

inspection report

Boarding School

Barnardiston Hall Preparatory School

Barnardiston

Haverhill

Suffolk

CB9 7TG

1st December 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

Barnardiston Hall Preparatory School

Address

Barnardiston, Haverhill, Suffolk, CB9 7TG

Tel No:

01440 786316

Fax No:

01440 786355

Email Address

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

Privately owned by Colonel Keith Boulter

Name of Head Colonel Keith Boulter

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

26/4/01

Date of Inspection Visit		1st December 2004	ID Code
Time of Inspection Visit		02:00 pm	
Name of CSCI Inspector	1	Joe Staines	077511
Name of CSCI Inspector	2	Bridget Forrest	
Name of CSCI Inspector	3	Not applicable	
Name of CSCI Inspector	4	Not Applicable	
Name of Boarding Sector Specialist Inspector (if applicable):		Carol Evans	
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.		Not applicable	
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		Colonel Keith Boulter (head and owner)	

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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 Barnardiston Hall Preparatory School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Barnardiston Hall Preparatory school was first established more than forty five years ago. It has traditionally fed a variety of secondary schools. The School is located on the borders of Suffolk, Cambridge and Essex, the closest Suffolk town being Haverhill.

The school accommodated a total of 276 pupils of whom 72 are boarders. It is a co-educational mixed ability School, accepting children of high, average and below average abilities. Facilities include a special learning centre for children with specific educational needs, where the ratio of pupil to teacher was designed to be no higher than 6:1. There were separate day nursery facilities for children aged 1 – 5 on the School site. Children move into Class I of the Pre-Prep' School at the age of 3. The majority of children at the School were within the Preparatory part of the School, and can stay at Barnardiston Hall until they are 13 years of age.

The Proprietor and Headmaster of the School was Colonel Boulter who with his wife and family members, are responsible for the management and oversight of the School. There was no Board of Governors or management committee for the School. The Boulter family live in the main Hall and Mr Boulter plays a key role as overall head of boarding arrangements. The boarding provision at the School has developed over the years and the standard of provision has improved as new accommodation has been added. Boarding arrangements were flexible, with weekly boarders and some full-time boarders.

The team of pastoral staff was relatively small, comprising a combination of teaching staff (some of whom live on site, and others who were non-resident), a small team of staff responsible for housekeeping and oversight of domestic arrangements, a School Nurse and domestic and ancillary staff. Colonel Boulter and his wife maintain overall responsibility for boarding provision and living on site and having detailed knowledge of the boarders in their care, provide stability and consistency to boarding arrangements. Junior boarders have a husband and wife team living in as Housemaster and Housemistress.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The inspection identified many positive aspects to the welfare provision of the school. Recent improvements included the development of the special needs teaching unit, which was well resourced, and was referred to positively by many boarders. The refurbishment and redecoration of the boarding accommodation, including both bedroom and communal spaces had led to a positive environment for boarders. The relations between boarders was seen to be positive, with examples of support being offered to new boarders, and a prefect system that was valued by those who were prefects and reflected a pride in the school that was demonstrated by non prefects also. Bullying levels were low, and new systems, such as an “I want you to know” suggestion/complaints box, had enhanced the provision for boarder consultation and complaints. Health records were seen to include detailed information on all boarders; including special arrangements where required. The schools PSHE programme was enhanced by outside speakers giving insight to boarders in areas of health and personal safety. Some good documentation was seen in terms of information for boarders and parents. The organisation of the school day led to boarders not having to do prep in the boarding house, thus giving the boarding area a more “homelike” atmosphere.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Some of the findings of the inspection highlighted shortfalls in the way the school evidences some of the work it does, particularly in the areas of staff induction and training. Some recommendations have been made in relation to the schools child protection procedures, both in terms of the written policies and training of staff. One recommendation was made in relation to the way the school organises the arrangements for the children of residential boarding staff. Whilst the overall environment was seen to be of a high standard, one issue has not been addressed since the last inspection, where it was recommended that the school provided separate washing/bathing and toilet facilities for residential staff. Other minor recommendations were made in relation to some of the National Minimum Standards in the main body of this report.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The school prospectus makes reference to the ethos of being like a “large family”, and this inspection confirmed that these words had been transferred into the day-to-day lives of boarders. There were frequent examples of positive boarder relationships, both with staff and each other. The schools welfare provision was focussed on providing a high standard of care, including the needs of the individual and the group.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

Not Applicable

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NO

The following recommendations have been repeated from the last inspection report. The last report was written in relation to what were, at the time, draft standards. The National Minimum Standards are now published, hence the change in number of the standard in this report.

No	Standard*	Recommended Actions	
1	BS34	A formalised system for the induction of new staff should be introduced, including written guidance for staff responsible for induction and for new staff being inducted.	
2	BS34	A formalised system for staff training and development should be introduced which identifies both training needs, and training undertaken in response to meeting that need, and provides opportunities for all boarding staff to undertake training in boarding practices.	

3	BS44	Arrangements at the School must ensure that boarders' privacy and dignity is not compromised by unnecessary intrusion by staff in boarding house accommodation, including bathroom and toilet areas.	

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	BS34	<p>A formalised system for staff training and development should be introduced which identifies both training needs, and training undertaken in response to meeting that need, and provides opportunities for all boarding staff to undertake training in boarding practices.</p> <p>NB: this recommendation is repeated from the last inspection of 2001</p>	1 st April 2005
2	BS34	<p>A formalised system for the induction of new staff should be introduced, including written guidance for staff responsible for induction and for new staff being inducted.</p> <p>NB: this recommendation is repeated from the last inspection of 2001</p>	1 st April 2005
3	BS44	<p>Arrangements at the School must ensure that boarders' privacy and dignity is not compromised by unnecessary intrusion by staff in boarding house accommodation, including bathroom and toilet areas.</p> <p>NB: this recommendation is repeated from the last inspection of 2001</p>	1 st April 2005
4	BS2	The school should provide a copy of its anti-bullying policy to parents of boarders	1 st April 2005

5	BS3	The school should ensure that all staff, including ancillary staff are provided with a briefing or training in responding to suspicions or allegations of abuse.	1 st April 2005
6	BS5	The school should include the details of how boarders and parents can contact the Commission for Social Care Inspection in its complaints information.	1 st April 2005
7	BS10	The school should review the way boarding is organised where residential care staff's children live in boarding houses. The review should address any perceptions of favouritism within the group of boarders.	1 st April 2005
8	BS12	The school should provide a formal opportunity for express views on relevant aspects of boarding provision.	1 st April 2005
9	BS16	The school should produce a written policy for the checking of unwell boarders, during the day and night, who are accommodated in the SAN, which provides for regular checks to be made on boarders who are separated through illness from others.	1 st April 2005
10	BS19	The school should ensure that all telephones provided for boarders, have adequate measures in place to ensure the privacy of calls made from these phones.	1 st April 2005
12	BS38BS38	The school must ensure that satisfactory CRB checks are undertaken in respect of all staff before commencing employment. Where staff are recruited from abroad, a certificate of good conduct, or similar check to the CRB must be obtained at a minimum.	1 st April 2005
14	BS47BS47	The school must ensure that all hazardous substances are removed from the boys boarding area bathroom, and that such products are stored under lock and key in the future.	1 st April 2005

ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS4	It was advised that the head review the system for implementing and communicating any unusual punishments, such as an on-site suspension of boarders.

2	BS14	It was advised that the school's independent listener would be more effective if he/she made routine visits to the school, and made themselves and their role known to boarders.
3	BS30	Advice was given to the head to consider ways of providing access to information for students from abroad about daily life in their country of origin.
4	BS34	Advice was given to contact an organisation, such as the Boarding Schools Association, in relation to identifying suitable training for boarding staff in boarding duties

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

PART B**INSPECTION METHODS & FINDINGS**

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

Direct Observation	NO
Pupil guided tour of accommodation	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	NA
'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	1/12/04
Time of Inspection	14:00
Duration of Inspection (hrs.)	42
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****5****TO****13****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****28****Girls****17****Total****45****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) |
| 3 - Standard Met | (No Shortfalls) |
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| 1 - Standard Not Met | (Major Shortfalls) |

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

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

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence

Standard met?

3

This standard was assessed as met. The school provided an up to date version of the prospectus information sent to parents, boarders and staff. The documentation included specific information on boarding. The document had recently been reviewed, and initiatives, such as the "I want you to know" box, were included. The pre boarding information for boarders was set out in a colourful, child-friendly leaflet with several pictures and cartoons

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

2

This standard was assessed as not fully met. The school had a clear anti-bullying policy, which had been updated to include reference to the National Minimum Standards. The boarders' handbook contained clear information and advice for boarders who were being bullied. Reported incidents of bullying were low and feedback from boarders who attended discussion groups indicated that the school dealt well with any identified instances of bullying. One issue was raised by boarders, and fed back to the head during the inspection, but this was within the parameters of what could be expected in a school of this size.

The shortfall identified in relation to this standard related to the information sent to parents regarding the schools approach to bullying. The head confirmed that copies of the anti bullying policy were not routinely sent to parents. A recommendation has been made that the policy be sent out with other information to new parents, and the head confirmed this would happen in future.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

75

%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

2

The school had a detailed child protection policy, supplied as part of the pre inspection material. The policy included the majority of information identified in the National Minimum Standards, including useful information on definitions of abuse and indicators staff should be aware of and a flowchart of actions to guide staff through the child protection process. However, it was recommended that the policy be expanded to include the need to notify the local social; services department within 24 hours, of allegations or suspicions of abuse. The school also had a policy, regarding the reporting of any boarder who goes missing from the school. The inspectors advised the head to expand this policy to include guidance for staff in risk assessing, and timing of the decision to formally report a child as missing.

Feedback from members of ancillary staff identified a shortfall in the provision of training in child protection for these staff. A recommendation has been made that all staff, at all levels, receive a briefing or training in responding to suspicions or allegations of abuse.

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 feedback from boarders via the pre inspection survey, and both individual and group discussion confirmed that the philosophy of the school, as stated in the prospectus, of being like a “large family” was a realistic description of the atmosphere pervading the school. Boarders described the behaviour management systems of the school as fair, and punishment records were found to be well maintained and confirmed that the punishments used by the school were not excessive. No patterns of punishments affecting any individuals were identified. The inspectors raised the issue of how the boarders perceived the recent on site suspension of a boarder. The head accepted that the boarders’ perception might have been unhelpful, and agreed with the advice given to review the way these types of punishments were communicated in future.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
<p>This standard was assessed as not fully met. The school had a clear complaints procedure, which included guidelines for staff in responding to complaints from boarders. The head reported that the complaints procedure was available to anyone who requested a copy. A recent positive development was the introduction of an anonymous “I want you to know” box, where boarders could put written concerns without fear of reprisal. The boarders’ handbook made reference to the box, under the heading of complaints. The inspectors examined the box during the inspection, and found it easy to gain access to; hence advice was given to the head to improve the security of the box.</p> <p>The shortfall in the standard related to the information provided to boarders and parents about who they may complain to if unsatisfied with the way the school had handled a situation. The National Minimum Standards clearly state that the boarders and their parents be made aware by the school, of how they could contact the Commission for Social Care Inspection regarding any complaint about welfare. A recommendation has been made in respect of this.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>This standard was assessed as met. The school had a PHSE programme, including work on some of the areas identified in the National Minimum Standards. In addition to the school programme, the school had arranged visits from a police liaison officer and other external speakers to give lectures on substance abuse and personal safety. The boarders displayed a mature approach to the subjects when discussing them with inspectors.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>This standard was assessed as met. The inspectors examined the health records of a sample of boarders and found them to be well maintained, with all the information identified in the National Minimum Standards. The information held at the “bridge” unit was found to be of good quality, with useful information about the specific individual needs of some boarders with identified learning needs. There were regular meetings between teaching and care staff about the individual needs of boarders. Sister Durrant, the school nurse, also played an active role in respect of some of the PSHE programme.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence

Standard met?

3

This standard was assessed as met. The head and head's wife were in overall charge of boarding and maintained a high profile within the boarding areas. The head, and his wife, lived on site and were regularly involved in activities and care provision. The head was the nominated mini bus driver, and as such, attended most off site activities. Whilst there was no board of governors, the senior management team met frequently and discussed any plans for the development of boarding at the school. Each boarding wing had an identified "head of house" along with assistant staff. It was positive to note that some senior boarding staff had attended a national conference on boarding.

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

This standard was assessed as met. The school had a plan for responding to a series of potential crises included in the health & safety policy. The inspectors' discussed the content of the plan and the head agreed to make some minor amendments to enhance the document, for example, identifying venues for the re-housing of boarders in an emergency.

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?****2**

This standard was assessed as not fully met. The inspectors toured each of the boarding areas with boarders. There were no significant discrepancies between the arrangements in each of the wings, and appropriate separations were made in relation to the gender and age of boarders. However, the inspection identified a shortfall in relation to the way in which the accommodation of the children of boarding staff was organised within the school. There were a number of incidents identified by inspectors, including comments made by boarders in discussion groups, that confirmed that the status of the children of boarding staff was perceived as different to the main group of boarders, and perceptions of favouritism needed addressing. A recommendation has been made in respect of this.

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?****4**

This standard was assessed as exceeded. Feedback from boarders was consistently positive about the number and range of activities provided for boarders at the school. A number of activity clubs were arranged outside of school hours, including chess, drama, and sports. The facilities for recreational activities within the boarding accommodation were of the highest quality, including decorations, lighting and furnishings that were conducive to a nurturing environment, and including the latest digital entertainment systems.

Standard 12 (12.1 - 12.2)

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

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

This standard was assessed as not fully met. The head reported that the views of boarders were ascertained on a daily basis, and the feedback from boarders was consistently positive in terms of being able to talk to staff, and staff listening to them. However, the National Minimum Standards state clearly that there should be a formal opportunity for boarders to express views on relevant aspects of boarding provision. Whilst the head was reluctant to introduce a school council, he did agree to create a routine forum for ascertaining the views of boarders, possibly on a half-termly basis. A recommendation has been made in respect of this.

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

This standard was assessed as met. The inspection included a formal discussion with all prefects, and the issue of the role of prefects was discussed with boarders through discussion groups. The feedback from prefects confirmed that the school implemented the policy for prefects, which clearly identified their role as to support their fellow boarders, and undertake specified duties listed in the policy. Prefects did not have any role in disciplining other boarders, save the responsibility to report problematic behaviour to teaching staff. Non prefect boarders also spoke positively about the prefects, stating that they did not abuse their powers, and played a part in supporting new or vulnerable boarders. The prefects reported that they met with senior staff at least weekly and were given lists of duties on a regular basis. Prefects also reported that they found the guidance useful, and confirmed that they could choose not to be prefects if they so desired.

Standard 14 (14.1 - 14.6)

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

Key Findings and Evidence**Standard met?**

3

This standard was assessed as met. The inspectors observed a number of notices, placed at various locations within the school that identified a number of different people within the school whom boarders could turn to for advice. The school had an identified school counsellor available to all boarders, and an independent listener who is available should boarders wish to talk to someone outside the school. The feedback from boarders indicated that the independent listener role was not widely known about, and the head accepted advice given during the inspection, that more proactive visits by the person concerned may help to raise their profile amongst boarders.

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

This standard was assessed as met. The school employed a qualified nurse to supervise the medical aspects of boarders care within the school. The school had a designated GP, with a surgery close to the school, who was involved in the onward referral of boarders who were causing concern, to relevant specialists who could diagnose autistic spectrum difficulties. The local surgery provided access to doctors of either gender, should this be required. The records of medication were inspected, and were found to be well maintained. The school nurse responded to comments made by the inspectors, and produced a controlled drugs book during the course of the inspection.

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?**

2

This standard was assessed as not fully met. The school provided provision for boarders to summon assistance rapidly, by day or night, through the siting of care staff accommodation close to boarders rooms. However, the feedback from boarders and staff confirmed that the measures to check on boarders who were separated from others in the SAN were not effective. One comment made to inspectors was that a boarder was unsure of whether to turn the light off themselves, or wait for a member of staff to attend to them. In this case, the boarder turned the light off themselves. A recommendation has been made for the school to review its procedures for ensuring regular checks were made on boarders in the SAN.

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 was assessed as exceeded. The inspection of individual boarders files confirmed that individual files contained detailed information on the welfare needs of boarders. The links with the school counsellor provided a good way for the school to manage the personal health problems of boarders. The “bridge” specialist provision was identified by many staff and boarders alike as an excellent resource where boarders with specialist health and educational needs were supported within an inclusive framework. Comments from a range of people clearly indicated that the whole school viewed the resource as a positive experience for those who use it. The physical surroundings of “the bridge” and the investment that had been made in terms of computers and resources had resulted in an attractive and comfortable environment, which indicated the priority the school had placed on it. One comment summed up the feedback, a member of staff stated that the unit was excellent, and no one referred to the “thickies” unit anymore.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

This standard was assessed as met. There was no evidence, obtained by the inspectors during the inspection, of any form of discrimination of boarders. The students from abroad who spoke to the inspectors reported low incidents of feeling bullied or isolated.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	2
This standard was assessed as not fully met. There were a number of facilities provided for boarders to maintain contact with friends and family, including several telephones and access to fax and e-mail facilities. Feedback from parents did not indicate any concerns about the way in which the school keeps them informed about their child's progress. There were sufficient numbers of telephones available for boarders use, but the situating of these phones did not provide adequate privacy for the user. A recommendation was made in respect of this.		

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
This standard was assessed as met. Each boarder had access to a lockable space within their dormitory, for the safe storage of personal possessions.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
This standard was assessed as met. The inspectors observed established boarders and care staff working together to support new boarders, who were young and from abroad. Feedback from boarders confirmed that the school had a system of "buddies" for new boarders, and a number of boarders spoke about who their buddy had been, and confirmed they had found it helpful when settling in. Prefects also confirmed they have a role in ensuring new boarders were welcomed and supported.		

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
This standard was assessed as not applicable. The head confirmed that the school did not use, or arrange any guardians for boarders. Those boarders from abroad, who stay in the UK during holidays, stayed with friends or family. During discussion the inspectors made the head aware of the need, if it ever arises, for the school to inform parents who arrange their own guardians, that the parents, and not the school, were responsible for the welfare of children under those circumstances.		

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
This standard was assessed as met. The head, and senior staff monitored all the school records of punishments, with comments seen by inspectors around punishments, where they had been varied. The head monitored records of complaints and accidents, whilst the records of risk assessments showed that the bursar had been involved in reviewing these.		

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
This standard was assessed as met. The inspectors sampled several meals with boarders and found them to be nutritious and appetising. Of the 16 boarders questionnaires received with comments on food, only 1 put that it was usually poor, whilst 15 stated it was either average, usually good, or usually very good. Some more negative comments were made by parents in their pre inspection survey, and these views were passed to the head by the inspector under separate cover.		

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
This standard was assessed as met. Drinking water was found to be available to boarders at a variety of locations within the boarding area. Feedback from boarders included several comments that snacks were not available during the week between the last meal of the day and breakfast the next day. This was discussed with the head, who was clear that all boarders could have access to a snack from the main kitchen if required, but agreed to look into providing fresh fruit and some additional snacks that boarders could have easy access to.		

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
This standard was assessed as met. Records held by the bursar were examined, and found to contain detailed records of fire drills and tests. The last test of the alarms system, emergency lighting and call points had all been recorded as having taken place within the last 9 months, 2 months and 1 month respectively. Boarders confirmed that drills took place regularly, and were able to describe to the inspectors what they would do if the alarm sounded.		

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
This standard was assessed as met. There was no evidence, obtained during the inspection, that any onerous demands were placed on boarders.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	3
This standard was assessed as met. The head reported that the school did take groups of people other than boarders, mostly during the holidays, but very occasionally in term time. The head confirmed that these visitors were always under the control of the school, whether in term time or non term time. The feedback from boarders confirmed that students from outside Barnardiston school did on occasion stay at the school, but no boarders reported any negative consequences of this occurrence.		

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
This standard was assessed as met. The risk assessments seen during the course of the inspection included detailed assessments of a trip to Nepal. No high-risk activities were identified as part of the normal routine of the school.		

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
This standard was assessed as met. The feedback from boarders and staff confirmed that trips into the local community take place with appropriate supervision from staff. The school provided newspapers in the library. Advice was given to the head to consider ways of providing access to information for students from abroad about daily life in their country of origin.		

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

This standard was assessed as met. The staffing structure for each of the boarding areas included staff of a range of ages and genders. Numbers of staff were observed to provide adequate supervision of boarders during activities. The head and head's wife both live on the site, and could cover absences if required. Boarders confirmed that they were aware of who was on duty, and felt adequately supervised, during the week and at weekends.

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

This standard was assessed as met. The school was situated in a rural location, with limited access to public transport. Boarders confirmed that they were always supervised when off site. The GAP student confirmed that he never supervises boarders on his own.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
This standard was assessed as met. The staffing structure allowed for at least one member of staff to be sleeping on site in each of the 3 boarding areas. A number of residential staff had accommodation on the premises and were available in an emergency. The feedback from boarders included the comments that they felt confident that they would be able to gain access to staff in necessary.		

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?	2
This standard was assessed as not fully met. The boarding staff confirmed to the inspectors that they had all been provided with useful information on the boarding task before commencing their employment at the school, including spending a day in advance at the school, and having a mentor system where established staff supported new members of the boarding staff team. It was positive to note that some senior staff had attended a national conference on boarding. The shortfall in this standard centred around the lack of formal, recorded inductions for boarding staff, and the lack of formal, recorded supervision and appraisals for boarding staff. A recommendation was made in respect of these matters. Feedback from the matrons and boarding assistants who undertook residential duties confirmed that they had attended training on food hygiene and fire protection, but had not had access to any training in boarding practices and a recommendation was made in respect of this. Advice was given to the head that an organisation such as the Boarding Schools Association might be a good place to identify suitable training for boarding staff.		

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
This standard was assessed as met. The staff policies and procedures were seen to provide detailed information for new staff. The hands on approach of the head ensured that there were opportunities for communicating with new and/or inexperienced staff.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
This standard was assessed as met. The feedback from boarders included several positive comments about the boarding staff at all levels. The observations of the inspectors of the interaction between staff and boarders confirmed that the communication between staff and boarders was positive. During the evening, activities were observed taking place in a warm, nurturing environment, with positive interactions throughout the evening.		

Standard 37 (37.1 - 37.2)

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

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

This standard was assessed as met. The feedback from the boarders survey did not identify lack of privacy as an issue. Of the 37 responses received 34 positive comments were included regarding privacy. The inspectors observations of staff interaction with boarders confirmed that a knock and wait policy was used when entering boarders rooms, and toilets and bathrooms provided suitable privacy for users.

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

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

This standard was assessed as not met. The inspection of recruitment records confirmed that the school had taken CRB checks on most teaching and full time residential care staff. However, gaps were identified in relation to some staff from abroad that worked as boarding staff, including the person undertaking the GAP role. The head agreed to ensure these checks were undertaken as a matter of urgency. A recommendation was made in respect of this.

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?****2**

Whilst the GAP staff did not work unsupervised, the lack of CRB, or similar check, made in respect of some care staff who had come directly to the school from abroad, led to this standard not being met. A recommendation was made in respect of this in relation to the previous standard, therefore the recommendation was not repeated.

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?

4

This standard was assessed as exceeded. The inspectors undertook full environmental tours of all parts of the boarding accommodation and found the entire area to be maintained in good decorative order, with sufficient heating to maintain an ambient temperature at all times of the visit. Boarders confirmed that a number of recent improvements to the accommodation, such as new carpets and lighting, had been welcomed. The boarding environment was found to be clean and fresh throughout, with furnishings, particularly in recreational areas of a very good standard. A number of attractive objects were visible throughout the building, including ornaments, wall hangings and items such as a rocking horse and various toys. The common room furniture was found to be of the highest order, and the overall impression was that the boarders' accommodation gave them a sense of being important and valued.

Standard 41 (41.1 - 41.8)

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

Key Findings and Evidence

Standard met?

3

This standard was assessed as met. The school site was protected by its location, being set in a rural location, with access restricted by a single road entrance. Security of the buildings doors and windows was seen to be effective,

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

This standard was assessed as met. The Inspection of the boarding accommodation confirmed that the sleeping accommodation was furnished and decorated to a high standard, with new equipment and carpets ensuring a warm environment. All of the rooms provided ample space for boarders to change comfortably, sufficient windows and furniture to provide suitable lighting and space to work if required. Staff sleeping accommodation was separate.

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

This standard was assessed as met. Arrangements for boarders to do prep were adequate, with study facilities conveniently situated and sufficient space for private study in rooms if required.

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?**

2

This standard was assessed as not fully met. The toilet and washing provision was distributed across all boarding areas, with appropriate separation by gender. Boarders reported that there was no need to queue for their use. All toilets had lockable doors. Showers and baths were all individually separated and kept in good condition. However, the issue of staff accommodation had not been addressed since the last inspection and was the subject of a repeat recommendation in this report. The National Minimum Standards clearly state that staff should have their own separate toilet and showering/bathing facilities. The feedback from residential staff and the head confirmed that staff do not have this provision, and have to share the boarders facilities.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

This standard was assessed as met. Changing facilities were satisfactory, with separate facilities for boy and girl boarders, and toilet facilities close by.

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
<p>This standard was assessed as met. The school had a range of outdoor recreational areas including sports pitches and an outdoor gym. Feedback from boarders in the pre inspection survey included several positive comments about the indoor recreational areas, particularly the African room, which had been decorated and furnished with bean bags, soft lighting and comfortable seating for boarders to relax and watch TV, videos and DVD's.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>This standard was assessed as not fully met. The school had a comprehensive set of risk assessments for the school buildings. The records confirmed that regular health & safety walkabouts took place in boarding areas, with a system for reporting any breakages or damage to the maintenance man for action. The bursar reported that the school's health & safety committee met termly to review risk assessments.</p> <p>The shortfall in this standard related to the findings of the inspectors during the environmental tour of the boys boarding area bathroom. Some of the items stored in unlocked cupboards under the sink area were found to be labelled as hazardous, or to be stored out of reach of children, and a recommendation was made in respect of this.</p>		

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
<p>This standard was assessed as met. The inspectors examined the SAN and found that the facilities included all the necessary items, stored in a clean and orderly manner, advice was given that the SAN should be locked when not in use.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
This standard was assessed as met. Feedback from boarders and observations of the inspectors confirmed that all the boarders were equipped with clean and suitable clothing. Laundry was done on site. Discussion with boarding and ancillary staff confirmed that boarders bedding was washed routinely.		

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
This standard was assessed as met. The boarder's handbooks included advice that minor stationary items were available from the bursar's office. Boarding staff reported that they have some personal items for boarders who needed them, and would obtain any unusual items on behalf on boarders if required.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
This standard was assessed as not applicable. The school did not provide lodging accommodation.		

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
Risk assessments held by the bursar confirmed that holiday accommodation was checked before being used. There were no instances of boarders staying in off site accommodation without staff supervision.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor _____ **Signature** _____

Date _____

PART D

HEAD'S RESPONSE

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

We would welcome comments on the content of this report relating to the Inspection conducted on 1st December 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

YES

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 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 Keith Boulter of Barnardiston Hall
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>KEITH BOULTER</u>
Signature	<u>K Boulter</u>
Designation	<u>Headmaster</u>
Date	<u>6th April 2005</u>

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

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