



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Brentwood School

**Ingrave Road
Brentwood
Essex
CM15 8AS**

Lead Inspector
David Downes

Key Announced Inspection
8th November 2006 07:30

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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Internet address	www.csci.org.uk

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	Brentwood School
Address	Ingrave Road Brentwood Essex CM15 8AS
Telephone number	01277 243243
Fax number	01277 243299
Email address	headmaster@brentwood.essex.school.uk
Provider Web address	www.brentwoodschoo.co.uk
Name of Governing body, Person or Authority responsible for the school	Brentwood School
Name of Head	Mr Ian Davies
Name of Head of Boarding	Mr Simon Weale, Deputy Head (Pastoral)
Age range of boarding pupils	11 – 19
Date of last welfare inspection	Full Boarding Welfare Inspection 19/11/02 Annual visit 16/05/05

Brief Description of the School:

Brentwood School is an independent school, with places for approximately 1200 pupils in the co-educational senior school. The Preparatory School occupies separate premises and does not have boarding facilities.

Boarding forms a relatively small part of the school's overall provision. At the time of this inspection, 67 pupils (42 boys and 25 girls) were boarding at the school on a full-time or weekly basis. Boarding accommodation is provided in two separate houses. Hough House, a 1960's purpose-built boarding house in the school grounds, provides accommodation for boys in single rooms. Girls are accommodated in Mill Hill House, a large converted Victorian house with shared and single rooms, situated across the road from the main site.

The school occupies a 72-acre site and its facilities include a large, well-equipped sports and leisure centre with an indoor swimming pool, and extensive sports fields.

The school is near Brentwood town centre, with easy access to the town's facilities and transport links.

SUMMARY

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

The following sections of the summary have been written in a style that is suitable for young people to read and will be produced as a separate document for boarders.

David Downes and Susan Bicheno, a Boarding Sector Professional Inspector, visited the school for the day on 8th November, arriving early in the morning and staying until mid-evening. David Downes visited the school again on 14th November to complete the inspection and to give feedback to the Headmaster.

Before the inspection, boarders were asked to complete a questionnaire to give the inspectors their views about boarding at the school. Sixty-five boarders filled in the questionnaire.

On 8th November, the inspectors joined the boarders for meals and spent time talking with them about the school.

The inspectors also:

- spoke with the Headmaster, the Deputy Head responsible for boarding, the boarding house staff, the nurses and other staff who help to look after boarders
- looked at some records
- talked with two groups of boarders
- watched how the boarders and staff got along together
- toured the accommodation at Hough House and Mill Hill House
- visited the Courage Hall sports centre and other parts of the school where boarders spend their leisure time.

The school provided written information for the inspection. The inspectors received letters from three parents of boarders and from the School Doctor, Environmental Health and the Fire Service.

The inspectors would like to thank the Headmaster, staff and boarders for their hospitality and for their help with the inspection.

What the school does well:

These are some of the good things that the inspectors found out about the school.

- Boarders feel safe and well looked after. Staff and boarders treat each other with respect
- A very low level of bullying was reported. Relationships between boarders are generally relaxed and friendly.
- The boarding houses are comfortable and clean.
- In the survey, 31% of boarders said they were 'Always' satisfied with their boarding house and 60% said 'Usually'.
- Boarders were able to name a variety of people to whom they could talk about any worries or concerns.
- Boarders make good use of the school's sport and leisure facilities.
- Boarders receive a good standard of health and pastoral care.
- The quality and choice of food at mealtimes was satisfactory and most boarders said they had a balanced diet.

Comments made by boarders in their questionnaires included:

"This is my third year in the boarding house and overall I have really enjoyed my time here."

"The school is fair because everyone gets their chance to have a say."

"The house has good leisure things, like pool and table tennis tables."

"The people in the boarding house are very nice and the rooms are quite good, but we don't have internet in our rooms."

"Boarding is fun – it's helped me mature ... it's a good boarding house."

"Everything in boarding is fine and [the house parents] are very kind to us."

"There's usually a good range of food, but it can be repetitive."

Comments from boarders' parents included:

"...relaxed atmosphere...boarders mostly friendly and helpful."

"The boarding house is well structured...safe, secure and friendly."

What has improved since the last inspection?

- The school obtains better information from parents about the health of new boarders, which means that the staff are able to look after them well.
- There are more opportunities for boarders to tell the Headmaster and the staff what they think about everyday boarding issues and to make suggestions for how things could be improved.
- Parts of the boarding accommodation have been redecorated and have new furniture. The computing facilities and kitchen/dining rooms in the boarding houses have been improved.
- The security of the boarding houses and school grounds has been improved, including the introduction of CCTV and better lighting.
- A 'buddy' system has been introduced to help new boarders to settle in.
- New safety arrangements have been introduced for boarders using the Courage Hall sports centre.
- Boarders welcomed the improvement in computing facilities in the boarding houses.

What they could do better:

- The school should ensure that the child protection and complaints policies include all of the required information.
- The records of any medicines given to boarders should be checked regularly, by a senior member of staff, to make sure that they are correct. This helps to make sure that medicines are being used safely.
- The school needs to make sure that all of the required checks are always completed before new staff start working at the school. This helps to ensure that people are suitable to work with children.
- The school should make sure that the smallest bedrooms in Hough House are of a suitable size.
- The school should continue to follow the advice of the Fire Service by reviewing the fire precautions in boarding accommodation.
- Some boarders would like more outings and other activities to be arranged at weekends. This is something that the school should continue to review and discuss with the boarders.

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.

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Being Healthy

The intended outcomes for these standards are:

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

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

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

6, 15, 24 and 48

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the school.

The school takes health promotion seriously. Boarders' health needs are met and they receive good care when ill. Appropriate records are kept.

Catering provision is satisfactory. Meals are of a good overall standard and boarders' views about the quality and variety of food are taken into account.

EVIDENCE:

The school employs two qualified nurses, who have primary responsibility for ensuring that boarders' health needs are met. 'On call' arrangements provide twenty-four hour nurse cover for boarders. The school doctor holds a surgery in the sanatorium twice a week. Boarders expressed satisfaction with the care that they received from both nursing and boarding house staff when they were ill. A parent said that the staff had dealt appropriately with sports injuries.

The school has a sanatorium that is used during the school day and a separate, well-equipped building to accommodate any boarder needing to stay overnight and be isolated from other pupils.

The nursing staff held appropriate information about boarders with identified health problems. Signed parental permission forms for the administration of medication were held for each boarder. The school has been proactive in seeking health information from parents before boarders are admitted; for example, by translating the medical questionnaire into other languages. Appropriate records were being kept of any medicines administered to boarders. However, the school did not have arrangements for these records to be monitored by the Head or a senior member of staff. There was evidence of efficient and effective communication between the sanatorium and boarding house staff regarding medication and other aspects of boarders' health needs. An individual protocol was in place for a pupil who needed access to anti-allergenic medication. The inspectors were advised that none of the boarders was self-administering medication. An appropriate record of accidents was kept in the sanatorium.

The school has a clear policy on countering health risks, including smoking, alcohol and drug misuse, which is implemented in practice. Reference is also made to this policy in the disciplinary policy and in the contract with parents. Information and advice about these issues are provided in the classroom, as part of the personal, social and health education (PSHE) 'Life Skills' programme, and informally by boarding and nursing staff.

In the survey conducted for this inspection, almost 70% of boarders said that school meals 'always' or 'usually' provided them with a balanced diet. Some boarders commented favourably on the standard of food and the selection available for most meals. Other positive comments were made about the provision of fresh fruit and vegetables and the 'salad bar'. A small number of boarders said that some meals contained too much fat. Some pupils said that they would like more variety in the food provided for breakfast and Sunday lunch. Boarders were represented on the Dining Hall (catering) Committee and were able to contribute their views on the standard and type of food available. The inspectors joined boarders for breakfast, lunch and supper. All of these meals were of a good general standard, in terms of quality, choice and quantity. Boarders have access to snacks and drinks in their boarding houses.

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 and 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 range of appropriate practices and systems in place to keep boarders safe and to respond to any concerns or complaints. The anti-bullying policy operates effectively. Behaviour management is fair and appropriate. Some staff recruitment records were incomplete, but procedures have been reviewed and strengthened.

EVIDENCE:

The school has an effective anti-bullying policy. In the survey, boarders were asked whether they were being bullied; only one boarder said that they were experiencing bullying (being called names). Boarders told the inspectors that bullying was not tolerated and that staff took any incidents very seriously. Many positive comments were received from boarders and parents about the "friendly" and "relaxed" interaction between pupils in both of the boarding houses. One pupil said that boarders were "sometimes bullied in the lunch queue" and a parent said that staff might be able to do more to identify bullying without the victim needing to tell them.

The Deputy Head (Pastoral) is the school's designated senior member of staff for child protection issues. The new post-holder was planning a further child protection briefing for the staff team. Staff spoken with confirmed that they had received copies of the child protection policy. They were aware of the procedures and the role of the designated member of staff. The inspector was informed that senior pupils, including prefects, had also been given this information and this was confirmed by one of the senior boarders.

The school's written child protection policy and procedure were generally satisfactory, but did not contain all of the required details. The policy did not include the procedure to be followed if the designated person for child protection themselves were the subject of an allegation, and greater clarity was needed about the procedure for making referrals to the local authority's child protection service and notifications to the Commission. Reference to the 'grave concern' category should be removed, as it is no longer in use.

Boarders understood the possible sanctions for serious breaches of the school rules. Handbooks for parents and boarders also included the boarding house rules and sanctions. Parents and boarders described staff as being fair and reasonable in their attitude towards young people's behaviour in the boarding houses. Comments made by parents included, "age appropriate rules", "structured without being too strict" and "allows reasonable freedom". Although some Sixth Form boarders (especially over-18's) felt that they should have more freedom, boarders generally appreciated the reasons for most rules and restrictions. The standard of pupils' behaviour throughout the inspection was observed to be very good. Boarders were aware of the role of the prefects and spoke positively about them and about the leadership shown by their Head of House.

The school's complaints policy for boarders was made available to parents and pupils. One boarding house had included this policy in the handbooks for parents and boarders. The other boarding house handbook stated that the policy would be made available to parents on request and would be displayed

in the boarding house for pupils to refer to. Boarders spoken with were aware of the policy, but said that they had not had cause to make a complaint. The contact details for the Commission needed updating in the boarders' complaints policy.

The Headmaster, who is responsible for dealing with any serious complaints, confirmed that the school had not received any complaints relating to boarding welfare.

Records evidenced that regular fire drills were being held in residential time. Boarders were able to give a clear explanation of the fire evacuation procedures. Records indicated that fire safety equipment was being checked regularly. During a routine inspection visit on 11th October 2006, the Fire Officer had advised the school of a number of actions which needed to be taken to improve fire precautions and risk assessments in the boarding houses. The school was already taking steps to address these matters and intended to seek written confirmation of the Fire Officer's advice.

The school's staff recruitment files were sampled. The file of one member of staff included two references and indicated that the school had seen a CRB certificate that had been issued to the previous employer. However, there was insufficient information to establish whether the school would have been able to accept this CRB check under the 'portability' criteria. The school immediately took steps to initiate a new disclosure application for this member of staff. This file and another sampled file did not contain evidence that references had been verified or identity checks undertaken. In other respects, the sampled records were satisfactory. The school had recently undertaken a review of its recruitment procedures and the monitoring of related records. The inspector was assured that, as a result of this review, the school had already implemented changes so that, in future, the full range of required information would be held.

Boarding accommodation is reserved solely for the use of boarders. Staff advised that adults who are not employed by the school do not have unsupervised access to boarding houses when boarders are present. The school has a robust risk assessment process in place for the accommodation and external areas accessible to pupils. Additional security measures had been put in place for both boarding houses since the last inspection. Boarders told the inspectors that they felt safe and knew that staff carried out security checks when they locked up at night.

The school had recently updated the risk assessment for boarders using the Courage Hall sports centre, including those times when there is public access to the building, and strengthened the arrangements.

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):

11, 14, 18 and 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 good range of leisure facilities and activities. The school's sports facilities are particularly good.

Staff provide boarders with a welcoming and supportive environment and value them as individuals. The contribution made by international boarders was valued and their cultural needs were being met.

EVIDENCE:

Boarders have access to very good leisure facilities in the Courage Hall sports centre and many pupils reported making good use of these in the evenings and at weekends. In addition to the extensive sports fields the school has a floodlit, all-weather games surface. Boarders have access to common rooms and the boys' boarding house has a large games room. Sixth Form pupils have their own centre, with common rooms, private study areas and computing facilities. In discussions and through the boarders' survey, the inspectors heard about a good range of pupils' leisure activities, such as music, drama, computing, swimming, playing squash, football and table tennis, and visiting London. Theatre, cinema and shopping trips are organised by boarding staff. Inter-house competitions provide additional opportunities for boys and girls to

socialise together. Some full-time boarders said that they would like more organised activities and outings to be offered at weekends. A member of the boarding staff suggested that one way of achieving this may be by encouraging day teaching staff to run more activities at weekends. However, other boarding staff doubted whether there would be sufficient interest amongst the boarders to make it viable to offer more weekend activities.

The school has a well-developed pastoral care structure, providing boarders with good support. In their survey returns, boarders included comments such as, "teachers are caring" and "staff are always there when you need them". Boarders told the inspectors that, in addition to boarding house staff, they could talk to tutors, senior pupils, friends, or their parents, if they needed help. Details of people independent of the school (but known to, and checked by, the school) whom boarders can also contact about any concerns or worries were displayed in each house and included in one of the boarding handbooks.

There was effective and efficient communication between boarding house, pastoral and nursing staff in relation to matters concerning boarders. However, there was one instance where boarding staff had not received copies promptly of all correspondence with a parent; it was acknowledged that this was an area where the system could be improved.

The school boarding population includes pupils from a range of cultural and ethnic backgrounds. From the inspectors' observations and pupils' comments, it was clear that the staff team treated all boarders fairly and with respect. The international boarders appeared to feel well integrated and accepted into the life in the school. One boarder said that some pupils (not necessarily boarders) were sometimes "mean" to boarders from a particular ethnic group, but no boarders reported experiencing this themselves. International boarders said that the other boarders made them welcome when they arrived at the school and that they received enough English language support. One boarder said, "The EFL staff help me a lot". The inspectors observed positive interaction between boarders of both sexes and from different ethnic and cultural backgrounds. Special events, such as International Dinners and a Chinese New Year meal, were organised to celebrate the contribution of boarders from different cultures. Examples were given of ways in which the school has met boarders' cultural needs through recognition of religious festivals and special diets.

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 and 36

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Boarders are given help to settle in when they arrive at the school. Boarders are supported in maintaining contact with their families. The relationships between the staff and boarders are very positive. Boarders are given a range of opportunities to contribute to the operation of boarding.

EVIDENCE:

The boarders have a range of opportunities to contribute to the operation of boarding provision. An annual questionnaire survey of boarders' views about the school is conducted in October. There are boarding house meetings and boarders are represented on the Dining Hall (catering) Committee. Boarders generally felt able to express their views informally to the house staff and considered that their comments were listened to. They also felt able to raise matters freely with their Head of House. Boarders are invited to join the Headmaster and senior members of staff for supper, in small groups, at least once a year. This enables the Headmaster and senior staff to get to know boarders better as individuals and gives boarders the opportunity to put forward their views about boarding issues. Comments from the boarder's survey conducted for this inspection included, "you can talk to you year

representatives or the Head of House”, “you can share concerns or praises with house staff”, “you can talk informally to the housemaster or housemistress” and “we sometimes have suggestions boxes”. Overall, half of the boarders who responded said that they were ‘Always’ or ‘Usually’ able to have a say about how they live at school.

Boarders are able to contact their parents by e-mail, telephone and letter. They were aware of the procedures for organising visits to friends and family during school time. Many boarders had mobile phones and they were allowed appropriate access to them. Payphones were located in the boarding houses and helpline numbers were publicised. Some boarders in Mill Hill House commented that they would like to have better access to computers in the boarding house, particularly during prep, and that the printer needed to be repaired. This had already been raised with staff and was being addressed.

Boarders told the inspectors that, when they first arrived at the school, they were made welcome by staff and older boarders, who helped them to settle in. The ‘buddy’ system was felt to be a useful addition to the arrangements for supporting new boarders. Two parents described the way that staff had helped their children to settle in as “excellent” and “very supportive”, while another parent felt that some staff could have shown “more sensitivity” to the difficulties that the pupil had experienced in making the transition to boarding.

A handbook, containing relevant information for new and experienced boarders, is in place for each boarding house.

The school had improved its links with the group of parents in Hong Kong; this was reported to be having a beneficial effect on the selection of new pupils from that area and was enabling the school to gather better pre-admission information.

The relationship between the staff and boarders was observed to be relaxed and mutually respectful. Boarders said that they were looked after well and fairly. Comments from the boarders’ survey included, “warm atmosphere – supplies me with everything I need”, “the boarding staff are very kind to us” and “you can joke and have a laugh with them [house staff]”

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):

40, 42, and 51.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Boarders are provided with pleasant, well-maintained accommodation.

EVIDENCE:

The boarding accommodation was clean and well decorated. The furniture was in good condition. Mill Hill House provided a particularly homely environment for boarders. Hough House also provided pleasant accommodation; some communal facilities, such as the computer room, kitchen and dining room, had been upgraded since the last inspection.

The majority of boarders told the inspectors that they liked their bedrooms. Most boarders in Hough House were happy with their single bedrooms and amount of space that these provided. However, the majority of boarders in this house had wardrobe cupboards in the corridors outside their bedrooms, as there was insufficient space to store all their belongings in their rooms. The inspectors advised the school to check that the two smallest bedrooms met the guidance on minimum floor space. Also, there was a small window in the door

of one of these bedrooms. This was not ideal, but a curtain had been fitted to ensure privacy. Boarders spoken with said that the ventilation in first floor bedrooms (with one high-level opening window) was generally adequate, although some rooms were said to be quite hot at night in the summer months.

In Mill Hill House, some boarders described their bedrooms as “comfortable” and others commented on the lack of privacy in shared rooms. Shared rooms did not, however, appear overcrowded.

In both houses, there was plenty of evidence of young people’s personal belongings and pictures in their bedrooms.

The school was considering the potential for expanding wireless internet access (delivered through the school’s intranet) to the boarding houses. Several boarders referred to this as a development that they would particularly welcome. New computers and a replacement printer had been ordered for Mill Hill House.

There were suitable bathroom and toilet facilities for boarders in both houses.

The school does not place boarders in lodgings and Standard 51 is, therefore, not applicable.

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, 23, 31 and 34.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Written information about the school's boarding principles and practice is made available to pupils, parents and staff. The school's boarding provision is well managed and provides a stable and secure environment for pupils.

EVIDENCE:

Clear information about boarding principles and practice is contained in the school prospectus and in various booklets for parents and pupils. There is also a website, which includes details of boarding provision.

There was evidence of clear leadership of boarding by the Headmaster and Deputy Head (Pastoral). There had been no change to the established team of senior boarding house staff since the last inspection. Boarders benefit from the consistency and high level of commitment provided by this experienced team.

Arrangements were in place for the Head, or a senior member of staff, to monitor records such as serious complaints, major punishments, accidents and risk assessments, on a regular basis. As already noted, an equivalent arrangement was needed for monitoring records of medication administered to boarders.

The staffing levels and deployment in the boarding houses adequately reflected the number and ages of boarders accommodated at the school. Boarders said they were well supervised by staff and knew who was responsible for them at all times. Staff described clear cover arrangements to ensure boarders are appropriately supervised.

The inspectors were shown the signing in and out records used by boarders when going off the school premises. Staff said that this functioned well for keeping track of boarders' whereabouts.

New boarding staff, including gap students, described receiving induction training when taking on boarding responsibilities. They had been given copies relevant policies and procedures and had shadowed more experienced staff. The resident and non-resident assistants informed the inspectors that they are supervised and supported by the senior house staff. They were aware of their job descriptions, roles and responsibilities in the boarding house. Written job descriptions were available for resident and non-resident house staff and these were being updated, as necessary. Comments received from staff were indicative of well-supported teams, who enjoyed their jobs and the time that they spent with boarders.

Staff supervision and appraisal structures are in place and appropriately managed. The appraisal system is used to identify personal development and training needs. Senior boarding staff have regular opportunities each term to discuss and review boarding practice with the Headmaster and Deputy Head (Pastoral). Senior boarding house staff have attended training events organised by the Boarding Schools Association and the school demonstrates commitment to meeting the ongoing training needs of the staff team. The inspectors were advised that the Housemistress of Mill Hill House had been awarded the 'Professional practice certificate for boarding staff' by Roehampton University.

SCORING OF OUTCOMES

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

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

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

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

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

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

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

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

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection?

No

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS3	It is recommended that the school develops the child protection policy to detail the arrangements for making referrals to the local authority and to the Commission, and to include the action required should the school's designated person themselves be subject to suspicion/allegation.	
2.	BS5	It is recommended that the school updates the boarder's complaints policy with the current contact details for the Commission.	
3.	BS11	It is recommended that the school continues to review the activities arranged at weekends, in consultation with boarders.	
4.	BS15	It is recommended that the Headmaster or a senior member of staff monitors records of medication administered to boarders.	
5.	BS26	It is recommend that the school continues to follow the advice of the Fire Officer in relation to fire precautions and written risk assessments for boarding accommodation.	
6.	BS38	It is strongly recommended that the school's procedure for recruiting new staff who will work with boarders includes a CRB disclosure check undertaken by the school, verification of identity and verification of references. Records should be held to evidence all parts of the recruitment process.	08/01/07

7.	BS40	It is recommended that the school ensures that the two smallest bedrooms in Hough House are of sufficient size for the age and needs of the boarders being accommodated.	
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Commission for Social Care Inspection

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