

# inspection report

Boarding School

**The Bolitho School Foundation  
Company Ltd**

The Bolitho School

Polwithen

Penzance

TR18 4JR

24th – 26th November 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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



**SCHOOL INFORMATION****Name of School**

The Bolitho School Foundation Company Ltd

**Address**

The Bolitho School, Polwithen, Penzance, TR18 4JR

**Tel No:**

01736 363271

**Fax No:**

01736 330960

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

The Bolitho School Foundation Company Ltd

**Name of Head**

David Dobson

**CSCI Classification**

Boarding School

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

Feb 2002

<b>Date of Inspection Visit</b>		24th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Chris Passmore	071529
<b>Name of CSCI Inspector</b>	<b>2</b>	Jay Miles	071538
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Jon Runswick-Cole.	
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MR D DOBSON. MR S ELLIOTT, MRS J ELLIOTT.	

**Introduction to Report and Inspection**

**Inspection visits**

**Brief Description of the school and Boarding Provision**

**Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

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**Advisory Recommendations from this inspection**

**Part B: Inspection Methods Used & Findings**

**Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

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

**Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of The Bolitho School Foundation Company Ltd.

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.**

The Bolitho School is an independent day and boarding school. It has a Christian foundation with a Church of England Chaplain, and is affiliated to, though independent of, The Woodard Corporation, which is the largest group of Church of England Schools in the country. The school is co-educational and takes pupils aged from 4 to 18, and offers boarding from year 3. Boarding arrangements vary between full termly boarding, weekly boarding and flexi-boarding. There are 4 boarding houses two of which are off site and accommodate senior school pupils. Boarding staff are made up of both teaching and non-teaching staff with appropriate gender balances. The school offers a bi-lingual section of the curriculum, in English and French, as an option for pupils from Year 4 and operates the International Baccalaureate in the sixth form. The school has grown in number over past years and attracts students from several European countries and the Far East. The Bolitho School is set in a residential area of Penzance with views out to sea and the surrounding coastline. It is within walking distance of the main town facilities as well as more local small shops such as newsagents. The school has a fleet of mini-buses that are used on a daily basis to bring day pupils to and from the school as well as to convey weekly boarders. The school makes use of its location, local heritage and proximity to the coast by arranging outings with educational and leisure foci for boarders at weekends and half term holidays.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

- There has been an increase in boarding staff
- Medical support to pupils is well managed
- General level of support and dedication of house staff are very good
- The school has a quiet space for pupils who wish to use it in the chapel on site
- IT provision throughout the school and access to it are very good
- Child protection is well managed
- GAP students were positive, well respected and well integrated into the school
- There is a friendly atmosphere between staff and boarders
- Children are generally well integrated as international students. There were no cliques

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

- Upgrade the furnishings and facilities in Rugen House
- General décor of boarding areas needs attention together with the provision of hand washing facilities in toilets and bathrooms.
- Review the Outside lighting and security of the main school building
- There are outstanding areas of Health and Safety that need attention
- Monitor and improve the food provision in terms of content, standards, presentation and advertising.
- The dining space is not matched to the growth of the school, space needs to be increased and décor freshened
- Promote boarding staff training, supervision and appraisal
- Guardian arrangements need clarification
- Review the activities available to boarders
- Review the opportunities for consultations with boarders

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

- There have been many changes to the school since the last inspection. The International section has risen in numbers and now represents a wider European population; the school offers bi-lingual education in certain parts of the curriculum and operates the International Baccalaureate in the sixth form.
- The school has grown in number overall and proportionally there has been an increase in the number of boarders, boarding facilities and staff.
- Most recently there has been a change of Headmaster and the school has acquired separate premises nearby that will form a separate 6th form Centre to the school.
- Parents and pupils regard the school as a good school, achieving good academic results through small teaching group numbers and quality staff.
- Boarders are well cared for by staff who have their best interests at heart
- Parents, however, also feel that the school's boarding provision has not kept pace with the overall growth of the school and that material standards need to be improved.
- One comment received was 'that the school has become a victim of its own success' and this may be a reasonable summary of the school at the time of the inspection.
- The school is in a strong financial position and has plans for improvements to the boarding provision. These need to be reviewed and prioritised to ensure that boarders of all nationalities have appropriate and adequate facilities to enable them to thrive and achieve both academically and as individuals, in line with the school's stated aim, 'to bring out the potential of every child, to do so in a Christian environment, and to offer a rounded education that aims at the highest academic standards'.



## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

## IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

NA

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

### RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	BS5	The school complaints procedure should include reference to contact with the CSCI if parents, staff or boarders so wish.	Sept 05.
2	BS8	The school's governors need to have a system to evidence welfare monitoring visits of boarding	Sept 05.
3	BS11	Review the range of activities available to boarders	Sept 05.
4	BS12	Review the systems in place for consultations with boarders to ensure they feel included and are aware of the reasoning behind outcomes	Sept 05.
5	BS18	The school must monitor issues of inclusion and discrimination as the international student population increases.	Sept 05.
6	BS19	Consider ways by which boarders can make or receive phone calls without being overheard when using landline phones in the boarding houses.	Sept 06.
7	BS22	The school must clarify arrangements for the appointment of educational guardians for overseas students.	Sept 06.
8	BS23	Develop a system to evidence the monitoring of key issues in NMStandard 23 and ensure that original records are signed off.	Sept 05.
9	BS24	Improve on the consistency of standards of food provided in terms of balance, preparation, portion sizes and presentation.	Sept 05.
10	BS25	Ensure that cold-water taps in boarding houses have appropriate signage relating to potability.	Sept 05.

11	BS32	Introduce a system of formal supervision for boarding staff	Sept 05.
12	BS40	The school must develop a plan to address the Premises issues arising from NMStandards 40 to 51 relating to furnishings, facilities and décor across all of the boarding houses. Such a plan must give priority to bringing Rugen House up to a satisfactory standard.	Sept 05.

#### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	BS3	Ensure that all partners of house parents are included in regular updates on child protection procedures
2	BS5	Review the Cornwall Advocates website as a source of alternative support groups for boarders
3	BS14	Give consideration to other sources of external support for international students.
4	BS24	Consider the use of a white board to advertise the menu available each day.
5	BS30	Review arrangements for registration at weekends for senior boarders to reduce the time span for possible undetected absences.

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

**PART B****INSPECTION METHODS & FINDINGS**

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

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	NO

Checks with other Organisations and Individuals

• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	NO
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	YES
Individual interviews with pupil(s)	NO

Date of Inspection	24/11/04
Time of Inspection	08:45
Duration of Inspection (hrs.)	52
Number of Inspector Days spent on site	8

**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****8****TO****18****NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:****Boys****46****Girls****44****Total****90****Number of separate Boarding Houses****4**

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

The 4-point scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
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| 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
<ul style="list-style-type: none"> <li>▪ The school has made comprehensive information available to parents and pupils regarding its principles and practices in terms of being a member of the school generally and for boarding</li> <li>▪ These statements are contained in the school's prospectus and boarders handbook as well as certain basics being included in the student planner</li> <li>▪ Staff have a separate handbook that also covers the principals of and arrangements for boarding</li> </ul>		

### Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence	Standard met?	3
<ul style="list-style-type: none"> <li>▪ The school has a clear policy for countering bullying and supporting those who are being bullied</li> <li>▪ The results of boarders questionnaires showed bullying was not a major issue in the school</li> <li>▪ Where bullying was being reported in the questionnaires it usually related to verbal incidents of name calling or in some cases was racial in nature, according to the questionnaires</li> <li>▪ It is recommended that boarding staff are given more specific training in relation to the topic of bullying to enable them to become more aware of early signs or possible trends of behaviours that might lead to bullying if left unchecked.</li> </ul>		

**PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**

73.8

%

**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?**

4

- The school has a comprehensive child protection (CP) policy and procedural guide for staff across the school
- There is a named individual who, together with the headmaster, is responsible for all child protection matters
- All staff have personally been given copies of the school's child protection procedures and have an open invitation to discuss any concerns or issues with the named individual for CP matters
- There are good links with the local child protection team as well as with the Joint Consultative Team based at Treliske who deal with professional abuse allegations
- Where child protection issues have arisen they have been dealt with in line with policy and procedure
- The member of staff responsible for these matters has undertaken specific training and will be responsible for cascade training on child protection across the whole staff group.

**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

- There are references to student discipline in policy documents, staff handbooks and boarders handbooks
- There are equal references to systems that acknowledge and encourage positive behaviour and achievement through the use of merit marks and headmasters certificates, and boarding house points system
- Policy clearly differentiates between sanctions issued during the school day and those issued during 'home time' for boarders and there is a principle of no carry-over from one to the other
- Standards of behaviour observed around the school and in boarding houses showed pupils to be generally well behaved, courteous and considerate. There was a friendly atmosphere with appropriate respect being shown between staff and pupils
- Sanctions books are kept and these are countersigned by the Deputy Head who is responsible for line management of boarding arrangements and staff
- Responses to boarders questionnaires showed the majority of boarders felt that the systems of punishments were fair or average and were generally in line with the national averages for responses to this question

**Standard 5 (5.1 - 5.7)**

The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ The school has a complaints policy that is contained in the staff handbook and referred to in the boarders handbook</li> <li>▪ This policy states time scales in which any complaints brought to the attention of the headmaster will be responded to</li> <li>▪ Written records of serious complaints were being held by the headmaster</li> <li>▪ Pupils are encouraged to make representations if they feel they have a grievance</li> <li>▪ It was unclear from documentation sampled how parents are informed about the appropriate ways of making a complaint. In conversation however it was apparent that parents did make complaints</li> <li>▪ There is information on contact with the commission, however, these references use the previous title, National Care Standards Commission, and should be revised to reflect the current regulating body.</li> <li>▪ It is recommended that the student handbook is amended to include these details, as well as on the lists of contact numbers displayed throughout the boarding houses</li> <li>▪ An inclusion in the next print of the school prospectus and student planner would also be recommended</li> <li>▪ A review of the Cornwall Advocates website, children's section, is also recommended as a source of wider contacts for boarders.</li> </ul>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

**Standard 6 (6.1 - 6.3)**

The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ The school has a programme of PHSE which is age appropriate across the school</li> <li>▪ The school nurse has a teaching input to these sessions</li> <li>▪ There are clear policies outlining the schools attitude and responses to alcohol, smoking and illegal substance abuse by pupils</li> <li>▪ The headmaster gave examples of when the school has had to enact these policies</li> </ul>		



**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**

- The school employs two nurses, one of whom is part-time to cover pupil health and welfare
- Boarders' records contained relevant personal health information and identified needs
- There was written parental authority for the administration of medications and immediate emergency treatments
- Boarders' health records are stored under secure conditions and relevant information shared with those other staff who need to know.

## 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?	2
<ul style="list-style-type: none"> <li>▪ The school's Governing Body is made aware of the arrangements for boarding through reports from the headmaster to governors</li> <li>▪ The Head stated that the Chairman of Governors monitors welfare provision for boarders and regularly walks round the boarding provision with the Head of Boarding. There were no separate reports to evidence these visits.</li> <li>▪ Consideration should be given to written reports of monitoring visits being made and presented at full Governors meetings.</li> <li>▪ Senior boarding staff have three years experience of boarding management and all boarding staff have access to BSA (Boarding Schools Association) advice and distance learning opportunities, through the school IT systems</li> </ul>		

### 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
<ul style="list-style-type: none"> <li>▪ There were several initial drafts of contingency planning procedures outlining planned responses to reasonably foreseeable crises</li> <li>▪ These need to be kept under review and updated as necessary in response to changes in circumstances or newly identified areas of risk.</li> </ul>		

**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**

- There are four separate boarding house, one of which includes two floors of the main school building
- Overall there are good arrangements for the groupings of boarders, which are age and gender related
- There was a problem in relation to the mixture of ages and genders on the top landing of the main building
- It is recommended that these arrangements are reviewed, either in terms of relocation or by the re-introduction of a staff member living on that landing to provide more supervision
- The quality of material provision in boarding areas varied across the boarding accommodation. This in part was a reflection of a plan of phased improvements.
- one house in particular did have poorer facilities throughout, but there was remedial work in progress to improve conditions.

**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?****2**

- The school offers an activities slot each evening Monday to Thursday plus at the week-ends
- There is usually a drama group and one of the boarding assistants will offer one activity session per week
- In practice these opportunities still appear to be limited, although it has to be remembered that the inspection took place during the winter months
- There was however a general response across the boarding sector that suggests there are not sufficient activities, or the right activities, on offer
- For the seniors it was generally the practice to have one or two main weekend events a term, rather than a series of smaller events through the term
- Boarders responses to this question showed were below the national averages for good activities and above the average for poor activities opportunities
- There are also cultural differences to be mindful of and the school needs to try to establish what boarders expect or would like to have on offer as activities and then work towards what is achievable
- The School's Council or Boarders meetings could be useful bodies to conduct such research with.

<b>Standard 12 (12.1 - 12.2)</b> <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>There are opportunities for boarders meetings within the individual boarding houses</li> <li>These vary in frequency and attendance</li> <li>Boarders can also feed into the agendas of the school's council</li> <li>There were feelings amongst certain boarders that the meetings were not really taken seriously, nor represented a meaningful vehicle by which boarders could influence changes. The Head stated that boarders have had opportunities to make their views known and that staff have listened to them. However, fulfilling their wishes has been subject to financial constraints.</li> <li>It is recommended that the school review its practice around consultation in such a way as to maintain a dialogue with boarders and be open about what is achievable, what may have to wait, and why</li> </ul>		

<b>Standard 13 (13.1 - 13.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<ul style="list-style-type: none"> <li>This standard was not applicable as the school does not operate a prefect system</li> </ul>		

<b>Standard 14 (14.1 - 14.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>Boarders responses to this question both on the questionnaire and in discussions confirmed that they all felt there was someone they could talk to either within the school or from outside</li> <li>There were lists in boarding houses giving contact numbers for outside agencies</li> <li>The School chaplain was the named independent person</li> <li>The school's council had discussed this matter and decided that the Chaplain was the logical person, even though not all pupils are from a Christian background or follow any religious persuasion. (This is evidenced from a section in the school's anti-bullying policy.)</li> <li>Given that the school is now attracting pupils of a wider international range it is recommended that the school looks at other sources of support for international students, where language or cultural differences would not present difficulties in identifying and resolving problems</li> </ul>		

## WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

### Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence	Standard met?	4
<ul style="list-style-type: none"> <li>▪ There are effective measures in place for the medical, dental and ophthalmic care of full term boarders. Full term boarders are registered to a local practice.</li> <li>▪ For weekly and flexi boarders this care is arranged and dealt with in conjunction with parents</li> <li>▪ Both school employed nurses hold current registrations with the professional body, have forged good links with the PCT school nurses, have regular updates and clinical supervision</li> <li>▪ All boarding staff are first aid trained and there are a total of 36 first aid trained staff throughout the school</li> <li>▪ There are appropriate arrangements in place for the storage and administration of prescribed medication, under the supervision of the school nurse</li> <li>▪ Medical consent forms include consent for Over The Counter medication and the school is looking at ways of extending the consent system, especially for overseas students</li> <li>▪ All household remedies used have been authorised by a GP.</li> <li>▪ All medical notes are kept under secure conditions, and include records of significant illnesses and accidents</li> </ul>		

**Standard 16 (16.1 - 16.3)**

**Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.**

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

3

- Boarders who are really unwell are nursed in the sick bay. This is somewhat limited given the overall numbers of boarders. (See also Standard 48)
- If a senior girl is unwell they may stay in their own bed and are checked at hourly intervals
- Notices are also posted in the staff rooms to remind staff that sick bay is in use
- At night boarders who are ill would have a member of staff sleeping nearby who they would have to alert.

**Standard 17 (17.1 - 17.8)**

**Significant health and personal problems of individual boarders should be identified and managed appropriately.**

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

3

- All boarders are requested to complete a health questionnaire
- The school was in the process of asking parents of boarders to update children's medical welfare records
- The school nurse was aware of particular individual needs and was responsible for advising other staff
- The school nurse and house staff will support children through bouts of homesickness and the school nurse has overall responsibility for monitoring pupils with stress through individual counselling.

**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

- The school has an equal opportunities policy applicable equally to staff and pupils
- As an International School there are boarders from a variety of European and non-European countries
- At weekends and some half term holiday's English boarders can be in the minority. The school has recognised this and put measures in place to reduce the impact of such situations
- The school celebrates various cultural calendar dates in the interests of inclusion and wider education
- The school needs to monitor issues of inclusion and discrimination as the school's international population grows

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>Boarders are encouraged to maintain contact with their families through a variety of means, post, telephone, fax and email</li> <li>Boarders have lists of contact numbers for help lines or other independent listeners available in the boarding houses.</li> <li>It is recommended that these are reviewed in conjunction with the County Council's Advocacy Website for additional contacts, and that the commissions contact details are added or updated</li> <li>The school has telephones available to boarders in each of the boarding houses but none of these are really sited in a way that enables boarders to have private conversations. However, for private matters, parents can telephone their children in the medical room.</li> <li>Most boarders indicated in their questionnaires that they could be overheard when using the school's payphones. Significant numbers of boarders were also using their own mobiles but for International students this was an expensive means of communication</li> <li>There were examples in records of parents being contacted by staff where there were concerns relating to boarders.</li> </ul>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>Boarders pocket money is managed by Senior staff and distributed on a regular basis</li> <li>There are reminders posted around the boarding house regarding when pocket money can be collected, or in the event of a more urgent need staff can be approached individually</li> <li>The school encourages boarders to bring with them a securable trunk in which to keep personal belongings, but not all boarders do so</li> <li>Individual lockers are also provided for boarders in some houses</li> <li>Boarders can request items to be retained by the school but in the main boarders rely on mutual respect for the protection of their property. This seems to work as theft or incidents of possessions going missing was not an issue.</li> </ul>		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>The school prospectus has a section regarding boarding arrangements and families are encouraged to view the school before application to attend is made</li> <li>There is a Boarders Handbook that gives full details of boarding life and expectations of boarders. This together with the school prospectus or Sixth form Prospectus are the main sources of information for international students</li> <li>First time boarders are more reliant on staff to induct them into boarding routines whilst older boarders are usually mentored by their peers, with the assistance of staff</li> </ul>		

**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?****2**

- The school is reviewing its position on guardians
- The policy throughout documentation is that it is the parents responsibility to appoint guardians for their children
- The school does offer some assistance with accommodating International Students through the half-term holidays, either in one of the boarding houses or with staff in their own homes
- It is recommended that all International Students should have guardians appointed by their parents or through an approved agency before they are admitted to the school
- If the school accommodates boarders during half-term holiday periods in boarding houses, manned by existing boarding staff then the situation is satisfactory. This does, however, raise the issue that neither staff or boarders having a break from the school environment.
- If the school arranges accommodation for boarders in homes of staff or other individuals then it must be certain that those individuals have been subject to full and satisfactory vetting checks, including CRB disclosures at enhanced level. It is not satisfactory that staff may have been police checked under previous arrangements.
- The school must also monitor the suitability of guardians to continue their usage through checks with the boarders placed and visits to the accommodation

**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?****2**

- There was no readily identifiable monitoring system in place at the time of inspection
- There were records of sanctions imposed but these had not been checked and signed off by a senior manager. This had been rectified by the end of the inspection.
- A more easily evidenced system of monitoring needs to be developed and actioned each half term to cover this standard.



**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?****1**

- The school employs its own catering staff and has equipped its own kitchen
- There were no new outstanding requirements from the District Council's Environmental Health officers following an inspection of the premises on 11th November 2004
- The school was experiencing some catering personnel issues and standards of the food provided had fallen
- This point was unanimously represented by boarders questionnaires and in many cases by parental responses
- The school has responded by reviewing its menus and was into the early stages of a new 6 weekly cyclic menu plan. The new menus are balanced nutritionally and in choice
- There is still some way to go in establishing consistent quality and catering staff were having initial problems with establishing the right quantities of food to be prepared at each meal time
- Presentation of food, particularly in the salad bar could be improved and sufficient serving utensils for each item in the range is required
- It is recommended that a simple blackboard notice of the available choices for each day would also add to the overall presentation
- Inspectors felt the dining room environment is not particularly welcoming, mainly because of dark colours and furniture. However, this is a subjective opinion.
- It is also now very full due to the increase in pupil numbers. It was stated that if numbers increase further in future years, there are plans for a new conservatory extension, which will increase the amount of dining space available.

**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?****2**

- There are a few drinking fountains available to pupils over the main school campus
- In boarding houses it was less clear which taps were suitable for drinking water and which were not
- The school should review each house and ensure that taps not suitable for drinking water are designated as such
- Consideration to the provision of drinking fountains in boarding accommodation should also be made
- Boarders have facilities to make snacks in each of the boarding houses.

**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

- Fire drills and full evacuations under simulated conditions are carried out with boarders
- There are contracts for the maintenance of fire fighting equipment and auto alarm systems in place with outside contractors
- The schools own team of maintenance staff also monitor these facilities on a regular basis
- It was recommended to the bursar that checks are made to ensure maintenance contracts have been extended to cover Rugen House, as equipment in this house did not appear to have been checked recently.
- There had been no official inspection or report from the County Fire Brigade. In a conversation with a fire safety officer it was stated that the responsibility for day to day fire safety rests with the school under the Fire Precautions Workplace (General) Regulations 1999.

**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?**

9

This standard was not applicable.

**Standard 28 (28.1 - 28.2)**

The welfare of any children accommodated at the school, other than pupils, is protected.

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

9

This standard was not applicable.

**Standard 29 (29.1 - 29.6)**

**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

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

3

- The school has a policy and procedure for pupils taking part in high risk activities
- Such activities are planned well in advance and appropriate risk assessments made
- Staff do not instruct or supervise boarders taking part in such activities. Professional qualified persons at recognised centres are used
- There is a procedure for obtaining parental permission for such activities

**Standard 30 (30.1 - 30.5)**

**Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.**

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

3

- There are clear arrangements for boarders wishing to access local facilities
- These are age appropriate and require staff supervision where necessary
- There are systems in place for boarders to sign in and out of their boarding houses
- It was recommended that these procedures may need to be reviewed at weekends for the senior school boarders, to reduce the period between actually seeing the person and thus the period for any absence to occur

## 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
<ul style="list-style-type: none"> <li>▪ The school has increased the number of boarding staff in response to increased numbers and the acquisition of additional boarding premises</li> <li>▪ There were staff rotas in operation that showed satisfactory levels of staffing at all times</li> <li>▪ Duty staff for each day are identified so boarders know which staff are responsible for them</li> <li>▪ Gender balances are maintained and there were satisfactory arrangements to cover boarders remaining at school during half term</li> <li>▪ GAP students do not directly supervise boarders without other staff being available</li> <li>▪ There are lists of staff contact numbers available in each boarding house.</li> </ul>		

**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

- Each boarding facility operates a signing in/out system in order for house parents to know of boarders whereabouts
- Where staff take boarders on outings from the school there are procedural guidelines covering these arrangements, including maximum numbers and staffing ratios in line with DfES guidelines
- Boarders transport arrangements to and from the school at the beginning and end of term are generally covered by the school using their own staff and transport
- Some discussion took place regarding the collection of senior pupils from the local airport. Here there were concerns expressed by school drivers that they were conveying single pupils, sometimes late at night, and felt vulnerable to allegation.
- It was unclear how frequently this happens but it is recommended that the school reviews such arrangements and subject them to a risk assessment.

**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

- Boarders all knew who was on duty at night and how to contact them
- In most cases this means boarders going to the staff bedroom

**Standard 34 (34.1 - 34.7)**

**All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.**

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

3

- Each staff member with boarding responsibilities has a job description relating to their boarding duties
- These show the principle duties of each post, any line management responsibility and to whom they are accountable
- There is an induction to boarding training for new staff that includes child protection awareness
- All staff are informally supervised and teaching staff have a system of formal appraisals that take account of their roles in boarding
- A similar scheme of appraisal should be introduced for non-teaching staff who have boarding responsibilities
- This need not include the ancillary staff who work in the boarding facilities as their line management is from a different source.

**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

- There is a clear and comprehensive handbook for boarding staff that lays out the school's aims for boarding and covers key policy and procedures for boarding practice
- In addition the main staff handbook is also available and covers all employment and disciplinary matters
- Staff also have access to the BSA website for current advice and coverage of boarding practice

**Standard 36 (36.1 - 36.4)**

There are sound staff/boarder relationships.

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

3

- From observation, discussions and responses to questionnaires relationships between boarders and house staff are good

**Standard 37 (37.1 - 37.2)**

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

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

3

- During times when boarders are in their houses staff are available to boarders but not intrusive of their space
- Most staff will conduct tours of the premises at times through their shift
- There were no reports of staff behaving in a way that was disrespectful of boarders privacy

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ There is a written recruitment procedure for all staff</li> <li>▪ Files sampled showed these procedures were being followed</li> <li>▪ CRB checks at enhanced level were being obtained for all new staff appointments</li> <li>▪ Interview sheets are retained by the headmaster</li> <li>▪ GAP students are being recruited through Tutors Worldwide and commence duties in January. There was evidence to show they are subject to CRB or equivalent checking procedures before they commence duties at the school.</li> <li>▪ The Head stated that the school uses its mini buses to convey children and does not use taxi services where children are unaccompanied by adults. If boarders were to ask for a taxi then the school should only recommend taxi services where drivers have been CRB checked at enhanced level relevant to working with children. There should then be documentary evidence that these checks have been carried out.</li> </ul>		

<b>Standard 39 (39.1 - 39.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ There were satisfactory measures in place to ensure these circumstances do not arise</li> <li>▪ Maintenance contractors are accompanied by school staff when in the boarding areas and work is undertaken outside of times when boarders are present</li> <li>▪ There are no adults using boarding houses that are not employees of the school</li> </ul>		

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

2

- Boarding houses varied considerably in their levels of provision, décor and furnishings
- Detailed breakdowns have been supplied to the school on a house by house basis
- There is a four-year financial plan for improvements and refurbishments that will address many of the areas of shortfall. In the case of Rugen House this process has been necessarily been brought forward
- Boarder's questionnaires suggested that private study was difficult in the boarding houses because of noise levels. Others complained of a lack of consideration by boarders who talked with each other after lights out time



**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<ul style="list-style-type: none"> <li>▪ Boarders accommodation is off limits to day pupils and adults other than those working in the units or carrying out maintenance work</li> <li>▪ Most houses are protected by key-pad entry</li> <li>▪ The most open access is to the boarding landings in the main school house but by day there is usually someone from the staff in the area</li> <li>▪ There are defined lock-up times for the main school door. Access afterwards is by an intercom doorbell. Security arrangements for the rear door are less effective.</li> <li>▪ Security around the school grounds is more difficult. There are movement-activated floodlights around key access points but there are also a lot of dark areas. Access to the Cottage building is difficult at night because the floodlights do not activate until persons are close to the building. Consideration should be given to illuminating the driveway between the main school and the Cottage.</li> </ul>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>▪ Standards varied between houses but were generally satisfactory in terms of numbers and size of rooms</li> <li>▪ There was appropriate separation between adults and boarders</li> <li>▪ Premises varied in respect of the levels of beds and furnishings, their suitability and repair</li> </ul>		

**Standard 43 (43.1 - 43.2)**  
**Suitable facilities for both organised and private study are available to boarders.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>▪ Organised prep is carried out in the main school</li> <li>▪ Provision for private study in the boarding houses, especially at year 11 and sixth form levels was not suitable in most cases</li> <li>▪ Rugen House in particular has a poor standard of study furniture. Many rooms do not have a study desk or appropriate seating. There is a mixture of study furniture provided including dressing tables and sideboards,</li> </ul>		

**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?**

1

- Toilet and bathroom facilities were generally up to numerical provision
- There were problems with door fixtures on both toilets and bathrooms. Essentially whilst being able to be opened from the outside in the event of an emergency many boarders reported just how easy it was for anyone to open these doors. This has led to feelings of insecurity when using these facilities.
- A partition between toilets did not go right up to wall level, consequently allowing boarders to peer around corners into adjoining cubicles
- Communal wash basins were not supplied with soap and hand towels to encourage hygiene
- Rugen House had particular difficulties with toilets and bathrooms. The school had recognised this problem and were working at the time of the inspection to put in additional shower facilities.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

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

3

- The school has separate changing facilities for day time use but these were heavily criticised by boarders in their questionnaires as being too small, wet and lacking in storage facilities (racks)
- Boarders do not have to use their bedrooms as changing rooms for day time school activities, though some said they would prefer to

**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

- External recreational areas are limited and access during winter times is not practical
- At other times of the year these areas are used more frequently
- The boarders can use the school gym for supervised activities
- Otherwise boarders have use of the school IT suite and boarders lounges for recreation

**Standard 47 (47.1 - 47.9)**

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

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

2

- There is a maintenance team employed by the school for normal upkeep and repairs
- There is a system of reporting defects for attention and repair
- There is a Health and Safety Committee that is responsible for Risk Assessment and H & S matters generally. This committee were working with the Health and Safety Executive over a number of issues raised during a H&SE inspection of the school
- There were issues of health and safety noticed by inspectors and drawn to the attention of the bursar. In turn the maintenance Team Manager viewed some of the more immediate concerns and made arrangements for repairs to be made
- It is recommended that the system of regular checks of boarding premises is reviewed to ensure that significant H & S matters do not go unnoticed or await repair for longer than absolutely necessary.

**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?**

2

- The sick bay is well appointed though limited to one bed
- As well as the bed there is a toilet and shower in the room
- It is off the main staircase therefore very noisy
- The ceilings are low making it feel claustrophobic
- Given that the increase in boarders this provision is not really adequate to cope with numbers or the mixed gender requirements of boarders who may become unwell.

**Standard 49 (49.1 - 49.3)**

Adequate laundry provision is made for boarders' clothing and bedding.

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

3

- The laundry provision is limited in space but functions at an acceptable level
- The routines for laundry were not raised as an issue by boarders

**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

- The school has only recently started a pupil run 'tuck shop'
- Stationery and personal items are not available on site but the proximity of the town or local stores means this is not an issue

**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?****3**

- The school uses one private guest house to provide exclusive lodgings for boarders during term time
- These arrangements provide boarders with satisfactory accommodation and facilities
- The owner is considered to be a houseparent by the school, is subject to the usual expectations of house parents, provided with written guidelines for the care of boarders and adults in the household have been CRB checked
- The owner is treated as part of the boarding staff group, attends meetings at the school and has open access to Senior Boarding staff for advice or assistance with boarder's welfare issues
- A representative of the school does make frequent visits to the premises but these are not recorded. At least once a year there should be a review of the facilities and report made on the suitability of the lodgings for continued use.

**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?****0**

- This standard was not inspected at this visit as these arrangements are under review
- The headmaster is investigating links with other International Schools in Europe in relation to exchange visits or work experience
- The school is aware of its responsibilities for the continued welfare of any pupil under this standard.

**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 24 & 26 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

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

NO

**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 18 February 2005 , 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 \_\_\_\_\_ of \_\_\_\_\_**  
**confirm that the contents of this report are a fair and accurate representation**  
**of the facts relating to the inspection conducted on the above date(s) and that**  
**I agree with the recommended actions made and will seek to comply with**  
**these.**

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

**Or**

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

--

Print Name \_\_\_\_\_

**Signature**

### Designation

Date \_\_\_\_\_

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



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S0000041998.V188889.R01

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