evening meal. Inspectors were present for one such celebration.

The Domestic Bursar reported that, where possible, shopping was obtained from local supermarkets in an effort to make meals as close to those one would experience at home, although some bulk buying from wholesalers was inevitable. All boarders spoken with said they always had plenty of food. They also showed the inspectors the boarder's fridge and lockers where their own 'tuck' is stored.

Inspectors saw certificates for appropriate training in food handling and hygiene undertaken by staff preparing meals.

There were no outstanding recommendations from the Environmental Health Service.

Although certain elements reported under this standard e.g. quality control comments, buying of food from domestic supermarkets etc., may have allowed this standard to exceed the fact that so many boarders reported the food needed improving has kept this standard at a met only score.

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**

All water taps throughout the boarding provision are from the mains. Drinking water is therefore freely available. There are also two drinking fountains in the main school building. Many pupils were observed carrying their own water bottles to classes.

All boarders have access to prepare snacks in the boarding house. They have their own juicer, toaster, sandwich maker, fridge and lockers for non-perishable foods to be kept. Tuck of fruit and crisps can also be purchased from the school shop at break time.

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?****3**

All boarders and staff reported being aware of evacuation procedure. Records showed that drills are being carried out once per term and include night evacuations as per guidance. Fire instruction notices were seen throughout the boarding house and main school.

Emergency lighting, fire alarms and fire fighting equipment are tested twice per year. Fire panel checks and bells are tested weekly. There was evidence to demonstrate where faults arising had been addressed satisfactorily.

The Maintenance Engineer is to be congratulated on his rigorous record keeping.

An extensive Fire Risk Assessment was seen. This has been approved by the Dorset Fire and Rescue Service (DFRS) and was currently with the Department for Education and Skills (DfES) for perusal and ratification.

The fire service visits the school regularly for orientation visits, which is particularly important as the school is set in extensive woodland.

Dorset Fire and Rescue Services confirmed that there were no outstanding fire recommendations.

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

Where boarders have onerous demands close watch is kept on their development. Key staff keep records, known as 'runners' to monitor and manage timetables to ensure a balance is achieved and that time is available for homework and free time. Records were seen where reduced timetables had been put into place for children pursuing sports and music at national levels. Timetables are negotiated with the parent's agreement. Pastoral 'tracking' also demonstrates where boarders are involved in extra curricular activity, for example extra English tuition and Duke of Edinburgh Awards.

Two boarders spoken with felt their timetable was well managed, supported in their programmes and would have no hesitation in asking for help if they felt they couldn't manage.

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

The school runs very few high-risk activities but such activities are organised through other registered companies; field centres, exchanges, work placements, Duke of Edinburgh awards for example.

Inspectors examined a random sample of risk assessments and found them to be extremely comprehensive. These included a selection for Duke of Edinburgh awards.

Where a specific trip is identified boarders confirmed that a full itinerary is sent to their parents who give their written permission for the trip. A sample of written permission forms from parents was seen for a variety of activities, these also included medical information.

All coordinators/instructors interviewed confirmed that any high-risk activities are instructed or supervised by adults holding the relevant qualification from the appropriate national governing body. They reported that supervision ratios are in line with those required by the DfES. Safety measures are taken, as per risk assessments, and safety equipment such as specialist clothing is provided for children participating in identifiable high-risk activities.

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**

Supervision arrangements for boarders' use of local facilities consist of: younger boarders being accompanied in groups by gap students; older girls in age appropriate groups can go out together and senior girls can go alone. All boarders have mobile telephones and the Housemistress has all their numbers. Boarders also have 'taxi account' should they need to access a taxi.

The main school library has a selection of National and International newspapers, periodicals, magazines, and C.D.roms. Inspectors also saw a choice of two newspapers, a t.v and computers with access to the internet and intranet in the boarding house.

The teacher responsible for Careers explained to the inspector that two lower sixth boarders are currently undertaking 'Youth Enterprise' training. This involves ventures such as gaining management experience of a company; attending competitions, trade fairs etc., studied on a weekly basis. Work experience opportunities accessed by 6th form pupils appeared satisfactorily managed and monitored with suitably supervised levels of safety. Children undertaking Duke of Edinburgh awards arrange activities themselves locally to meet criteria, for example charity work and Sunday school. Teachers confirmed that activities are age related.

The Headmistress informed the inspector that the Bournemouth Symphony Orchestra Education Department enjoys a close relationship with the school and is also able to use Talbot Heath's facilities for workshops involving children. The school also allows Dorset Badminton Club and other sporting groups involving children to use its facilities free of charge.

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

The duty rota at the boarding house consists of: the Senior Housemistress is on duty between noon Monday to 3pm Friday, the Weekend Housemistress takes over at 3pm Friday through until noon Monday. The school had recently appointed a Relief Housemistress who is contracted to be on duty in the boarding house between noon and 3pm each weekday and to cover in the case of sickness. This additional post ensures good cover and addresses a previous CSCI recommendation made. Three gap students live within the boarding house, both cover duty throughout the weekend and one gap student is on duty throughout the week, having rotating days off. Staff and boarders spoken with felt this rota worked well and that boarders always knew who to go to, at any time, should the need arise. No 'thin' times were reported.

Although the boarding staff group in day-to-day contact with the boarders are female only, some of the teachers are male and so a balance is struck between the genders.

Teaching staff support sports events and careers conventions or individually arrange for supervision to ensure boarders are at all times under the responsibility of an identified member of staff.

Boarders stay with their parents, families or guardians during 'exeat' weekends, half terms and holiday periods.

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 organisation of all trips is overseen by the Headmistress and have risk assessments, a sample of which were seen. Examples were seen and confirmation given orally by staff organising trips that all children have contactable members of staff at all times. Inspectors also saw a policy and Risk Assessment in the Staff Handbook relating to the safety and supervision of boarders during school journeys.

The number of staff accompanying and in charge of boarders on organised trips away from the school are in line with the Department for Education and Skills guidelines and the Health and Safety Pupils of Educational Trips guidelines. The Co-ordinator reported that staffing is higher than given ratios on some occasions.

Boarders involved in Duke of Edinburgh award training are suitably covered by a satisfactory policy and risk assessment covering their safety and supervision. The Duke of Edinburgh Co-ordinator confirmed that when direct supervision is not possible contact is made with staff via checkpoints and the use of mobile telephones.

The school trips co-ordinator reported that she is undertaking further training in April in the process of setting up trips and off site activities.

The boarding house has its own system for signing in and out, in order for staff to know the whereabouts of boarders at all times.

Gap students confirmed that they do not have sole responsibility for boarders at any time. When they accompany them into Bournemouth on shopping trips they can contact the Housemistress and are themselves contactable via mobile telephone.

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**

A Housemistress and a gap student sleep in the boarding house every night, and are accessible to boarders as necessary. All boarders spoken with confirmed they knew how to access the staff sleeping in during the night.

The signing 'in and out' system enable staff to know which boarders are in the house each night.

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**

All staff spoken with confirmed that they had job descriptions and knew to whom they were accountable. Inspectors saw a sample of job descriptions provided by the school.

There is an appropriate process for the regular review of the performance of each member of staff through an appraisal system. This system evolved following consultation interspersed with three sessions of INSET days for the whole staff group. Appraisals are carried out every two years. The School Governors appraise the Headmistress. The Headmistress appraises the Senior Management Team and Boarding House staff. The Senior Management Team appraises the Heads of Faculty and Key Stage Co-ordinators. The Heads of Faculty appraise the Faculty and the non-teaching staff are supervised and appraised by their respective line managers.

Spouses are not involved in specific boarding house duties.

The induction programme for all staff, including gap students includes guidance on child protection.

The Headmistress is a strong advocate for training and staff confirmed that opportunities and encouragement are provided for training and updating in boarding practice, commensurate with their roles and experience. Opportunities for boarding staff have included courses on bereavement, crisis talks, child protection and first aid. These courses have been in addition to the Senior Housemistress undertaking a Masters course on Performance Management Skills run by the Boarding Schools Association (BSA).

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 inspector saw a comprehensive Staff Handbook and Boarding House Handbook containing all relevant policies and procedures. All boarding house staff spoken with knew how to access policies and procedures relating to boarding duties.

A copy of the 'Staff Disciplinary' procedure was seen. This includes provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations. This procedure also includes provision for guidance and support to staff during suspension or investigation while allegations against them are being investigated.

Standard 36 (36.1 - 36.4)**There are sound staff/boarder relationships.****Key Findings and Evidence****Standard met?****3**

The inspectors found good evidence to confirm sound boarder/staff relationships exist. All staff spoken with across the disciplines agreed that relationships were good and the inspectors' own observations throughout the three days spent on site reinforced this opinion.

Boarders commented very favourably on their relationships with boarding house staff via the pupil questionnaire carried out prior to the inspection. They quoted that they were "friendly, supportive, helpful and motherly" praising in particular the Housemistresses and the gap students for providing an extended family atmosphere in the boarding house. The house staff themselves refer to the boarding house as home, and welcome boarders 'back home' after holidays. Domestic staff spoken with said that the open, trusting and happy relationships make the boarding house a good place to work.

The philosophy of the school encourages open, mutual respect and a real sense of caring for one another. The good communication and strong links that exist between staff and parents ensure boarders are cared for consistently. They have an extensive network of support that encompasses the whole staff team. The Day Book and Incident Book kept in the boarding house further demonstrate how situations are managed effectively and satisfactorily.

Standard 37 (37.1 - 37.2)**Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.****Key Findings and Evidence****Standard met?****3**

Boarders spoken with confirmed that staff do not intrude unnecessarily and respect their privacy. They reported that staff always knock on doors and await a reply before entering. Inspectors observed this practice whilst visiting the boarding house one evening.

No inappropriate patrolling reported by boarders.

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 borders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

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

For the purpose of this inspection, inspectors reviewed a random selection of personnel files to review the schools recruitment procedures. The selected group represented new appointments only from a range of posts within the school.

Of the files reviewed the following was evident:

- C.V.'s were evident in all cases.
- All files held proof of identity.
- Not all files held CRB documentation. Some had been destroyed prior to staff realising that CRB documentation should be kept until CSCI Inspectors have seen them.
- Copies of qualifications were evident on the majority of relevant files.
- 2 X references on all files. None with evident verification to check the reasons the employment ended. There was no evidence to suggest that the school had direct contact with the referees.
- Although of the files examined most had interview notes, these were not signed or dated and did not necessarily record the outcome.
- The standard reference request letter specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material mis-statement or omission relevant to the suitability of the applicant as per the standards.
- All posts were subject to contract held on file.
- All posts had job descriptions on file.

The Office Manager confirmed that no spouses live on the school site.

Although some elements of the recruitment process had not been addressed consistently in line with recommendations the newly appointed Office Manager told inspectors she would develop a checklist of the process in order to gain a better sense of tracking. She was new to this post having inherited her predecessor's system and no up to date guidance.

The inspectors felt that the Office Manager now appeared to have a good sense of how this standard needs to be met by evidencing a sound recruitment process. A Recommended Action is made to standardise the recruitment process to ensure all points under Standard 38.2 are fully addressed.

Matters regarding CRB's have been cross-referenced to Standard 39.

The inspectors' saw documentation from taxi firms used by the school confirming that their drivers had undertaken satisfactory CRB checks at enhanced level. This standard applies to both 38.10 & .39.4

Standard 39 (39.1 - 39.4)

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

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

The school had received conflicting advice regarding CRB checks and therefore were unable to demonstrate a sound checking process. CSCI Inspectors gave the school up to date guidance on CRB expectations under Standard 38 and 39 of the National Minimum Standards at this inspection.

- Any visiting teachers and Chaplains should be checked through the 'Portability' guidance.
- Assistants from other Countries should be checked in the same manner as Gap Students. (with enhanced CRB's)
- Any staff commencing employment from 1st April 2003 previously having undertaken a 'List 99' check must undertake a CRB check at the appropriate level, as per guidance.
- CRB documentation should not be destroyed until CSCI Inspectors have seen them, in order for the school to effectively demonstrate their recruitment processes.
- Any Governor visiting the Boarding House e.g. Welfare/Designated Child Protection must undertake an enhanced CRB.
- No member of staff should begin employment without a satisfactory CRB check.

Although there is no obligation or requirement on the school to re-check CRB's after three years, good practice would suggest this, particularly if the school has no evidence of a previous 'List 99' check.

The Maintenance Engineer and the Housemistresses confirmed that any visiting adult to boarding accommodation is kept under sufficient supervision to prevent unsupervised access to boarders.

The school have letters from taxi companies confirming that their drivers have been subject to CRB checks.

PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

3

The Boarding house is appropriately and adequately lit by natural and artificial light, heated and ventilated. The standard of cleanliness throughout the house was particularly high and the domestic staff are to be congratulated.

Boarding house staff commented on the prompt action taken by the Maintenance Engineer when maintenance issues are identified. In the first instance a note is made on a specific pad kept in the kitchen. This is checked regularly and dealt with effectively and promptly. Minor maintenance issues identified at this inspection were addressed before the closure of the inspection.

Although the decoration at the boarding house is considered adequate, it is bland, looking a little 'tired' and generally in need of brightening up. The stairways, in particular are cold, concrete areas that would benefit from carpeting or tiled stairs. Pictures or personalisation on the cold bare walls would also create a more homely appeal. The paintwork to woodwork and windows is also in need of attention. Recommendations are therefore made to review options for de-institutionalising these areas and improving paintwork throughout the boarding house.

Although the school does not currently have any disabled staff or pupils they have an "Accessibility Plan" which includes strategies to enable wheelchair bound staff or pupils to access school buildings.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected from access by the public.

Key Findings and Evidence**Standard met?****3**

The school has a comprehensive policy on restricting access to school premises and boarders by people from outside the school, which is implemented in practice.

The boarding house is reserved for the use of those boarders designated to use it. Doors are fitted with numeric keypads in addition to locks, which are suitably alarmed. Nighttime security lighting illuminates the grounds and CCTV cameras operate throughout the day and night, regularly monitored by both the School Office staff and the on site Caretaker. The Housemistress has the responsibility of ensuring all windows and doors are locked each night and the Caretaker patrols the grounds regularly. Inspectors observed restrictors on vulnerable windows.

Emergency protocols are in place in the unlikely event of an intruder attempting to gain access to the school. An 'Intruder's Policy' was also seen and staff confirmed they would challenge and check the identity of persons found wandering in the grounds.

All visitors to the school sign the visitors' book upon entering and leaving. Authorisation badges are also issued where applicable. Visitors to the boarding house also sign in the visitors' book. The Maintenance Engineer confirmed that any contractors to the school site are carefully monitored or escorted throughout their visit.

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?****3**

Sleeping accommodation is considered of sufficient size for the needs and ages of boarders accommodated.

Bedding appeared clean and suitable for the age of the boarders

All dormitories, single bedrooms and individual sleeping cubicles have a window.

Sleeping areas have suitable floor covering and dormitories are not overcrowded.

Much personalisation was seen throughout the boarding house

Some of the sleeping cubicles (cubes) have less than adequate wardrobe space. Although it is acknowledged that boarders occupying these rooms have space provided elsewhere the school are asked to review this situation. A recommendation is made for the school to consider making small wardrobes for these particular 'cubes'.

Staff sleeping accommodation is separate from boarders' sleeping accommodation.

Correspondence was seen where boarders had requested, in conjunction with their parents, specific reason for a change of dormitory. This had been addressed satisfactorily.

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**

There are suitable facilities in the boarding house for both organised and private study which is suitably lit and reasonably quiet for both organised prep and private study. Younger boarders complete their 'prep' in the 'prep room' supervised by the gap students. Suitable desks, chairs and computers are available. Older boarders complete 'prep' in their rooms. All older boarders have workstations in their bedrooms with desk lights.

Boarders can also access the library for quiet study.

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

There are sufficient toilets, showers, baths and washbasins distributed throughout the boarding house. These areas were considered very clean, well maintained and ventilated barring the need for a replacement shower and cubicle on the top floor. Recommendation is made to replace this provision. Some evidence of condensation damage exists, which the school are aware of and reportedly address at regular intervals.

There are washbasins with soap, hot water and hand drying adjacent to all toilets. Although there are adequate toilet and washing facilities readily accessible to boarders they are considered institutional, bare areas in need of domesticating to provide a more homely atmosphere. Recommendation is therefore made for the school to consider ways of achieving a more domestic appearance.

The Domestic Bursar confirmed that all hot water outlets available to boarders are regulated at 43°C.

There is no sharing of any facilities with boarders of widely differing ages or genders.

Staff and other adults (including visitors) have separate toilet and showering facilities.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

The boarding house is not used for changing. Boarders therefore use the changing rooms available for all pupils within the main school.

Changing facilities used have adjacent toilet and washing facilities, although boarders reported that they usually used the boarding house for showering at the end of the day.

Standard 46 (46.1 - 46.6)

Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Key Findings and Evidence**Standard met?****3**

There is a range and choice of common rooms and other recreational areas available to boarders. Within the boarding house itself they have the use of the sixth form common room (not only used by sixth formers) the first floor lounge, the dining room, the exercise room, the prep room and the music and extra curricular rooms.

There is also a range and choice of outdoor areas within the school grounds available to boarders for outdoor activities at suitable times. Recreational pursuits at the multi-purpose sports hall include aerobics, archery, badminton, dance, fencing, gymnastics, volleyball, trampolining, tennis and athletics. The school boasts large playing fields, an artificial sports surface, tennis and netball courts and a fully equipped gymnasium. In addition the school has its' own outside swimming pool, which is covered and secured throughout the winter months.

There are plenty of places boarders can access safely for quiet reflective thought throughout the school and grounds.

Boarders are not able to access the boarding house during school time without specific permission from the Housemistress. Inspectors observed older boarders in the boarding house undertaking private study at various times which the Housemistress on duty was aware of.

Boarders do have access to staff accommodation.

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?****3**

The school has a comprehensive Health and safety Policy seen in the Staff Handbook. Attention to Health and Safety was seen to be thorough. Termly Health and Safety meetings take place

A variety of risk assessments were seen which effectively addressed areas of both indoor and outdoor recreational areas used by boarders. All risk assessments are reviewed annually. Risk assessments are undertaken by the staff responsible for each activity, and are reviewed for each individual outing. These are built into planning lessons undertaken by specific faculties.

A risk assessment was seen for the boarding accommodation and the school grounds. The Maintenance Engineer confirmed that these were reviewed annually or when alterations take place or new equipment installed. He reported that these areas are also discussed at the termly Health and Safety meetings. Actions taken as a direct result of risk assessments include the installation of a zebra crossing, the introduction of a traffic calming and a one way traffic system throughout peak times, and more recently the construction of a new path by the main entrance.

The Maintenance Engineer showed the inspector well kept records to evidence the PAT electrical testing carried out in the boarding house. The Domestic Bursar also showed the inspector the coshh data applicable to substances used within the boarding house and reported that she instructs the domestic staff on health and safety issues relative to their role e.g. the wearing of protective clothing, goggles, rubber gloves etc.,

The school has a policy, implemented in practice, for controlling and supervising boarders' use of, and access to, high-risk areas within the school buildings and grounds, an example of which is where the gap students accompany boarders to the swimming pool. They report they are suitably trained to do so.

Boarders were able to identify areas that are 'out of bounds'.

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**

Boarders who are sick are returned to the boarding house where the Housemistress on duty cares for them. The school nurse is available to monitor the situation and advise where appropriate. Both the nurse and the Housemistresses confirmed good working relationships.

The Boarding house has a room where a child can be isolated if necessary.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>The boarding house has its own domestic laundry room. A laundry assistant is employed to regularly wash all bedding and boarders' clothes on specific days. Sixth form boarders may do their own laundry on two designated evenings and at weekends. In the event of the laundry assistant being absent the Housemistress and gap students fulfil this duty.</p> <p>Storing and distributing of boarders' bedding and clothing was reported as good.</p>		

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
<p>The school has a shop, which is limited in provisions. It is open every weekday break and sells fruit, milk, bottled water and crisps.</p> <p>Boarders report that they obtain minor personal toiletries and stationery from nearby Bournemouth or Westborne.</p>		

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
<p>This standard is not applicable.</p>		

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**

Any off site accommodation arranged by the school is organised through a reputable company or licensed providers. Where accommodation is not known by the school, the school request that the Head teacher of the 'host exchange' school send a letter confirming that to the best of their knowledge there is no reason why a child should not be placed with chosen families. An example of such a letter was seen. Specific organisers of trips spoken to confirmed that accommodation has either been vetted by the exchange company in the host Countries or comes following recommendation. All trips are run subject to the Department for Education and Skills guidelines. Agreements regarding the supervision of pupils is detailed to parents in writing

Staff spoken with confirmed they are available at all times when boarders are staying in accommodation away from the school. A contact telephone number is given in addition to contact names and cards. Pupils are given a list of basic rules to contact staff immediately if lost or unhappy. Regular contact with staff is also encouraged and facilitated throughout visits.

Samples of risk assessments were seen for trips. They appeared thorough, well thought out working documents.

Field study trips are also organised through reputable councils.

There was evidence seen to confirm that the school assesses the suitability of any accommodation to be used prior to boarders being accommodated there and that all elements stated under 52.8 are satisfactorily addressed in line with National Minimum Standards.

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

Not applicable.

Lay Assessor N/A **Signature** _____**Date** _____**Lead Inspector** Veronica Crowley **Signature** *V Crowley***Date** _____**Lead Inspector** Rosie Brown **Signature** *Rosie Brown***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 29th & 30th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

☐

Comments were received from the Head

☐ YES

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

☐ YES

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

☐

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 February 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

☐

Head has declined to provide an action plan

☐

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 Mrs Christine Dipple of Talbot Heath 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	<u>Christine Dipple</u>
Signature	<u><i>Christine Dipple</i></u>
Designation	<u>Headmistress</u>
Date	<u>25/01/05</u>

Or

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

--

Print Name _____

Signature _____

Designation _____

Date _____

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

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

Telephone: 020 7979 2000
Fax: 020 7979 2111

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

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