



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Stanborough School

**Stanborough Park
Watford
Hertfordshire
WD2 6JT**

Lead Inspector
Yoke-Lan Jackson

Key Unannounced Inspection
16th and 20th January 2007 10:00 am

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	Stanborough School
Address	Stanborough Park Watford Hertfordshire WD2 6JT
Telephone number	01923 673268
Fax number	01923 894028
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Stanborough Secondary School Governors
Name of Head	Mr R Murphy
Name of Head of Care	Mr Rafael Luz
Age range of boarding pupils	11-19 years of age
Date of last welfare inspection	19th and 20th January 2004

Brief Description of the School:

Stanborough Boarding School operates on the principles established by the Seventh Day Adventist Church. The Boarding School is managed by a Housemaster who is assisted by a Matron and other staff who are members of the church.

The school provides services to local and international students from varied cultural backgrounds. The boarding school has the capacity to house eighty students, both male and female. The age of the students ranges from eleven to eighteen. Most of the students are full time boarders. However, there are some five-day boarders.

The boarding school occupies a section of the main school building. All the bedrooms have en-suite facilities with either a shower or a bathroom and toilet. The shared bedrooms are of varying sizes and can accommodate two or three boarders. The boarders are separated by gender with the boys on the first floor and the girls on the second floor.

Boarders have access to all communal facilities, including the school library. Each boarder is provided with a laptop and wireless internet and server access is available throughout the boarding school. Boarders can communicate with their family and friends via e-mail. The recreation room has a pool table and computer games equipment. There are additional computers in the study room. Boarders share the main school cafeteria for their main meals. Under the school policy the main meals are strictly vegetarian. However, in the recreational lounge is a mini kitchen where boarders can prepare their own meals and snacks. Not all the boarders are vegetarian.

The pastoral team organises events and group activities to cater for the diverse cultural needs of boarders with the help of student representatives who are elected members of the Student committee.

The school grounds are over 40 acres and they are utilised by the students in sporting and relaxation activities. The boarders have access to the school gymnasium.

The local amenities include the Medical Centre and the supermarkets, which are within walking distance.

The boarding school fee range from £ 2,636 per term for five-day boarders to £ 3,590 per term for full time boarders. Further information can be obtained from the school website.

SUMMARY

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

This is the final inspection by The Commission for Social Care Inspection before OFSTED takes over as the Inspection Body.

The House Master and the Matron were present together with the Director for the International School.

The inspection included a detailed discussion with the Pastoral team, a conducted tour of the building and observation of staff interaction with boarders at mealtimes. Both staff and boarders were interviewed. An additional visit was made at the weekend to observe team activities.

(See below for details of the inspection visit)

What the school does well:

The pastoral team were seen to have good rapport with the boarders, all of whom appeared to have settled since the new term began after the Christmas holidays.

Boarders of varying ages were interviewed and they all gave positive feedback about the pastoral team and the care given.

There is a good range of social activities at weekends and out of school hours to cater for the cultural needs of the international students who are full time boarders.

The building is maintained and a good standard of decoration and cleanliness is evident throughout the building.

What has improved since the last inspection?

All statutory recommendations have been met since the last inspection in 2004 that included a Dietetic Visit and an inspection from the Environmental Agency.

A comprehensive and extensive communication system has been established to improve links between parents and their children as well as to provide electronic information for parents to access. A Parent/Teacher Association has been established in some countries to enable parents to have a direct visit from staff to discuss issues and concerns.

The Housemaster and Matron's duties are exclusive to the boarding school, unlike their predecessors.

What they could do better:

Since the last inspection, the catering firm was replaced. However the management should ensure on-going improvements to the catering arrangements continue to meet the nutritional needs of boarders from diverse cultural backgrounds.

The Housemaster assured the inspector that desk lamps will be provided as soon as possible to improve the lighting in the bedrooms for personal study. The curtains in the rooms of boarders are being reviewed to add variety and to create a more homely environment for the boarders.

There is an on-going maintenance programme, including redecoration of en-suite bathrooms in a contemporary and stylish décor to provide a more modern and fresh feel to each room. Some redecoration of bedrooms and en-suite bathrooms are being carried out this term.

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

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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, 7, 15, 16, 17, 24, 25, 48 & 49. Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The health and welfare of boarders are promoted and safeguarded.

There have been ongoing improvements to catering provision and boarders have access to food and drinking water in addition to main meals.

EVIDENCE:

All boarders are registered with a general practitioner from the local Medical Centre, within walking distance of the school. The health record of each boarder is maintained and is kept in accordance with the Data Protection Act 1998. Boarders are suitably accommodated and supervised by a member of staff when ill. The pastoral team are trained in first aid and they follow the school's Medical and Illness Policy and Procedures in the event of serious illness. A member of staff administers the medication prescribed for individual boarders in accordance with the school 's Medication Policy.

Borders are aware of the school policy on 'alcohol, smoking and illicit substances'. Through pastoral care and education via the school science and PSE lessons, students are made aware of the health risks of these substances. There are guidelines for the staff to follow in the event of a substance abuse incident.

The catering firm has been replaced since the last inspection. The current arrangements are also being reviewed. Regular meetings with the catering staff are held and minutes are taken. Students' feedback is taken seriously. In general the quality of the meals has improved.

As the boarders come from a diverse cultural background and most of them are not vegetarian, alternative provision is given in addition to the main meal served in the school cafeteria which is strictly vegetarian (part of the school ethos). The mini kitchen, situated in the recreation room, enables boarders to prepare their own meals. There are facilities for boarders to store their personal food items. There are water storage units in the communal area, accessible to boarders at all times.

The school has a laundry room. Staff ensure that all bed linen and boarders' clothing are adequately laundered.

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, 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.

The school has a system in place to safeguard the safety and welfare of boarders and ensure that they are protected from bullying and abuse. There is a robust complaint procedure.

The school recruitment and selection procedure for staff is in accordance with legislation.

The Boarding school building provides a safe and secure environment.

There are systems in place to ensure boarders are safe during high risk activities.

EVIDENCE:

Boarders' privacy is maintained. The boarders interviewed gave very positive feedback about the pastoral care provided.

The school follows appropriate recruitment procedures. The appointment of staff is subject to Criminal Record Bureau checks and clearance. The majority of staff are from abroad and they must have a Certificate of Good Conduct from their own country and a work permit if applicable. The school makes use of the international nature of the Seventh Day Adventist Church to facilitate checks at source from locations abroad. Staff are all members of the Church.

Boarders felt safe in the school. The security measures implemented under the school and Church policy prevent unauthorised access by the public to the school grounds and premises. Staff ensure that all indoor and outdoor areas and facilities that are accessible to boarders are risk assessed and safe for use. A member of staff is assigned as Health and Safety officer. Records of risk assessments are kept.

The school's Complaints Policy and Procedure have been updated. Boarders have access to alternative agencies such as Signpost and Childline as well as the Commission (CSCI). To date no complaints have been received by the CSCI.

The school has an updated policy to prevent bullying. This policy is known to parents, boarders and members of staff. The school has an appointed member of staff trained as a Child Protection Officer.

The school's Behaviour Support policy includes a section on Behaviour Sanctions. There are three levels of sanctions. Category three warrants the intervention of the Stanborough School senior management team and the disciplinary committee. The pastoral team confirmed that the level of sanction is proportionate to the type of negative behaviour of the individual boarder. The sanctions are mainly "grounding and extra cleaning duties". However, the staff tend to encourage positive reinforcements for boarders who abide by the house rules. There is a notice board with "star awards" given against the names of the boarders. These star merits can later be exchanged for goods or special privileges.

There is an Emergency Response Plan. All members of staff are assigned tasks to perform in the event of an emergency evacuation from the boarding accommodation. Lock down procedures and Fire Safety Policy and Procedures are in place.

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):

A11, 14, 18, 27, 43 & 46. Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Boarders have access to a range of safe recreational areas and activities. They receive personal support from the pastoral staff.

Boarders' welfare is not compromised by unusual or onerous demands.

The facilities provided in the boarding school are adequate for the number of boarders accommodated.

EVIDENCE:

The Housemaster and the Matron are employed exclusively for the boarding school. Additional staff deployed are volunteers from the international student exchange scheme for members of the Seventh Day Adventist Church. Further help is available from the Chaplain who is in residence in the boarding school. He assists in activities and attends to the developmental needs of boarders. Boarders interviewed gave positive feedback about the pastoral care provided by the staff. The boarders have opportunities to speak to members of staff whenever the need arises.

Boarders are given a set routine each day. However, they are given choices in regard to recreational activities after school hours. Their welfare is not compromised by onerous demands.

The school grounds are accessible to boarders and the communal rooms provide additional recreational space for social interaction and recreational activities. The recreation room has a pool table and computer games equipment. There are two computers in the study room with internet access. Each boarder is provided with a laptop. Wireless internet and server access is available throughout the boarding school. Efforts have been made by staff to create a safe and homely environment within the boarding school with framed pictures of boarding school life lining the corridors and displays of photos adorning the recreational and study areas.

There is a wide range of activities out of school hours and the activity programme is available on the boarding school website. The inspection included a site visit on a Saturday to observe a lunchtime social event that is held once a month. The boarders were involved in the planning and organisation of the social event with the assistance of the staff. The school cafeteria was used for the formal lunch. Friends and parents were invited.

The pastoral team were involved after lunch with the boarders in a friendly team competition involving recreational sports and games which was held in the school gymnasium. Cultural and social excursions are planned on other weekends, including an interactive approach to teaching values, citizenship and morals to boarders.

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, 21, 30 & 36. Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Boarders have close links with their parents, other members of their family and friends.

Staff interacted well with boarders, who have access to appropriate information and communal facilities outside the school.

EVIDENCE:

There are 27 fulltime boarders (11 female and 16 male students) residing in the boarding school. Other boarders are five-day boarders. Their ages range from 11 to 18 years of age. Both staff and senior boarders assist new boarders to get settled into the routine of the boarding school.

Boarders are involved in planning their social activities through elected representatives who form part of the Student Committee. The elected representatives work together with the staff and they organises activities to suit the diverse cultural needs of the boarders.

Each boarder has a personal laptop with wireless Internet access. They are able to contact their parents by mobile phone and by e-mail. Parents are kept informed and updated information is provided through the boarding school website. They have access to their children's homework, extra curricular photos and videos and academic and social updates online. A Parent Teacher association has been established in some countries to enable parents to have direct contact with a school representative to discuss concerns.

Boarders may use the local communal facilities such as the supermarkets, local shops and leisure centres subject to prior arrangement with the staff. Any activity outside the school premises is suitably supervised with an acceptable level of safety. Boarders leaving the school site without a member of staff must go in groups of at least three as a safety precaution.

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):

20, 40, 42, 44, 45 & 50. Standard 51 is not applicable as the school does not arrange lodgings. Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Boarders' possessions and money are protected. The boarding school premises are maintained and facilities provided for boarders are satisfactory.

EVIDENCE:

There is a rolling maintenance programme. Currently there are two bathrooms that are being refurbished and some curtains are being changed to add variety to the bedroom environment. Efforts have been made to provide a homely and hygienically clean environment for the boarders. There are framed photos of boarding school life lining the corridors and displays of photos adorning the recreational and study areas. There are comfortable soft seats in the communal areas.

The bedrooms appeared hygienically clean. These are shared bedrooms for two to three boarders. All bedrooms have en-suite bathroom or shower and a toilet. Privacy is maintained. The boarders have personalised an area of the room with suitable posters and family photos. There is a study desk for each

boarder in the bedroom. The Housemaster has assured the inspector that desk lamps will be purchased as soon as possible to increase the lighting in the room to aid boarders in personal study. Boarders' personal belongings are kept in their individual cupboard. There is a school safe for those who wish to use it for other valuables. The boarders' money that is kept in the locked safe by staff is individually bagged and proper accounting records are kept. Boarders countersign the record of any transaction.

The boarders are separated by gender with the boys on the first floor and the girls on the second floor. Members of staff are accommodated in separate rooms within the premises.

Boarders can access local shops to purchase personal and stationery items. All boarders must adhere to the school policy on shopping and whenever they are outside the school premises. Members of staff are involved in any arrangements for off-site school trips.

The school does not arrange private house accommodation for their boarders.

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, 8, 9, 10, 23, 31, 32, 33, 34, 35 & 52. Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The good standard of administration and management of the boarding school is maintained. Staff have the experience and training to ensure that boarders' welfare is safeguarded and promoted.

All written Policies and Procedures and records have been kept up to date.

EVIDENCE:

The Stanborough Boarding School Handbook, the Staff and Boarders Handbooks are comprehensive and parents, boarders and staff have access to them. Electronic versions are accessible via the school's website.

Since the last inspection, the communication system has vastly improved. Each boarder is equipped with a mobile phone and a laptop with wireless internet access. They can communicate with their parents on a daily basis by e-mails. Parents can access their children's homework and other information that is available on the boarding school website.

Since the last inspection, the school has established an International School division and there are closer and more direct links internationally with parents through the Parent/Teacher association. The school has representatives placed in certain countries to meet with parents to discuss issues and concerns as they arise.

The school's governing body has a clear management system to monitor the health and welfare of the boarders. Since the last inspection, there has been a change of boarding school staff. The boarding school now has a resident Chaplain to attend to the developmental needs of boarders. He is also the boarding school counsellor. The new Housemaster and the Matron are employed exclusively for the boarding school. The Housemaster himself is a pastor and the Matron is a trained social worker. There is a planned duty rota system to ensure that the boarders are supervised day and night. Staff have appropriate training including Child Protection issues.

There are planned responses within the school policies for a range of foreseeable major incidents or crises, such as fire, abuse incidents and major accidents. Risk assessments are in place for situations regarding health and safety within the premises, school trips and free time activities.

The school keeps a logbook of daily events, complaints, incidents and accidents. Each boarder has a written health care file that is kept up to date. All written records are kept and handled in accordance with the Data Protection Act 1998.

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	3
15	3
16	3
17	3
24	3
25	3
48	3
49	3

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	3
42	3
44	3
45	3
50	3
51	3

SCORING OF OUTCOMES

Continued

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

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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