



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Edgeborough School

**Frensham Road
Frensham
Farnham
Surrey
GU10 3AH**

Lead Inspector
Kerry Fell

Key Announced Inspection
30th January 2007 09:45

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

SCHOOL INFORMATION

Name of school	Edgeborough School
Address	Frensham Road Frensham Farnham Surrey GU10 3AH
Telephone number	01252 792495
Fax number	01252 795156
Email address	
Provider Web address	www.edgeborough.co.uk
Name of Governing body, Person or Authority responsible for the school	Edgeborough Educational Trust Limited
Name of Head	Mrs M Jackson Mr R A Jackson
Name of Head of Care	
Age range of boarding pupils	8-13 years
Date of last welfare inspection	02/11/2005

Brief Description of the School:

Edgeborough is a co-educational day and boarding prep School of approximately 350 pupils 72 of who were boarders at the time of the inspection. The school is between Frensham and Farnham, with good links to the A31 or A3 for routes to London and the South Coast, and to the mainline train station at Farnham for train routes into London.

The school provides boarding on a weekly basis (Monday to Thursday) or 'hotel' boarding facilities were boarders could stay on a flexible basis according to their family needs and circumstances.

Boarding accommodation is located in the main School building over two floors, with boarders sleeping in dormitories according to their age and gender.

The school has a range of leisure facilities that include an Astroturf pitch, and outdoor swimming pool. Arts also play an important part in the school, and facilities included an open-air theatre, and a drama studio.

Good parking facilities were available on the school site.

Fees for weekly boarding are from £4320-4820 per term.

SUMMARY

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

After making an appointment a few weeks before, the inspector visited the school on the morning of the 30th January 2007. The inspector spent 5 hours thirty minutes at the school.

The inspector had lunch with school monitors so that she could talk to some boarders, and she spoke to other boarders in the afternoon.

The inspector also:

- Met the headmaster and headmistress
- Looked at some files
- Met the housemistress, the deputy house master, the matron and some other staff who help keep the school safe, fix anything that is broken, and prepare the food.
- Had a quick tour around the boarding houses.

To help the inspector the headmistress gave the inspector information about the school, what the staff have to do each day, and the rules they have to follow, and a report that said what the headmistress thought the school could do well, had changed at the school since the last time an inspector visited and what the school could do better.

If you would like to get a full picture about the school you could read the last inspection report which you can get from the CSCI at the address on the front or from the website at www.csci.org.uk .

What the school does well:

These are the good things that the inspector found out about the school: The inspector thought that the people at the school were really friendly and supportive to each other. The inspector saw that students were very kind to each other.

- Everybody knew what the school rules were.
- Staff and boarders knew how to make a complaint, what happens if a boarder does not use "common sense", and how to keep each other safe.
- Boarders told the inspector that they had good friendships with each other and staff, and that it was their choice to be a boarder at the school, even when they lived very nearby.
- Boarders knew lots about how to stay healthy, not to take drugs or drink alcohol, and how to look after themselves and other people because of good lessons in personal and social education.
- Boarders told the inspector that they were not bullied and that they knew how to stop it if it did happen. Members of staff said the same thing.
- The school was very good at helping boarders contact their parents when they needed to.

- Lots of information was available about the school for boarders and their parents. There was a booklet and a good website.

What has improved since the last inspection?

This is what the inspector found that the school had done better since the last inspectors visited:

- All staff and GAP students had been taught how to protect children and young people and how to keep them safe.
- The checks that have to be made when staff are given their jobs were being made, and a list was put on the files. These files were very tidy.
- Staff write about how to keep activities safe and keep checking these are correct.

What they could do better:

There was nothing that caused the inspector concern on the day of the visit.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Enjoying and Achieving

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Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

6,15

Quality in this outcome area is **good**

This judgement has been made using available evidence including a visit to this service.

Boarders' health is promoted through Personal Social Education. Health care and first aid is provided as necessary.

EVIDENCE:

Boarders at the school receive support and guidance from the Housemaster and Housemistress and the Matron when required. Boarders met during the inspection confirmed that they received appropriate health education through Personal Social Education (PSE) classes.

Boarder's confirmed that the use of drugs and alcohol at the school did not occur, and the inspector was advised that at the time of the inspection no boarders needed welfare plans or support for depression or eating disorders.

The inspector was struck by the knowledge and understanding that the boarders had of topics such as safeguarding, countering bullying and drug and

alcohol abuse that they had gained from Personal Social Education (PSE) classes.

The Matron was only holding prescribed medication for one young person. Records of over the counter medication and prescribed medication administered to boarders were recorded in a bound diary with details of who had received the medication, how much and who had administered this medication.

The school would be advised to keep records of medication administered be recorded on individual medication administration records in line with data protection guidance.

The Matron held a copy of Surrey County Council's current guidance on the administration of medication, which was written in line with the 2005 DfES guidance.

Members of staff had received training in first aid, and records of accidents and any first aid treatment administered were held. Major accidents were recorded in the school's accident book.

The school is registered with a local GP who would attend the school or provide guidance as required, however as the school does not provide full boarding, with pupils staying at the school for up to four nights per week, medical and health appointments remain the responsibility of the boarders' parents or carers, unless emergency treatment was required.

A sick bay known as "double doors" was available for pupils who felt unwell, or boarders could return to their dorm. Where boarders were found to be unwell with a virus, for example, their parents would be contacted and the boarder would return home until they were well enough to return to school.

Staying Safe

The intended outcomes for these standards are:

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

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

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

Quality in this outcome area is **good**

This judgement has been made using available evidence including a visit to this service.

Policies, procedures and practice with regard to child protection, the management of behaviour and discipline, prevention of bullying, complaints, the maintenance of privacy and confidentiality, health and safety, fire safety and staff recruitment promote the students' welfare.

The school is considered to continue to exceed the national minimum standard with regard to behaviour and discipline.

EVIDENCE:

The school had a good countering bullying policy in place. Members of staff and GAP students met during the inspection confirmed that bullying was not tolerated within the school, and if incidents of bullying were observed, members of staff would intervene and mediate where necessary. Boarders and members of staff also stated that boarders would readily approach tutors, and other staff if they had any concerns.

Questionnaires received during the last inspection identified that 97% of boarders stated that they were not bullied. All of the boarders met during the inspection stated that they had not been bullied and that bullying did not occur within the boarding house stating that boarders “were very close friends”.

The school continued to hold a sound safeguarding policy, which included ten steps for members of staff to follow in the event that a boarder made a disclosure to them, which had been written by Dr Roger Morgan.

Members of staff had a good understanding of how to respond to concerns that a boarder may have been abused, and all knew who the Child Protection Liaison Officer was. It was noted that the school had never had to make a child protection referral.

The boarders advised the inspector that they had been talking about safeguarding during Personal Social Education (PSE), and how to recognise signs of abuse. The boarders had a good understanding about the school’s safeguarding procedures.

Boarders stated that they felt that sanctions were appropriate. The school’s sanction procedure was clearly known by all staff and boarders met during the inspection. If pupils misbehaved they would be given a warning, once they had been given three warnings a letter would be sent to their parents or carers. No other sanctions were used. Few boarding pupils stated that they had received any warnings or letters home, and the inspector observed exemplary behaviour throughout the inspection.

Restraint was not used at the school.

The inspector observed that the school had a sound three-staged complaints procedure that staff could easily access on the school’s computer system. Boarding pupils stated that they knew who they could complain to, however, no boarders met had ever needed to complain.

The inspector was advised that the school had not received any complaints.

Boarding pupils were aware of the fire procedures, and they confirmed that they had undertaken an evacuation the week before the inspection. The inspector observed evidence that the fire safety equipment was regularly checked. The local fire safety officer had visited the school and had made recommendations, which the school were taking action to meet.

No concerns were identified during the inspection about staff supervision. Boarding pupils confirmed that they had sufficient privacy in their bedrooms.

There had been a small number of staff recruited since the last inspection, and none had been recruited to the boarding house. Four new GAP students had begun working at the school in January 2007.

The inspector observed that the personnel records were held in a secure manner in lockable cabinets. Each file was neat and orderly and a checklist had been placed on the front of each file as an audit tool. The inspector was advised that the school speaks to referees verbally prior to requesting written references confirming the telephone conversations. Three references were taken for newly appointed members of staff. Original qualifications are viewed during the interview process and this was recorded on the interview notes.

A CRB disclosures had been completed prior to the most recently recruited teaching member of staff had commenced work, however the inspector observed that an administrative member of staff recruited in December 2006 had yet to complete an application for a CRB disclosure. The inspector was advised that the school had recently lost their counter-signatory authorisation with the CRB because they only undertook a small number of CRB checks and had to register with an umbrella body in order to complete new CRB disclosure applications. This was in progress. The inspector was advised that the member of staff did not have unsupervised contact with the pupils. The application for this member of staff's CRB disclosure should be obtained without delay once the registration has been completed. As the inspector was able to evidence that prior to the loss of their counter-signatory authority CRB's had been completed in line with current guidance, and that action is being taken to ensure that CRB's can now be completed, no recommendation will be made on this occasion.

The inspector observed that the same recruitment process had been followed when recruiting the GAP students, and they were able to confirm that references were taken up prior to them being offered their posts. The inspector was advised that CRB checks were due to be completed for the students, although it is recognised that the GAP students had only been in the UK for 5 weeks. The inspector was further advised that the GAP student co-ordinator had taken advice as to what checks could be completed in the GAP

students' home countries in order to verify their good character, and they had been advised that police checks could not be undertaken because as minors their would be no record available. Therefore, following advice, letters to verify the GAP students' good conduct were sought from their school Head Teachers. These were available on the personnel records.

No concerns were identified with regard to the access to boarding areas of unauthorised adults. The school employed all adults who lived in premises next to the boarding house, and GAP students lift in a cottage separate from the main school building.

Boarding pupils confirmed that the boarding house was secure and that out of school hours the main doors were locked.

Appropriate arrangements were in place to maintain the security of the school site, and following a small number of incidents where unauthorised people accessed the school site, the rear gates had been replaced and barriers had been fitted to the school's main entrance. The boarding pupils confirmed that they felt safe from intruders, and that the school had a robust response to reports of intruders. The inspector also observed that the school had a policy in place in the event of emergencies.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

14,18

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarders can identify people from whom they can receive personal support and do not experience inappropriate discrimination.

EVIDENCE:

The inspector was advised that the school had a counsellor that the boarders could access, and that they attended the school regularly. Boarders confirmed that they were aware that a counsellor was available. However, most boarders stated that they could identify a member of staff, personal tutor, or family member who they could talk to if they needed personal support.

Boarders spoke highly of the Housemaster, Housemistress and Matron, and the support they received. Boarding pupils also commented on the fact that telephone numbers for other agencies were available around the school for them to call if they could not talk to anybody available to them. The boarders also stated that they had been given small cards with telephone numbers, for example child line, during PSE classes.

Most boarding pupils lived in the area close to the school. Those boarding pupils met during the inspection advised the inspector that they had been at the school for many years, some for as long as eleven years, and that they had chosen to start boarding.

The boarders had good awareness of the diverse needs of their peers, and all stated that they were happy that the school met these.

It was noted that the school clearly identified itself as having a Christian ethos.

No boarders were identified as having specific dietary or cultural needs, or who required specific support. The inspector was impressed by the close relationships between pupils observed throughout the inspection. This was highlighted by the eagerness in which pupils wanted to find and congratulate the pupils who had received news about being successful in their scholarship applications, but also being sensitive to those pupils who may not have been successful.

Making a Positive Contribution

The intended outcomes for these standards are:

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

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

12,19

Quality in this outcome area is **excellent**.

This judgement has been made using available evidence including a visit to this service.

The school has an open and supportive, family style ethos, and pupils and members of staff had a keen understanding of the school's policy and procedures and how they could share their views.

The school exceeds the national minimum standard in relation to promotion of contact.

EVIDENCE:

Boarding pupils advised the inspector that they were able to make their views known. They confirmed that there were a number of informal opportunities throughout the day where they could ask questions make comments or talk to members of staff.

The inspector observed that both the head master and head mistress, and a range of boarding and school staff were available throughout the day to speak

with pupils. Pupils were observed to be relaxed about approaching any member of staff, and interactions were observed to be open and friendly.

Pupils were aware of who they could raise concerns and issues with, and where boarders advised the inspector about things they would like to change, for example the temperature of showers, when asked they quickly identified that they could approach the maintenance team to raise these concerns.

Boarders also informed the inspector about the food committee that met regularly and boarders were confident that their feedback and discussions had been acted upon.

No concerns were identified about the promotion of contact with parents. Two payphones were available to boarders, and parents could telephone the boarding house to speak with the pupils. It was also noted that where pupils had news, the head master encouraged and supported them to telephone parents to share the news, and parents were able to visit during lunchtime.

Boarders stay for a maximum of four nights each week, and a number stay on a hotel basis, i.e. one or two nights at a time.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

Quality in this outcome area is **(excellent, good, adequate or poor)**.

This judgement has been made using available evidence including a visit to this service.

None of these standards were assessed during this inspection.

EVIDENCE:

National Minimum Standard 51.

Management

The intended outcomes for these standards are:

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

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1,23,31,34

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

A good range of information is available for boarders and parents. Risk assessment and school record keeping, good levels of staff, and sound training; induction and job descriptions promote the welfare of boarders.

EVIDENCE:

The school provided a number of ways in which parents and boarders could obtain information about the schools statement of principle and boarding. The

school's statement of boarding principles had been kept under review and had been updated in 2006.

Although the school did not have a printed boarders' handbook, boarders were clear that they neither wanted a printed handbook nor needed a printed handbook. Boarders confirmed that they received all of the written information that they required prior to joining the school.

The school prospectus was available on the school's website along with a secure parent's area, and a printed copy was provided to the inspector. The school also produced a regular bulletin.

The headmaster and head mistress or a designated member of the senior team kept school records under review. The inspector observed that there was an open ethos within the school in which all members of staff met understood the school's policies and procedures and how these and the relevant records were kept under review.

The inspector was advised that the Health and Safety Officer kept the risk assessments under review and that the Headmistress and the Headmaster monitored this.

Boarder's raised no concerns about the support that they received from staff. There had been a recent change in the boarding staff arrangements, and at the time of the inspection the deputy housemaster was acting as housemaster. The deputy housemaster, housemistress and matron had extensive experience and boarders spoke complementarily about they manner in which they were supported by them. The headmaster and headmistress also undertook evening duties once per week.

Four GAP students were available to offer support, and undertook a range of duties throughout the school day and during the evening.

The inspector observed copies of job descriptions on personnel files for members of staff.

Evidence of supervision and appraisal was also observed, and members of staff were receiving supervision during the inspection. The inspector was advised that supervision was ongoing for members of the maintenance, health and safety and catering staff teams.

There was evidence of induction training available on personnel files. The inspector was also shown copies of the INSET programme. The inspector observed that the training programme included sessions for boarding staff and GAP students to spend time together focusing on specific issues and training.

SCORING OF OUTCOMES

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

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

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

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

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	3
18	3
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
19	4
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	X
42	X
44	X
45	X
50	X
51	N/a

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	X
9	X
10	X
23	3
31	3
32	X
33	X
34	3
35	X
52	X

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

Commission for Social Care Inspection

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