



Making Social Care  
Better for People

# inspection report

**BOARDING SCHOOL**

**Great Walstead School**

**East Mascalls Lane  
Lindfield  
Haywards Heath  
West Sussex  
RH16 2QL**

*Lead Inspector*  
Mr Kevin Ball

*Announced Inspection*  
21st March 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](http://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](http://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** Great Walstead School

**Address** East Mascalls Lane  
Lindfield  
Haywards Heath  
West Sussex  
RH16 2QL

**Telephone number** 01444 483528

**Fax number** 01444 483581

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Great Walstead Ltd

**Name of Head** Mr Hugh J Lowries

**Name of Head of Care** Mr Chris Burch

**Age range of boarding  
pupils** **8 – 13 years**

**Date of last welfare  
inspection** 30/06/03 – 02/07/03

## **Brief Description of the School:**

Great Walstead School comprises of a large Victorian country house with additional buildings around the main house. It is set in a rural and attractive wooded area near the main town of Haywards Heath.

The School was founded in 1927 with 15 children and now has over 400 students. It is a thriving co-educational school that also has Nursery, Pre-Prep and Main school departments, all of which based their practice around strong Christian values and principles.

The boarding provision operates on a flexi/weekly boarding arrangement and can accommodate up to 40 children. The school does not offer weekend boarding. The present provision separates boys and girls and caters for the 8 – 13 year age groups. All boarders live locally and maintain regular contact with their parents and, as such, many children will remain on the school site until early evening to participate in activities. This creates a very open and flexible environment.

The school prospectus states “ Great Walstead exists to provide a first class education for boys and girls in a caring Christian environment, so that each individual is inspired to reach his or her full potential in mind, body and spirit”.

# **SUMMARY**

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

This welfare inspection was achieved alongside an Independent Schools Inspectorate (ISI) inspection of the whole school. The welfare inspection took place over two days and was completed by Kevin Ball and Liz Driver. Letters were sent to parents of those children who had boarded since September 2005 (totalling 62), with only 8 being returned. Children's views were gained through survey (40) as well as formal and informal discussions. Further to this in order to inform the inspection findings key members of staff were interviewed, documentation examined and practice observed. This report should therefore be read in conjunction with the ISI report in order to gain a comprehensive picture of the provision at Great Walstead School.

## **What the school does well:**

The boarding provision at Great Walstead School has many strengths and qualities that can, potentially, be summarised into three distinct areas. Firstly, there are strong and positive relationships between the children and adults that contribute to an overall healthy and happy environment. Secondly, children benefit from a great deal of individual attention and understanding, which again, contributes to children feeling valued and well supported. Finally, the flexible and contained nature of the boarding provision contributes to children's overall enjoyment of the boarding experience.

## **What has improved since the last inspection?**

The school has made very good progress in implementing further strategies to safeguard and promote children's welfare, including staff training on child protection matters, environmental risk assessment and staff guidance on boarding practice and procedure. The implementation of these matters has been significantly assisted by the appointment of a new Head of Boarding who, along with his wife and family, have created a very positive and warm atmosphere.

## **What they could do better:**

The school will need to continue to build upon the positive progress made since the last welfare inspection paying particular attention to the staff recruitment procedure and the development and training needs of boarding staff. Some further areas the school may wish to consider include a review of the usage of the Independent Visitor, the quality and presentation of food and developing further strategies for consulting with children who board.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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Achieving Economic Wellbeing

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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):**

NMS – 6,7,15,16,17,24,25,48 & 49

A team of qualified and experienced Nurses and boarding staff care for boarders' health needs in a comprehensive manner. Excellent systems are in place to ensure boarders individual health needs are met. Boarders receive an adequate diet however this should be continually reviewed to ensure nutritional content is sound.

## **EVIDENCE:**

The school does not have a problem with smoking, alcohol, drug or substance misuse due to the age range of the boarders and the close supervision of boarders. Therefore there is no defined policy to cover such information although all children receive age appropriate information during Personal, Social and Health Education lessons. A great deal of thought and time was invested in these lessons which also included guidance on issues boarders' may face when progressing on to senior schools. Contact with the local health promotion unit enables the school to provide a variety of resources for the students. The school Matron/Nurse also has a role in this area and participates in the classroom and on a one to one basis in the boarding house.

The Matron/Nurse was able to demonstrate that there is a comprehensive system in place to ensure all necessary health related information is gained about student's health needs. Records are updated regularly. Computerised and paper records are kept, and those seen contained relevant health information provided by parents, including drug reactions, major allergies and notable medical conditions. The information is readily available for all staff who administer medication and who give treatment to boarders. Records identify

the person with parental responsibility with contact numbers. Individual health and welfare concerns are documented and examples of excellent welfare plans were seen. All records are stored safely and securely.

The school benefits from having an experienced and suitably qualified Nurse (otherwise known as the Matron to the children) who is on duty during the day. She has a great deal of contact with the House Parents and Assistant House Parent that enables clear information regarding any boarder to be passed on at the beginning and end of shifts. The school has recently employed a part-time qualified Nurse to support the existing Nurse. The Nurse is the first point of contact for any first aid or medical assistance during the day; however there are numerous members of staff with first aid training and notices around the school easily identify individual people. Arrangements are in place for boarders to access medical, dental and optical appointments if necessary, although in practice most boarders live close to the school and parents arrange such appointments out of school time. Parents also collect children if they become ill and unable to remain in the school. Matron has direct access to a local GP and networks with other School Nurses in the area. Matron has contact with The Health Protection Agency and any new information regarding topical concerns is accessed directly via their web site and e-mail. Written consents are in place from parents for the administration of first aid and appropriate non-prescribed medication. Records are kept of all accidents and visits to the Nurse. The Nurse is aware of the requirement to report any significant injuries to the Health and Safety Executive. All medication is stored appropriately with excellent recording and disposal systems in place. Systems also allow for good stock control. Both of the school's Nurses have current and active registrations with The Nursing and Midwifery Council.

Care of ill boarders is good with appropriate supervision given. Boarders said that the Nurse was "kind", "sympathetic" and "always rings my mummy if I am ill". There is a designated room for ill boarders close to the Nurse's room. It is small but cosy and boarders stated they felt very comfortable being there when poorly. It is brightly decorated and there is a separate toilet for ill students to use.

The Matron has responsibility for ill students during the day and this then passes onto the House Parents after 6pm. Communication between staff at handover times appears to be excellent. Good systems are in place for sick boarders to access help during the night. All boarders spoken with were very well informed of the procedure and felt comfortable to seek adult help. Generally the food on offer was adequate however the Inspectors were concerned about the nutritional content of some meals. The lunch on one day consisted of sausages, mashed potato and frozen mixed vegetables, followed by Arctic roll. The menu for the week showed only one vegetable on offer at lunchtime, some days this being a frozen vegetable. Thought could be given to providing more fresh food. It was noted that there is salad and fresh fruit on offer at all meal times, however the presentation did not encourage many children to choose them. Bananas on offer at one meal were green and unsuitable for children to eat. Providing for group catering, likes and dislikes

and parental preferences is a difficult balance to achieve however the school may wish to review the content and presentation of the food. The catering department is happy to cater for special diets and many parents have direct contact with the Catering Manager. Boarders' surveys revealed that 43% stated they felt the food was 'good'. Lunch times appeared a little rushed, with notices being delivered via a microphone during lunch. Boarders have adequate access to drinking water in both the school and boarding house. Snacks are available and consist of fruit, crisps and biscuits. For some student's their allowance was insufficient. The school does not have a tuck shop.

The last Environmental Health Inspection was in December 2004 with no outstanding recommendations. All appliances including gas, have been inspected in February 2006. All risk assessments for the kitchen are in place together with a health and safety policy for the kitchen. All staff have received food handling and hygiene training.

Laundrying of boarders' personal clothes is undertaken on a daily basis by the house staff with students' having a clean change of clothes daily.

# 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):**

NMS – 2,3,4,5,13,26,28,29,37,38,39 & 47

Through a caring and committed staff team, the welfare of those children who board is safeguarded and promoted. This is achieved through a number of policies and procedures that appear to be followed through in practice.

## **EVIDENCE:**

The previous inspection in 2003 highlighted a strong commitment to countering bullying. This inspection revealed a similarly positive and proactive approach to countering bullying, with a balanced policy in dealing with such issues. Boarder survey highlighted that 71% stated that they were not being bullied, with a further 20% saying that they were only being bullied a bit. This tended to be by peers. The school is advised to continue to monitor this issue and remain proactive in reducing its' prevalence. The school has also made good progress on implementing sound policies and procedures for ensuring children are protected. Frequent training is now provided for all staff, with teaching staff receiving training on an annual basis. In addition to this the designated individuals have attended extra external training on child protection matters. Staff are also provided with guidance on safe caring practice and not placing themselves in vulnerable situations with children. Due to high staffing levels, a committed staff team and an open and receptive culture staff are extremely vigilant to such matters. The school has developed a policy for child protection and apart from one very minor amendment it is satisfactory. The welfare of any other children other than the school's pupils is safeguarded and promoted while accommodated by the school. Boarders' privacy is respected in an age appropriate fashion and, as an example, the school has altered its' policy on supervising showering to reflect this. The school has a suitable policy for dealing with complaints and most issues tend to be resolved at the informal stage before needing to become formalised complaints. No formal complaints had been received. Informal communication between parents, staff and children appears to be very good, with staff creating an open and receptive culture. This promotes positive relationships and allows any minor issues to be dealt with swiftly and effectively.

The school also has a satisfactory policy on managing behaviour, discipline and rewards and this appears to work very well. The policy relating to boarders is essentially an extension of the school day system, amended to fit the boarding arrangements where appropriate. A code of conduct is posted in various places around the boarding accommodation and sets out clear expectations. The general ethos of managing behaviour is based around Christian principles of good behaviour toward others and promoting respect, responsibility and good discipline. Feedback from boarders was generally accepting of any punishments used by staff. Children's behaviour during the course of the inspection was exemplary. Boarders may become Prefects through an assessment process based upon personal attributes, performance and positive qualities. Their responsibilities are made clear. Boarders spoke positively about being in the role of Prefect, seeing it as a good opportunity to develop their leadership skills. Relationships between those that are Prefects and those who are not were positive and healthy.

The school has a robust and pro-active approach to dealing with environmental risks and as such has a comprehensive set of risk assessments in place covering the boarding house, classrooms and associated activities along with

any other activities that may take place. Fire safety appears to be a high priority in the school and the Fire Authority inspection indicated a satisfactory outcome during their last visit in June 2005. The school regularly reviews and amends plans and procedures as appropriate.

The school has made good progress on implementing a robust recruitment process for adults with access to the students. A selection of files were examined and noted to be, on the whole, satisfactory. Some minor gaps were noted and these will need to be rectified in order to ensure a comprehensive vetting and selection procedure is in place. Staff already employed by the school carry out the majority of the maintenance work with all other work being carried out either during school holidays or by visiting workers being supervised.

# 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):**

NMS – 11,18,27,43 & 46

Boarders' personal, social and educational development is well considered whilst at the school.

## **EVIDENCE:**

Those children who board at Great Walstead have the added opportunity to benefit from a range of activities both indoors and outdoors. The school has its own sports hall and swimming pool, as well as an outdoors challenge course. Additionally, the school has the large grounds and woodland areas that are used frequently when appropriate. The school provides additional activities and lessons at the end of the set school day and many children will stay on at school just to participate in these, along with those who board. One boarder commented that "there are good activities and facilities", which was a view also expressed by many others. There is good staff supervision and the grounds are spacious enough for students to be alone yet within easy reach of the staff on duty. All children reported sufficient staffing levels. A significant advantage for those who board is the opportunity to develop their social and group living skills and many activities are centred on ensuring this is a happy and enjoyable experience. One example of this is 'flat night' which is organised every week for all of those who board and involves time with the Head of Boarding and his family in his flat. This is extremely popular with all boarders. The school has also created a common room known as 'the fridge' where boarders can 'chill out'. This is a further, and very popular, example of how the school has attempted to enhance the social benefits for boarders. Apart from this children do not have access to any other staff accommodation. No onerous demands were reported or observed by children or staff. Those who board have a reasonable amount of free time once prep'/homework is completed. Evening activities are often organised however this is balanced with opportunities for unstructured free time. Boarders and day students carry out

supervised prep' in the dining hall and the library. After official prep' time finishes it is possible for boarders to continue studying in the library or the classrooms.

The school has clear policies on equal opportunity that is based upon Christian principles. The school composition is predominantly white European, however a small number of children from other ethnic and cultural backgrounds attend. No discrimination was observed or reported and the School appears to work hard to be inclusive.



# 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):**

NMS – 12,14,19,21,30 & 36

Boarders' benefit from a great deal of individual time and attention provided by a caring and dedicated staff team. This facilitates children to feel settled and happy, build constructive relationships with peers and adults and develop a positive outlook.

## **EVIDENCE:**

Due to the informal nature of the boarding arrangements at Great Walstead school there is a great deal of relaxed communication between children and adults. All boarders expressed ease and confidence in their ability to discuss issues, worries or concerns with a number of individuals in the school. One boarder commented that staff "are kind and helpful". This informality forms the basis of the wholesome quality of the boarding experience and must be commended. A school council does exist however boarders were sceptical about how effective it was in making issues change. The school may therefore wish to consider further avenues to elicit the views and opinions of those who board. The school does have an Independent Visitor appointed who is referenced in various documents, however no children had met her or were aware of who she was. The school are therefore advised to review the usage of the Independent Visitor.

All boarders were content with their ability to contact family and friends whilst accommodated at the school and student surveys highlighted that this is mostly done through the use of a dedicated boarders phone (73%). Some also use e-mail.

Children who are new to staying overnight are usually informally introduced to the boarding side through their attendance at the school and their friendships. A buddy system is in operation and this seems to work very well. A Boarders' Handbook has been developed that is written in a child friendly style and provides sufficient information to assist the child in understanding expectations, routines and rules. This is a very good document.

The school is located in a rural setting and has no immediate facilities available. However children generally live locally and all go home at the weekends. Any children leaving the school site during their stay are always under the supervision of an adult member of staff. Television and newspapers are available to keep children updated with information from around the world. In addition to this children have access to television and Internet.

The relationships between boarders and adults were observed to be respectful and very positive. Children spoke well of the staff in the boarding accommodation and, as previously stated, were happy to approach them if they had a worry or concern.

# 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):

NMS – 20,40,42,44,45 & 50

Boarders are accommodated in an environment that is clean, well maintained and adequately furnished.

## EVIDENCE:

All children have access to a lockable facility in the school with many having a lockable bedside cabinet. Pocket money is not an issue for the school as all children who board go home at weekends and there is no shop for children to use on the school site. As the majority of the children board only one or two nights a week and their parents are within easy reach a shop on site is not a necessity. The Head of Boarding and his wife do have basic items if needed i.e. stamps, sanitary items etc.

Any funds that are needed, for example for books, tend to be credited to an account held by the parents and deducted as and when necessary.

Boarders are accommodated in bright premises with a good standard of decoration in child friendly styles throughout. Boys and girls are accommodated on separate floors with an alarm system in place to prevent access from the opposite sex. The boarding houses are scrupulously clean and tidy. Boards are provided for posters and students are encouraged to personalise the dorms. Students' who board regularly for the majority of the week tend to occupy the same dorm. Some dorms appear overcrowded due to the number of beds however these are not always all used at the same time. Due to the flexible nature of the boarding arrangements children have to be adaptive in respect of the bed they may sleep in on an ad hoc basis. Dorms have bunk beds as well as single beds and they were noted to be in reasonable condition. Some new beds are due as part of an ongoing refurbishment. Storage space is limited however this should not be a major issue due to the limited frequency of those who use the boarding provision. Maintenance is up

to date and there is a good system in place to request repairs as necessary. The boarding houses are fully carpeted. The toilet and bathing facilities are scrupulously clean. There are adequate baths and showers for both boys and girls however some boys did report some queuing on some days of the week. The school has reviewed the practice of supervising showering time and now demonstrate a greater privacy to those children who need less supervision. Staff do not share toilet or bathing facilities with boarders. There are changing facilities for both boys and girls in the sports hall and throughout the school. There are also adequate toilet and washing facilities.

# 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):**

NMS – 1,8,9,10,23,31,32,33,34,35 & 52

A caring, competent and committed staff team manages the boarding operation and provision. This is underpinned by strong Christian values. Good progress has been made in formalising many aspects of the boarding practice and provision.

## **EVIDENCE:**

The school has developed a suitable statement of boarding principles and practice that is readily available to all. This statement is a true reflection of the actual current boarding practice in the school. A very good Boarders' Handbook has also been developed for children that is available in the school reception area for all to see.

The boarding accommodation benefits from an experienced and very competent Head of Boarding/Deputy Head who, along with his wife, work hard to ensure the facilities are managed effectively and efficiently. The Headmaster

holds overall responsibility for the boarding accommodation and is also supported in this task by the Bursar (the previous Head of Boarding), the Matron, Housekeeper and other staff. The boarding provision is very well managed and appears to operate in a smooth manner. A Development Plan (2005 –2006) is noted however makes no specific mention of the boarding facilities. The school may wish to include this aspect of the school life in its' next development plan. The governing body does have a Governor dedicated to overseeing the boarding arrangements however there has been a gap in visiting due to ill health. The school may also wish to review this to ensure there is a system in place to monitor welfare provision in the school by the governing body. The school has a Major Incident Plan policy in place. The Headmaster regularly monitors complaints (there are no formal complaints), punishments and sanctions. The Matron monitors accidents. Risk assessments appear to be monitored by a number of individuals that include the Bursar, the Health and Safety Coordinator and Heads of Departments. The school may wish to consider appointing one person to oversee risk assessments, centralising them to ease and ensure effective monitoring. The school will also wish to review, on a regular basis, the security of the school site, especially the boarding accommodation.

The boarding provision is located in the main house with boys and girls dorms on separate levels. There is a shared common room that is clean and stylishly decorated and furnished. The overall quality of the accommodation is good with appropriate segregation in bedrooms depending upon age. Other recreational areas are spread across the whole school site and are available to all.

The arrangements for supervision of boarders appeared to be satisfactory with a number of staff on duty or available during daylight and night time hours. The Head of Boarding lives in the house with his family and are always available. Gap students assist during the day as well as at night time if required. A mix of genders was provided. All children interviewed expressed satisfaction with the staffing levels and confirmed that there was always someone to go to, including during the night. A register is taken prior to bedtime enabling staff to know which children are sleeping in, in the event of an emergency. As stated, all children who leave the school site remain under the supervision of an adult member of staff. Any off site activities are risk assessed.

The school has made some progress on implementing job descriptions, induction training, ongoing training and performance appraisal regarding boarding duties. Staff spoke positively about the training opportunities provided and were confident that they could access further training if appropriate and needed. However no formal performance appraisal system has been introduced for those with boarding duties and the school is advised to ensure that this matter is rectified as a priority. The school has however, made good progress on formulating a Statement of Boarding Principles and Practice and associated guidance on boarding policies and practice for staff to refer to. These documents complement the whole school staff handbook. As a matter of

good practice the school will wish to continually review, amend and add to the boarding policies and practice guidance to ensure its' usefulness. The school does undertake residential visits, which are accompanied by staff. As stated, all children leaving the school site are supervised and this is the case for residential trips. All trips are risk assessed and any other staff used during the visits are appropriately vetted. One example of this is the use of an outdoor activity centre in Wales. The school is fully aware of its' responsibilities to the children in this matter.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	3
<b>7</b>	4
<b>15</b>	4
<b>16</b>	3
<b>17</b>	4
<b>24</b>	3
<b>25</b>	3
<b>48</b>	3
<b>49</b>	3

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	4
<b>18</b>	3
<b>27</b>	3
<b>43</b>	4
<b>46</b>	4

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

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



# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>8</b>	3
<b>9</b>	3
<b>10</b>	3
<b>23</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	3
<b>34</b>	2
<b>35</b>	3
<b>51</b>	N/A
<b>52</b>	3

Are there any outstanding recommendations from the last inspection?

NO

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	34	Implement a process for the regular review of the performance of each member of staff with boarding duties by a more senior or experienced member of staff.	31/10/06
2	38	Ensure there is rigorous and comprehensive staff recruitment and vetting procedure in place.	31/05/06

## **Commission for Social Care Inspection**

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