



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Taunton School

**Taunton School
Staplegrove Road
Taunton
Somerset
TA2 6AD**

Lead Inspector
Richard Horrobin

Announced Inspection
6th November 2006 09:30

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

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

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

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

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

SCHOOL INFORMATION

| | |
|---|--|
| Name of school | Taunton School |
| Address | Taunton School Staplegrove Road Taunton Somerset TA2 6AD |
| Telephone number | 01823 349224 |
| Fax number | 01823 349201 |
| Email address | |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Mrs. Jane Barrie Chair of Governors |
| Name of Head | Dr. John H Newton |
| Name of Head of Care | Mr. Jimmy MH Beale |
| Age range of boarding pupils | 8-18 |
| Date of last welfare inspection | 6-8 October 2003 |

Brief Description of the School:

This was an inspection of 3 schools, Taunton School (TS) Taunton Preparatory School (TPS) and Taunton International Study Centre (TISC), each with their own Head but sharing some facilities and services.

Taunton School is an incorporated charity, which means its Governors are both Directors and Trustees. The school was founded in 1847, and was originally known as The West of England Dissenters Proprietary School. Taunton School continues to uphold the founding principles of the school which are rooted in the Christian faith and recognises the particular emphasis of its Free Church foundation and respect for all religious traditions.

Taunton School has 3 boarding houses for boys and 1 boarding house (plus an annexe) for girls

Taunton Preparatory School was founded in 1994 following the merger of the former boys and girls Junior Schools. There is 1 house with separated accommodation for boys and girls.

Taunton International Study Centre was founded in 1996. It provides foundation courses for students intending to enter boarding school in Britain. There are 3 inter-connected houses.

At the time of this inspection there were a total of 297 boarders. There were 699 day pupils.

SUMMARY

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

This key inspection was by 2 Inspectors and 1 Boarding Sector Professional Inspector (BSPI) over 3 days. Pupil guided tours were provided of the boarding houses. The Senior Nurse facilitated a tour of the medical centre. Meals were taken with boarders and there were meetings with random groups for each year group. Prior to the inspection boarders completed questionnaires. Inspectors met with House Parents, Tutors and key staff. At the end of the inspection, findings were shared with the 3 Heads and Senior Staff

What the school does well:

Staff were keen to use the inspection in order to develop their boarding practice. They were very open and welcoming. Staff impressed as being very committed to the welfare of boarders. Senior staff were relatively new. They had a good grasp of their roles and gave strong leadership. They clearly have the ability to further develop boarding practice.

Pupils impressed as being very open, well behaved and courteous. They were not excessively cowed. They clearly enjoyed school , had plenty of fun yet made the most of opportunities to learn and develop their talents. Pupils were a credit to the school. Staff pupil relationships were excellent and characterised by respect. There was a healthy loyalty to houses yet good mixing across the whole school. Boarders from other countries were integrated well in the whole school. Induction of new boarders was thoughtful and caring. Prefects made an important contribution to the caring ethos.

What has improved since the last inspection?

Since the last inspection there had been improvements in recruitment practice and in recording complaints, provision of secure storage facilities for most boarders and the refurbishment of boarding houses. There appeared to be a more positive welcoming of TISC students.

What they could do better:

The recommendations made must be seen in the context of the considerable achievements. They related to further development of policies and their implementation, risk assessment, medication records, monitoring of records and maintenance and refurbishment

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.

DETAILS OF INSPECTOR FINDINGS

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

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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)

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

6,7,15,16,17,24,25,48 & 49

Quality in this outcome group was good.

The school was delivering a strong programme of health promotion. It was well integrated through tutor groups, the medical centre, assemblies, spiritual activities and underpinned by clear school rules regarding alcohol, smoking and pupil relationships. A member of the medical centre team had specialist knowledge in smoking cessation.

Medical information was recorded and circulated effectively.

Medical services and treatment were well organised. The relevant staff were happy to ensure that stock records are maintained in future.

The layout of the medical centre facilitated good oversight of ill boarders. Call bells were in evidence.

There was good management of health, and personal and emotional problems.

The provision of meals supported a healthy eating ethos.

The accommodation for sick boarders was very satisfactory.

There were good arrangements for laundry.

EVIDENCE:

Time was spent with the PSHE tutor and Nurse responsible for delivering health promotion. Policies were examined.

A sample of medical records was examined. Medical questionnaires were completed annually. These were reviewed by medical centre staff and information passed on a need to know basis. Boarders were consulted about information sharing.

All boarders were registered with a local practice that provided surgeries at the Medical Centre. There was a choice of male or female doctor. Boarders could see the doctor at the Health Centre if they preferred. Nurses were available on a 24 hour basis. Nurse registrations were checked on appointment and through their annual assessment.

Sports staff and those supervising trips had undertaken First Aid Training. There was a protocol, reviewed annually by medical staff, on the provision of non-prescription medication. Paracetamol was issued to houses by the Medical Centre. All houses maintained a record of Medication administered. There was no stock control record in some houses. Boarders administering their own medication were assessed as to their sufficient responsibility and were provided with secure storage. Parental permission regarding medication and first aid was in place.

The medical centre was inspected

89% of boarders responded positively to "does someone help you if you are unwell" through the questionnaire. All young people with a continuing health problem had a health care plan distributed on a need to know basis. There was access to a counselling service through the medical centre.

The local Environmental Health Department had inspected the school earlier in the year. There were no recommendations. All meals were provided in 2 dining areas. There were several options including salad bar. Special diets were catered for. Chips were only available twice a week. The questionnaires demonstrated in response to the question "Do you get a balanced diet" a response: Always-20%, Usually-38%, Sometimes-33%, Never-9%. The medical centre discretely monitored and supported those with a degree of eating disorder.

Snacks and drinks were available in boarding houses.

The medical Centre sleeping facilities were examined. They included 2 dormitories and 2 isolation rooms.

The laundry arrangements were commented upon positively by boarders.

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)

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

2,3,4,5,13,26,29,37,38,39,41 & 47

Quality in this outcome group was good.

Anti-bullying policies and strategies were clear and effective. Child protection was seen as very important and there were good reasons for seeing scope for the development of model practice in this area.

There was a need to develop a "missing Pupils policy" incorporating the recent Police / Social Services Protocol.

Behaviour of pupils was of a high standard, yet pupils appeared relaxed and a degree of natural exuberance was tolerated. Punishments were moderate and consistent. Every effort was made to give pupils the opportunity to retrieve their position. Each term started with a clean slate. Boarders mostly felt that the system was fair.

The positive behaviour outcomes were underpinned by good communication between staff and prefects.

Good practice of risk assessment was adopted regarding high risk activities.

Good standards of privacy were observed in dormitory and bathing areas. There was a strong culture of recognising that complaints can arise and a commitment to seeking resolution when possible. Analysis of trends would be helped by a more robust recording in the central log.

Prefects were impressive in the way they carried out their roles. They emphasised the positive aspects, were clear about their roles and felt supported.

Fire precautions were generally adequate but would be enhanced by regular Fire risk assessments. The recent appointment of a school fire officer creates the potential to achieve best practice.

Whilst recruitment practice had improved, full conformity with the standards had not been achieved. Consideration might be given to empowering the Personnel Manager to enforce complete compliance through an auditing process before appointments are ratified.

There had been excellent practice in obtaining CRB checks on staff employed prior to the CRB being introduced.

There was good practice in ensuring that all sessional and other staff had CRB clearance. The school were unclear as to whether written agreements had been set up to cover adult members of staff households not employed by the school. Risk assessments and practical measures need to be taken to improve the daytime security of TPS and TS Girls' Boarding houses.

There was an overall good ethos of Health and Safety but this needed to be strengthened by ensuring that risk assessments are updated at least annually.

EVIDENCE:

In response to the question "Are you being bullied" 8 out of 165 in TS, 3 out of 61 in TISC and 8 out of 45 in TPS responded yes. None of those responding yes indicated a cause for high levels of concern. Inevitably there were differing levels of perception as to what constituted bullying.

There were clear anti-bullying policies. Bullying was a key PSHE topic. One boarder commented that he had strong confidence that any bullying would be dealt with, another that it would be very difficult for bullying to go undetected. There were no initiation ceremonies (nor history of such) practised.

The Deputy Headmaster held the lead role for Child Protection. He was new in post but had prepared well for the role. He had received training and also represented the sector on the Local Safeguarding Board. 2 recent child protection issues had been dealt with very competently and sensitively and demonstrated a good understanding regarding inter-agency working. Each of the 3 School policies had been reviewed and updated at different dates and merited further updating.

All academic staff had received child protection training at a recent INSET. Non-academic staff received briefing through their line management structure supported by a copy of the policy. The School aspires to developing a fuller training for these staff.

The school had a clear set of rules regarding behaviour. Behaviour of pupils was observed during the inspection and fairness discussed with the boarders. The Deputy Heads explained the system of sanctions and records were examined.

The School had a clear complaints policy. A Log was maintained by the Headmaster's P.A. which clearly indicated where the record was maintained. A sample of records demonstrated good practice in seeking resolution. Some low level complaints missed being recorded within this central log. There was the potential for unresolved complaints to be determined by the Governors.

Inspectors met with a group of Boarding House Prefects. They described their induction which included a leadership course. They were clear about their roles. Although the prefects had only taken on the role at the beginning of term, none amongst the group met with had had to invoke house sanctions.

There was a meeting with the School Fire Officer. Fire precaution arrangements were checked in each house. Fire Risk Assessments had not been reviewed regularly in each house. Fire drills had been carried out regularly and systems and appliances checked. Some magnetic closures appeared not to be working in TPS. This needs to be remedied.

Privacy arrangements were discussed with boarders.

A sample of recently appointed staff files was examined. Not all had involved the completion of an application form. Some did not include full c.v.'s and an explanation of gaps. Academic staff did not have a record of interview available. At least 2 references had been obtained but these were not always verified by direct contact by the school. The Personnel Manager had a clear view of the full requirements of the standards and had recently provided training to staff involved in appointments. Further training was already planned at the time of the inspection.

Access and security to boarding accommodation was looked at during the inspection of each house. The 3 TS boy's houses and TISC were straightforward. TPS access was complicated by virtue of the ground floor use for teaching areas and administration. There was also the need to ensure that all pupils had easy access to the Matron located on the first floor. The girls' boarding house had an electronic swipe card entry system. This had not been functioning properly for some time so that in practice the door was left open during the day. There were clear rules about visitors access so that in practice boarders had exclusive use of their designated houses.

It would not be practicable to secure the main school grounds hence the importance of securing boarding houses.

Environmental risk assessments were in place in houses but some of these were very out of date. Specific potential hazards noted were: TISC-a number of extension leads in use, TPS-Multi use of "Wood Studio" where electrical machinery was in place and the height of lockers on the ground floor.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- 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)

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

11,18,43 & 46

Quality in this outcome group was good.

Considerable care, thought and effort went into the provision of activities.

The school had a strong equal opportunities ethos.

There was good provision and Tutor support for studying.

There was good access to common rooms and recreation areas.

EVIDENCE:

Boarders, especially in TPS, commented positively upon recreational opportunities. There was access to sporting facilities and a varied programme of organised activities and outings. There were social committees which enabled boarders to influence the choice of activities. Good use was made of Community Service opportunities.

The community was multi-racial and multi cultural. Students mixed well together. TISC staff had strong EFL skills as well as subject skills and offered opportunities for cultural development as well as academic preparation. At the time of the inspection they had 22 different nationalities represented. TISC had achieved British Council accreditation.

Study arrangements were discussed during tours of houses. Younger boarders did prep. In common rooms, older boarders used their bedroom/studies.

All houses had common room areas. The 6th form had an additional common room. There was an aspiration to develop a TS Lower and Middle School area and further development was envisaged at TISC. There was access to a wide range of sports facilities. Some boarders felt that their access to the swimming pool was constrained by its availability for public lettings.

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 receive personal support from staff.(NMS 14)
- 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)

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

12,14,19,21, 30 & 36

Quality in this outcome group was excellent.

There was a good commitment to securing boarders views. Tutor groups were small and played an important role in supporting boarders. The Tutors played a strong role in house life. All boarders had access to an Independent Person.

There was good provision of phone booths to enable contact with families. The School maintained good contact with parents.

Standards of induction were good.

Staff/boarder relationships were judged to be excellent. They were characterised by respect and strong regard for the welfare of boarders. There was a strong identity with and loyalty to houses.

EVIDENCE:

There were a range of forums for boarders to express their views including suggestion boxes, house meetings and School Council. Tutor groups also acted as vehicles for expressing ideas.

All boarders in TS and TISC had a tutor group organised on house and year groups. This was not the case in TPS. The school had an Independent Person. In TISC this was further developed by the use wherever possible of the young person's Guardian to carry out this role.

Many of the boarders had mobile phones. There were telephone booths in all houses. Some of the parents who responded commented favourably on staff contact with them.

New boarders had introductory visits and information about the school and house they would be joining. New boarders had a "buddy" to help them settle

in. Prefects also had an important role in induction. TPS prefects did not have the same level of responsibility.
Staff/boarder relationships were observed throughout the inspection.

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)

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

20,40,42,44 & 50

Quality in this outcome group was adequate.

Boarders were able to keep their possessions and money safe.

Maintenance capacity needs a strategic review. It might be helpful to have a rolling programme of bed review and replacement.

Some showers had poor pressure and some lacked privacy. Some shower areas had slippery flooring.

A tuck shop and easy access to local shops meant that boarders had no difficulty in accessing their needs.

EVIDENCE:

There were clear rules regarding carrying cash. In most houses there was lockable storage provision. Each house operated a banking system. Very few boarders reported losses. 1 recent loss had arisen as a result of ignoring school rules.

The inspection included pupil guided tours of all of the houses. Most had recently been refurbished and were of a good standard. Parts of TISC, TPS (Girls) and Wills West TS were overdue refurbishment and were looking "tired". Staff reported that although Health and Safety maintenance issues were always responded to quickly and the maintenance staff always tried to be helpful, they were overstretched and non-urgent maintenance took a very long time. Repairs to windows in TPS were outstanding and there were problems with heating in the small lounge of Weirfield and Excalibur and Guinevere (TISC) bedrooms.

Bedrooms were adequate in size and there was no overcrowding. There was some use of bunk beds beyond Year 8. Some beds were rickety. There were opportunities to personalise bedrooms. Some new furniture was not very robust. There were not many complaints about bedroom provision.

Boarding house showers were variable. In Thone boys (TPS) there was poor pressure and in Fairwater (TS) the top floor showers lacked pressure and the ground floor showers were communal. Some shower areas had slippery flooring.

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 placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1,8,9,10,23,31,32,33,34 & 35

Quality in this outcome group was good.

The publications were attractive and up to date. They provided a clear statement regarding boarding. There was also a well designed Website. There was good leadership of boarding practice and a strong capacity for developing practice further.

There was a clear critical incident policy and process

There were differences in physical provision between houses but such was the level of house loyalty, boarders did not perceive these as discrepancies. There was scope for sharing good practice between staff of different houses.

The monitoring of records needs to be systematic.

Staffing levels afforded good levels of supervision by day and night.

There was a good awareness of where boarders were when they were out of the house.

The boarding practice handbook was up to date and comprehensive.

EVIDENCE:

Each School had a prospectus and each house had its own brochure. The Headmaster (TS) had been appointed since the last inspection. The 2 Deputies and the Head of Boarding in TS were all very recent appointments. The Governors were reported as taking a strong interest in the Boarding aspects of the school.

The senior staff had a strong commitment to BSA training and hope to cascade this to House staff. The new TS Head of Boarding was committed to supporting his colleagues. The house parents had considerable experience of boarding and pastoral care.

Boarders did not express any concerns about differences between houses.

There was no systematic signing off of house records by senior staff.

Staffing levels were reviewed during house visits. They varied according to size of house and TPS and TISC had higher levels. Boarders always knew who was on duty.

There were clear rules about going off site. All houses operated in/out systems. The school had its own fleet of mini-buses and coaches and followed safe supervision levels.

Boarders confirmed that they were easily able to access staff at night.

Staff were familiar with the boarding practice handbook.

SCORING OF OUTCOMES

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

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

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

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

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

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

| ENJOYING AND ACHIEVING | |
|------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 11 | 4 |
| 18 | 3 |
| 27 | N/A |
| 43 | 3 |
| 46 | 3 |

| MAKING A POSITIVE CONTRIBUTION | |
|--------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | 3 |
| 14 | 3 |
| 19 | 3 |
| 21 | 4 |
| 30 | 3 |
| 36 | 4 |

| ACHIEVING ECONOMIC WELLBEING | |
|------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 20 | 3 |
| 40 | 2 |
| 42 | 3 |
| 44 | 2 |
| 45 | X |
| 50 | 3 |

SCORING OF OUTCOMES

Continued

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 3 |
| 8 | 3 |
| 9 | 3 |
| 10 | 3 |
| 23 | 3 |
| 31 | 3 |
| 32 | 3 |
| 33 | 3 |
| 34 | 3 |
| 35 | 3 |
| 51 | N/A |
| 52 | X |

Are there any outstanding recommendations from the last inspection?

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 | BS15 | All houses should maintain stock records of homely medicines | |
| 2 | BS3 | A missing pupil policy should be developed | |
| 3 | BS26 | Fire risk assessments should be reviewed annually. Doors with magnetic closures must be operational | |
| 4 | BS38 | All aspects of the recruitment process should be used | |
| 5 | BS41 | The daytime security of specific houses should be reviewed | |
| 6 | BS47 | Environmental risk assessments should be kept up to date | |
| 7 | BS40 | The maintenance programme needs to secure satisfactory standards in all boarding houses including heating | |
| 8 | BS44 | Water pressure needs to be such as to allow all showers to operate. Shower flooring should be reviewed | |
| 9 | BS23 | Senior staff monitoring of boarding house records should be evidenced | |

Commission for Social Care Inspection

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