



*Champions for
Social Care
Improvement*

Boarding School

St James Independent School for Senior Boys

**Popes Villa, Cross Deep Road,
Twickenham, Middlesex, TW1 4QG**

**Inspection of Boarding Welfare
under section 87, Children Act 1989**

17th January 2005

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SCHOOL INFORMATION

Name of School

St James Independent School for Senior Boys

Address

Popes Villa, Cross Deep Road, Twickenham, Middlesex,
TW1 4QG

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

The Independent Education Association Ltd.

Name of Head

Mr D Boddy

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

3/10/01

Date of Inspection Visit		17th January 2005	ID Code
Time of Inspection Visit		10:30 am	
Name of CSCI Inspector	1	Simon Smith	104014
Name of CSCI Inspector	2	Liz O'Reilly	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mark Robinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		Mr David Boddy, Headmaster Mr David Hockley, Head of Boarding	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of St James Independent School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

St James Independent School for Senior Boys is a member of the Independent Schools Association and provides education for boys aged ten to eighteen. The educational philosophy of St James is based upon the value systems of the School of Economic Science. The school's adoption of this philosophy is made clear in information provided to parents and pupils. The school had 293 pupils at the time of inspection, 25 of whom board. Boarding accommodation provides adequate toilet and bathing facilities and allows for appropriate separation by age. The school offers weekly boarding only, although boarders who travel long distances to attend school occasionally stay Friday or Sunday nights. Three boarding house staff live on site and are available to boarders outside school hours.

The school is situated beside the River Thames at Twickenham, having moved to its current site in 1996. Twickenham provides good access to public transport, shops and community leisure facilities.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- House parents are committed, enthusiastic and available to boarders when needed.
- The Head of Boarding is currently undertaking further training relevant to his role.
- The school promotes a strong ethos of supporting others.
- The food provided is fresh, plentiful and of good quality.
- Boarding staff facilitate trips for boarders to local places of interest.
- The health and safety co-ordinator is aiming to achieve a robust corporate approach in this area.
- Boarders' parents confirmed that the boarding staff liaise closely with them regarding their childrens' welfare and pastoral care.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Formalise the role, remit, induction and training of team leaders.
- Formalise the induction process for new boarders.
- Improve the records held in respect of staff employed.
- Develop a staff disciplinary policy and grievance procedure, including Whistle-blowing.
- Improve the security of the boarding premises at night. Consider the installation of CCTV/alarms to external doors.
- Review the arrangements for boarders travelling unaccompanied between sites.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

It is relevant to note that this is the first full inspection of the boarding provision since the inception of the CSCI and the new National Minimum Standards. As a result, this report contains a significant number of advisory recommendations and recommended actions. However it is expected that this figure will fall significantly at the next inspection when the school will have had time to take full account of the legislation and Standards and to take action to meet them. The inspection team also noted that in some areas where Standards are not currently met that the school has been proactive in recognising and addressing these issues.

The inspection took place over two days and included discussion with boarders and a number of staff including the Headmaster, deputy Headmaster, boarding staff and the health and safety co-ordinator. The inspectors were made welcome throughout the visit and wish to acknowledge the time and consideration that boarders and staff provided during the course of the inspection. Documents submitted to the Commission by the school prior to inspection included a pre-inspection questionnaire and self-assessment form, the Complaints procedure and the school's Child Protection policy. Boarders completed questionnaires as part of the inspection process and spoke with the inspectors during the day.

In general, pupils were positive in their comments regarding their boarding experiences at St James. Boarders identified social interaction with their peers as a positive aspect of boarding life and clearly appreciate the opportunity to participate in activities out of school hours facilitated by boarding staff such as swimming, cycling and bowling. Pupils indicated that boarding staff are available when required and the majority of pupils identified a number of staff whom they could approach with a problem. A number of boarders raised issues concerning the approach of one member of staff. These issues were discussed with the Headmaster and Head of Boarding during feedback following the inspection. The Headmaster and Head of Boarding agreed to raise the issues with the member of staff concerned and to work towards improvements in the areas identified by pupils.

When asked to identify any negative aspects of life at the school, some junior boarders reported that they would prefer to choose with whom they share a room. Younger boarders also advised that they would like access to their mobile telephones at all times. (See Standard 19). Although boarding accommodation provided was generally regarded as satisfactory, some pupils raised issues concerning heating and bedding. (See Standards 40 and 42).

The CSCI also distributes letters to boarders' parents/guardians to seek their views as part of the inspection process. Feedback regarding the pastoral care provided by the school was positive. Comments made by parents included:

"There is a high standard of care in boarding"

"The diet is good and activities are provided in the evenings"

"The boarding parents are excellent" and "devoted".

"We are kept well informed and feel the boys are well looked after on all levels".

"They seem to get the balance right",

"There are plenty of non-academic activities and good help with homework".

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

NA

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard*	Recommended Actions	Timescale for action

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	Timescale for action
1	3	The procedure to be followed in the event of a pupil going missing should be included in the staff handbook.	30.04.05
2	3	The staff handbook should include a Whistle-blowing policy.	30.04.05
3	3	Training should be organised for team leaders to enable them to deal effectively with any sensitive and/or confidential disclosures made by pupils.	30.04.05
4	3	Child protection training should be provided for all staff, including ancillary staff.	30.04.05
5	13	<ul style="list-style-type: none"> A package of induction and training for team leaders should be developed, which provides clear guidance on the responsibilities and remit of the role. A job description relevant to the team leader role should also be developed. 	30.04.05
6	32	The school formalise arrangements for the supervision of boarders during travel away from the school site.	30.04.05
7	35	The school should develop a staff disciplinary procedure, which should be included in the staff handbook.	30.04.05
8	36	The school should address the issues raised by boarders regarding the approach of one member of staff.	30.03.05

9	38	The school must ensure that all appropriate documentation is obtained for all staff, including domestic and ancillary staff and gap students.	30.04.05
10	39	The school must obtain an enhanced Criminal Records Bureau disclosure for the gap year student employed and demonstrate that verification of references has been obtained.	30.04.05
11	39	The school should obtain Criminal Records Bureau disclosures at enhanced level for all staff, unless the school is able to guarantee that staff do not have unsupervised access to pupils.	30.04.05
12	40	The school should ensure that boarders are able to control the temperature in their bedrooms.	30.04.05
13	41	It is recommended that the school conduct a review of security systems and consider the installation of CCTV and/or alarms to external doors to prevent unauthorised exit/entrance.	30.04.05

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	5	The complaints policy should include details of the local CSCI office.
2	7	The school should consider the inclusion of a 'life details' section for boarders in individual records.
3	15	It is recommended that the school maintain a written record of tablet numbers of any controlled drugs held.
4	18	It is recommended that the school consider the provision of anti-discrimination training for pupils.
5	19	<ul style="list-style-type: none"> It is recommended that the school clarify responsibility for the care of pupils' telephones. It is recommended that the school enable boarders to maintain an individual e-mail account.

6	20	It is recommended that boarders sign to record each transaction with the 'Boarders' bank'.
7	21	It is recommended that the school develop a clear induction programme for new boarders.
8	23	It is recommended that the senior member of staff responsible for the monitoring of records (including risk assessments, punishments, complaints and accidents) produce a brief report of their findings each half term.
9	34	It is recommended that the school develop a clear induction programme for staff with boarding responsibilities and make available details of opportunities for boarding specific training.

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

Date of Inspection	17.01.05
Time of Inspection	10.00AM
Duration of Inspection (hrs.)	30
Number of Inspector Days spent on site	4

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 **From**

10

To

17

Number of Boarders (full time + weekly) at time of inspection:**Boys**

25

Girls

0

Total

25

Number of separate Boarding Houses

1

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
| 3 - Standard Met | (No Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 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
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The school has in place a 'Statement of Boarding Principles and Practice', reviewed in July 2004, which outlines the organisation of boarding at the school. The pre-inspection questionnaire reports that this is included in the new boarders' induction pack and that a copy is sent to their parents on admission. Inspection confirmed that the statement reflects current practice at the school.

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
<p>The school has an anti-bullying policy, which is included in the staff handbook. Information is comprehensive, providing definitions of bullying and outlining procedures for staff to follow should the need arise. The Boarding Handbook also contains a section on bullying.</p> <p>Discussion demonstrated that the Headmaster and other key staff are currently reviewing the school's approach in this area. The school aims to develop an 'antisocial behaviour policy', to which all pupils subscribe, and to examine ways in which pupils who do experience bullying can best be supported. It is intended that team leaders develop a particular understanding of the antisocial behaviour policy and the appropriate course of action should an allegation be received.</p> <p>Pupils who spoke with the inspectors did not raise any issues regarding bullying at the school. Boarders' questionnaires indicated a number of people within the school that they would turn to if worried or unhappy. The staff handbook advises that new pupils should be allocated a 'buddy' to ease their transition into the school. The Headmaster advised that he operates an 'open door' policy for pupils. Boarding house staff are available to boarders out of school hours.</p>		
Percentage of pupils reporting never or hardly ever being bullied	X	%

Standard 3 (3.1 – 3.9)

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

Key Findings and Evidence**Standard met?**

2

The school has two designated Child Protection Officers (CPO's), one for day pupils and one for boarders. The Child Protection Officer with responsibility for boarding (the Head of Boarding) is clearly aware of his responsibilities and reported that he works closely with the day school Child Protection Officer and the deputy Headmaster regarding child protection issues. The Head of Boarding advised that he would inform appropriate authorities should a child protection incident be reported and would inform the Headmaster of the matter. The staff handbook reports, *"In this instance the procedures followed will conform to the recommendations made in the Child Protection policy statement as given by the Area Child Protection Committee (ACPC) Inter Agency Guidelines"*. Whilst boarding staff were clear regarding the procedure to be followed should a pupil go missing from the school, this procedure is not currently formalised in the staff handbook. It is recommended that the staff handbook be amended to include the procedure to be followed in the event of a pupil going missing. The staff handbook should also include a Whistle-blowing policy.

The inspection team had some concerns regarding the support currently given to team leaders to enable them to deal appropriately with sensitive and/or confidential information divulged by boarders. It is recommended that the school provide training to equip team leaders with these skills. (Issues regarding the induction and training of team leaders are addressed further in Standard 13). The school should also consider the provision of training in this area to staff, including ancillary staff.

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

A 'punishment policy' is included in the staff handbook. Boarders were aware of the policy governing behaviour and potential sanctions and indicated that punishments are administered fairly. There are rewards as well as sanctions within the boarding community. A record of sanctions administered is maintained. Team leaders are able to impose sanctions without recourse to boarding staff. This issue is addressed further in Standard 13.

The school has recently introduced a system of red and yellow cards to identify unacceptable behaviour. The Headmaster reported that the aim of the scheme is to provide pupils with the opportunity to modify their behaviour following a yellow card to prevent escalation to a red card. Parents are informed termly of yellow cards accrued by pupils and are advised weekly of any red card administered.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The school has an appropriate complaints procedure, which includes timescales for action and response. The procedure should also include details of the local CSCI office. The school aims to resolve complaints locally where possible but facilitates access to a complaints panel hearing if necessary. The boarders' handbook contains a statement on complaints. A record of complaints is maintained. Inspection indicated only one complaint recorded.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The boarders' handbook includes a clear statement in relation to smoking, alcohol and drugs, whilst the staff handbook also addresses these issues in depth. The staff handbook reports, <i>"A comprehensive and carefully researched drugs programme has been evolved by St James' School and is delivered biennially to pupils in Years 9 and 10"</i>. Issues around substance abuse are not formally addressed by boarding staff. However, boarding staff were clear that they would provide support and advice in these areas should it be required. Sanctions imposed following transgression of rules relating to substance abuse are clear.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Information on the health and welfare needs of boarders is sought from parents/guardians prior to admission to the school. Records maintained by the House Mother were brief but contained essential information regarding allergies and medical conditions. Records also included contact details of parents for use in an emergency and are available to all staff responsible for the administration of medication. The school should consider the inclusion of a 'life details' section for boarders in individual records.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 8 (8.1 - 8.3)

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

Key Findings and Evidence	Standard met?	3
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The Headmaster reported that he envisages a steady increase in whole school numbers and spoke with commitment of the continued provision and development of boarding. Staff spoken to during the inspection confirmed that the new Headmaster has introduced systems of management and delegation that they consider positive.

The school's senior management team (SMT), chaired by the Deputy Headteacher, meets on a weekly basis. The Headmaster attends meetings twice each term. This group comprises senior teaching staff and addresses issues including health and safety, event planning and use of buildings and resources. The Headmaster advised that an Advisory Council has been established, which will meet on a regular basis and address a number of key areas in school life, including boarding.

The school Governors meet twice each term and are kept informed of developments in boarding by school staff. The Head of Boarding advised that he had delivered a presentation on current boarding provision at the school to the Governors during last term. One Governor has special responsibility for boarding issues and has agreed to act as independent listener. The Headmaster was due to meet the Governors in the week of inspection to further develop the school's strategic plan.

The Head of Boarding reported that he and the House Mother had had comprehensive handovers from their predecessors prior to taking on the role. The Head of Boarding is working towards a Boarding Schools Association (BSA) qualification in boarding provision with particular reference to the management of boarding. The Head of Boarding and House Mother are accessible to boarders and work as a team, supported by the Assistant Boarding Master. The Head of Boarding advised that boarding staff meet informally on a daily basis and that he attends morning staff meetings three times each week.

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
<p>The school acknowledges that a more structured approach to this area would be beneficial. The Headmaster advised that he intends to work with the school's health and safety co-ordinator regarding the development of crisis management strategies and that a meeting is planned in March 2005 to discuss these issues.</p>		

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?	3
<p>The boarding house is organised well and provides separate accommodation for senior and junior boarders. Senior boarders have single study bedrooms, whilst junior boarders share twin rooms. Senior and junior boarders also have separate, allocated common rooms and bathroom/toilet facilities.</p>		

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?	3
<p>Boarders confirmed that they have free time after school hours when homework has been completed. Boarding staff facilitate use of local community resources, such as cinemas and swimming pools, on a regular basis. Boarders are also able to participate in activities such as sports, martial arts classes and film rental. Whilst acknowledging the efforts made by staff to facilitate activities, the majority of boarders' questionnaires indicated, "<i>There are only just enough activities I like</i>". Whilst this Standard is met, the school should continue to seek the views of boarders in this respect. The school acknowledges that additional areas for sports and activities would be beneficial and is examining a variety of means by which this could be provided. (See also Standard 46).</p>		

Standard 12 (12.1 - 12.2)		
Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
<p>A boarding house meeting is held at the beginning of each term. The Head of Boarding reported that he makes use of these sessions to reinforce important messages such as appropriate responses to bullying or abuse.</p> <p>A boarding forum is held two or three times each term, which is attended by boarding staff and boarders chosen by their peers to represent them. The Head of Boarding advised that boarders are encouraged to contribute items for the meeting's agenda. The pre-inspection questionnaire provided examples of changes made 'as a result of listening to boarders' views' including, <i>"stationery stock, food, lockers provided, shelves provided, Christmas party"</i>.</p> <p>Boarders in years six and seven have the opportunity to meet with the House Mother each evening prior to bedtime. The House Mother advised that younger boarders have used these occasions to voice their opinions regarding boarding with her in the past. The Headmaster reported that he aims to be available to boarders should they wish to speak to him.</p>		

Standard 13 (13.1 - 13.7)		
Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	2
<p>The school has a prefect system in operation for the day school and nominated 'team leaders' for boarding. Team leaders appeared to have an awareness of their primary role and function (helping new boarders to settle in and assisting house staff with ensuring younger pupils are in bed at the agreed time, for example) but were not aware of any formal induction or job description for the role.</p> <p>It is recommended that the school develop a package of induction and training for team leaders, which provides clear guidance on the responsibilities and remit of the role and equips those nominated with appropriate skills. A job description for the team leader role should also be developed.</p> <p>Team leaders are able to award or deduct team/merit points. Team leaders reported that junior boarders are able to 'appeal' to team leaders or the boarding parents should they feel a deduction is unjustified. Junior boarders indicated that they generally felt team leaders' sanctions and actions to be fair. Some junior boarders indicated that they would consider approaching a team leader if they had a problem.</p>		

Standard 14 (14.1 - 14.6) Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	3
<p>The Head of Boarding, House Mother and Assistant Boarding Master advised that they are available should a boarder need to discuss a personal problem. Boarders' questionnaires indicated a number of staff at the school whom they could approach should a problem arise. Parents submitting comments to the Commission indicate that the school offers appropriate support to pupils experiencing difficulties. One parent commented, <i>"I feel that the pastoral care offered is very good"</i>.</p>		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

Standard 15 (15.1 - 15.14)

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

Key Findings and Evidence	Standard met?	3
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The House Mother is a qualified First Aider (until Summer 2005, when a refresher course will be necessary). The school doctor visits on a weekly basis. Consultation with a general practitioner is also available to boarders at a local surgery. Pupils are supported to consult with a general practitioner of their choice.

All accidents/illnesses are recorded. A record of medication and first aid administered was seen to be in place. The House Mother reported that she would inform boarders' parents of any illness or injury. Parents are required to indicate their authorisation prior to the school administering 'homely remedies'. The school is required to store a controlled drug for one boarder. Medication was found to be stored appropriately. It is recommended that the school maintain a written record of tablet numbers of any controlled drugs held.

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
<p>Boarders advised that they would contact boarding house staff if they felt unwell at any time outside school hours. An infirmary is situated adjacent to the Head of Boarding's accommodation. The House Mother advised that she checks regularly on boarders who are unwell.</p>		

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
<p>As indicated in Standard 12, junior boarders are encouraged to attend an informal meeting with the House Mother each evening prior to bedtime. The House Mother reported that junior boarders have used this opportunity to raise issues in the past and that she has made herself available for individual discussions with boarders where necessary. Boarding staff demonstrated an awareness of the strengths and needs of individual boarders.</p>		

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
<p>The school has an equal opportunities policy, which states, <i>"In their dealings with pupils and staff, St James Senior Boys School will have regard only to the merits, abilities and potential of the individuals concerned and not their gender, colour, ethnic origin, age, socio-economic background, disability, religious or political beliefs or family circumstances"</i>.</p> <p>The school currently provides extra tuition for one boarder for whom English is not a first language. The inspection team were of the opinion that elements of the language used by a small number of pupils during discussion and in returned questionnaires may have presented challenges to minority groups. It is recommended that the school consider the provision of anti-discrimination training for pupils.</p>		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>The boarding house has two landlines, which are available to boarders. A large majority of boarders reported that they have personal mobile telephones, which they use to maintain contact with their families. Boarders from ten to twelve years old are able to use their own mobile telephones for two hours each day, although a number of junior boarders raised this as an issue with the inspection team. It is recommended that the school clarify responsibility for the care of pupils' telephones in case of dispute following damage or breakage.</p> <p>Discussion with boarders indicated that many would value the opportunity to maintain an individual e-mail account whilst at school. It is recommended that the school consider this facility for boarders, although it is acknowledged that suitable safeguards regarding internet access will need to be implemented to minimise risk to pupils through this medium.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Boarders are encouraged to hand in cash to the 'Boarders' bank'. This is a record of boarders' finances kept by the Head of Boarding. The record is shown to the individual boarder following each withdrawal and signed by the Head of Boarding. It is recommended that boarders also sign to record each transaction. Lockable space for small items is available in each boarder's bedroom on request.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>A publication entitled 'Being a Boarder' is distributed to all new boarders. This provides useful information on a range of practical issues. The Assistant Housemaster reported that new boarders arrive the evening prior to the first day of the school term, are shown around the boarding accommodation by him and allocated a 'buddy' on arrival. The Assistant Housemaster also advised that new boarders are encouraged to participate in activities on their first evening at the school that are designed to facilitate integration with their peers and boarding staff. Team leaders and senior boarders are encouraged to assist new boarders with the process of settling in. Whilst current arrangements for the introduction of new boarders are adequate, it is felt that the school could improve the experience of pupils new to boarding, through the development of a clearly defined induction programme, for example.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The school does not arrange guardians for boarders.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
The school was able to demonstrate that this Standard is met. However, in order to provide evidence of this process, it is advised that the senior member of staff responsible for the monitoring of records produce a brief report of their findings each half term.		

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
<p>Inspectors were able to join pupils for breakfast, lunch and an evening meal during the inspection. The inspection team found the food provided by the school to be of a good standard, nutritious, plentiful and well prepared. The school makes clear prior to admission that all food provided is vegetarian. Fresh fruit and vegetables are delivered daily. Boarders undertake breakfast 'duties' on a rota basis. This involves setting and clearing the tables and washing up. Boarding staff take their meals with boarders.</p> <p>Food was an issue raised by a number of boarders through questionnaires and in discussion groups. Several pupils reported that they would like the opportunity to eat meat on occasion, but all were aware that the school has a clear policy on this issue. It is worth noting that a number of boarders also recognised and acknowledged that the food provided is "<i>healthy</i>" and "<i>good for us</i>". The school has a rule that prohibits pupils eating outside the school premises. However this appears to be difficult to implement, as boarders' comments suggest that the rule is not always observed. With this in mind, the school may wish to reconsider its approach to this issue.</p>		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
Drinking water is available in the boarding house and teaching areas but could be more clearly marked with stickers or similar.		

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
An appropriate fire risk assessment is in place. The school's health and safety co-ordinator is well qualified to provide advice and guidance and compiled the fire risk assessment. The fire assembly point for boarders was well known. The Head of Boarding reported that staff vary the times of fire drills and the exits used for drills. The Head of Boarding has fire warden equipment available for use if necessary.		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
The inspectors observed no onerous demands on boarders and none were reported to them by pupils. Boarders reported that there is a balance between structured and free time after school hours.		

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
The school accommodates no children other than pupils who board.		

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
<p>The school has a comprehensive health and safety policy in place, accompanied by a 'safety management system'. This document provides clear guidance for staff concerning their individual and collective responsibilities around health and safety issues. The health and safety co-ordinator provides advice and training for staff, including boarding staff, on health and safety issues and maintaining safe systems of work.</p> <p>Boarders are able to participate in adventurous activities offered by the school, including kayaking, sailing, cadets, the Duke of Edinburgh award scheme and leadership training. The health and safety co-ordinator confirmed that all instructors used by the school have obtained appropriate qualifications in their individual fields. The House Mother reported that all school drivers undertake appropriate (MIDAS) training prior to transporting pupils.</p> <p>The pre-inspection questionnaire returned by the Head of Boarding reports, <i>"All trips have risk assessment prepared in advance"</i>, whilst the health and safety policy confirms that all event organisers are required to <i>"submit a written proposal detailing the event to either an individual or multiple Headteacher for their agreement. The proposal must include a written risk assessment"</i>. Risk assessments are also submitted to the health and safety co-ordinator for comment.</p>		

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
<p>The school is sited close to the facilities of Twickenham town centre. These resources are available to boarders subject to conditions specified by the school. Boarders are provided with guidance regarding their conduct when in town and made aware of any premises or facilities they should avoid. Television, newspapers and magazines are available to boarders outside teaching hours. As indicated in Standard 19, the school should consider the provision of internet access to boarders.</p>		

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
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The House Master, the House Mother and the Assistant House Master are available to support boarders before and after school hours and during the night. Pupils do not routinely stay at the school at weekends, although boarding house staff are available should they do so. Pupils who spoke with the inspectors expressed their satisfaction with arrangements for staff support out of school hours.

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?	2
<p>Boarding staff advised that pupils in years 6-8 are accompanied by staff when they leave school premises, whilst pupils in years 9-11 are able to do so at agreed times in small groups. Sixth form pupils are able to leave the premises unaccompanied, although are required to sign in and out and provide an estimated time of return. The Head of Boarding reported that he has some, though not all, boarders' mobile numbers. It is recommended that the Head of Boarding hold all these details where boarders are willing to give them, and ensures that boarders are aware of contact details for the school in case of emergency.</p> <p>A number of boarders travel on public transport without staff supervision across west London to attend cadets on a weekly basis. Discussion with senior boarders indicated that they were aware of the expectation that they supervise younger pupils during these trips. However, systems of supervision do not appear to be formalised and the inspection team had concerns regarding accountability with the current arrangements. It is recommended that the school formalise arrangements for the supervision of boarders during travel away from the school site. The school may wish to consider the provision of support to younger pupils by the gap student.</p>		

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
<p>The Head of Boarding, the House Mother and the Assistant House Master sleep in at the boarding house each night and are available to boarders if required. Pupils who spoke with the inspectors felt confident that staff would provide appropriate support at night if needed. The Head of Boarding reported that boarding staff perform 'walkarounds' to ensure that boarders are settled in the period following 'lights out'.</p>		

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
<p>As highlighted elsewhere in this report, the Head of Boarding is currently working towards a relevant qualification through the Boarding Schools Association (BSA). The pre-inspection questionnaire submitted by the school indicates that the school operates a system of appraisal for staff. The appraisal system involves an individual meeting with the Headmaster, who recommends further training as required. Discussion with the Headmaster indicated that he is keen to provide staff with opportunities for continuing professional development and to delegate roles amongst the staff team. It is recommended that the school develop a clear induction programme for staff with boarding responsibilities and make available details of opportunities for boarding specific training.</p>		

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
<p>A staff handbook is in place, which provides guidance for staff regarding the operational policies and procedures of the school. To achieve compliance with the National Minimum Standards, the school should develop a staff disciplinary procedure. The school has produced a Boarding Handbook, which was updated in August 2004.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	2
<p>Comments made by boarders during the inspection indicated that they are, on the whole, happy with the support and guidance afforded them by boarding staff. Pupils indicated that boarding staff are available when required and the majority of pupils identified a number of staff whom they could approach with a problem. A number of boarders raised issues concerning the approach of one member of staff. These issues were discussed with the Headmaster and Head of Boarding during feedback following the inspection. The Headmaster and Head of Boarding agreed to raise the issues with the member of staff concerned and to work towards improvements in the areas identified by pupils.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Observation throughout the inspection indicated that boarding staff respect the privacy of boarders. Staff knocked prior to entering private accommodation and did not infringe unnecessarily on boarders' privacy. Boarders raised no concerns regarding intrusions on their privacy.</p>		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>A sample of staff records were examined during the inspection. Inspection indicated that the documents obtained by the school in respect of employees are not currently sufficient to comply with the National Minimum Standards. The school must ensure that all appropriate documentation is obtained for all staff, including domestic and ancillary staff and gap students, including:</p> <ul style="list-style-type: none"> • Check of identify against an official document (such as a passport or birth certificate). • Criminal Records Bureau disclosure at the highest available level for the role concerned. • Two written references. (Reference requests must contain a specific question asking referees to state any known reason why the person should not be employed to work with children). • Evidence of contact by the school with each referee to verify the reference. • Record of interview. • Check on proof of relevant qualifications. • Full employment history. • Evidence of contact by the school, where feasible, with each previous employer involving work with children or vulnerable adults to check the reason the employment was ended. • Explanation of any gaps in CV (with a written record by the school that explanations of any gaps have been sought and are satisfactory). 		

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

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

The pre-inspection questionnaire returned by the school reports that Criminal Records Bureau disclosures at standard level are sought for domestic, cleaning and maintenance staff prior to employment. It is recommended that Criminal Records Bureau disclosures at enhanced level are obtained for all staff, unless the school is able to guarantee that staff do not have unsupervised access to pupils.

The school employed one gap year student at the time of inspection. The school was able to provide evidence that references have been obtained and that a 'certificate of good conduct' had been requested. However, there was no evidence of Criminal Records Bureau disclosure or evidence of checks on references supplied. It should be noted that Standard 38.4 requires that *"Appointment of 'gap' student staff includes every element of the...recruitment checking system that is possible (even if the student concerned is already known to the school or to a trusted school abroad or is recruited through an agency)"*. The school must obtain an enhanced Criminal Records Bureau disclosure for the gap year student employed and demonstrate that verification of references has been obtained.

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

The boarding house is well maintained and in good decorative order. Dormitories were clean and hygienic at the time of inspection. Heating and lighting systems in boarding accommodation are appropriate, although a number of younger boarders reported that they were unable to adjust the temperature in their bedrooms. The school should ensure that this issue is addressed as soon as possible. There are no boarders who require adaptations due to disability.

Standard 41 (41.1 - 41.8) Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.		
Key Findings and Evidence	Standard met?	2
<p>Access to boarding accommodation within the school is controlled by a keypad entry system. School facilities are not hired out or used for outside events. The current external security arrangements would allow pupils to leave the premises undetected at night should they choose to do so. The inspection team had concerns that the present system could also allow unauthorised access into the building. It is recommended that the school conduct a review of security systems and consider the installation of CCTV and/or alarms to external doors to prevent unauthorised exit/entrance.</p>		

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>Senior boarders are accommodated in single study bedrooms, whilst junior boarders share twin rooms. In general, boarders reported that their accommodation is satisfactory, although a number of areas in which improvements could be made were identified. Some junior boarders reported that they found the mattresses provided uncomfortable. A number of senior boarders advised that they have rugs in their rooms although reported that they would prefer carpets. The beds provided were observed to be clean and of good construction. Boarders reported that they have sufficient space to store their clothes and personal belongings.</p>		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Facilities for communal and private study were suitably lit and sufficiently quiet. The senior communal study area is available until 11pm. Senior boarders have study bedrooms and are permitted to study privately.</p>		

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?	3
<p>Shower facilities were observed to provide appropriate privacy for pupils. This was confirmed through questionnaires returned by boarders. Boarders reported that bathroom facilities are sufficient to cope with busy periods, such as early morning. Separate bathroom and shower facilities are provided for junior and senior boarders. Staff do not share facilities with pupils. No gap students live on site.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>Pupils change for sports in the school rather than going to the boarding facilities during the school day. Senior boarders are able to return to the boarding house during the day, but for study purposes only. Pupils who spoke with the inspectors did not raise any concerns regarding changing facilities provided by the school.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>The school is examining ways in which it could improve provision in this area. Staff advised that the installation of an outside hard play area is under consideration. Staff reported that boarders have access to the school's garden in the warmer months. The Assistant Housemaster arranges trips to local community facilities such as swimming pools and cinemas. Discussion with boarders indicated that these outings are much valued by pupils.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>The school has a proactive approach to health and safety issues and clear guidelines for staff in this area. The health and safety co-ordinator addresses staff on a regular basis and advised that he aims to encourage collective responsibility for safety within the school. Staff are encouraged to be vigilant in the identification of potential hazards and to inform the health and safety co-ordinator of any concerns they may have in this area. No health and safety hazards were observed at the time of inspection.</p>		

Standard 48 (48.1 – 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
An infirmary is situated adjacent to the boarding accommodation. As indicated in Standard 16, boarding staff are available to monitor boarders who are ill should this be required.		

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 system appears to be well organised. Boarders indicated their satisfaction with arrangements in this area.		

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
Boarders are able to obtain personal and stationery items from local shops or stock held by the school.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
The school does not arrange lodgings for pupils.		

Standard 52 (52.1 – 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

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

The school uses field centres and arranges trips for cadets, sports and activity groups. The health and safety co-ordinator confirmed that venues to be used are checked for their suitability by school staff and that any instructors used by the school are required to demonstrate appropriate qualifications and security checks.

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 17th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Comments and an action plan were received from the Provider.

These are available to view upon request from the SW London Local Office.

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

YES

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 30th March 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

NO

Head has declined to provide an action plan

NO

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.