



Champions for
Social Care
Improvement

inspection report

Boarding School

St Margarets School

Merryhill Road

Bushey

Watford

Hertfordshire

WD2 1DT

9th March 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

St Margaret's School

Address

Merryhill Road, Bushey, Watford, Hertfordshire, WD23 1DT

Tel No:

0208 901 0870

Fax No:

0208 950 1677

Email Address

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

Governing Body

Name of Head

Miss M. de Villiers

NCSC Classification

Boarding School

Type of school

Independent Boarding School

Date of last boarding welfare inspection

N/A

Date of Inspection Visit		9th & 10 th March 2004	ID Code
Time of Inspection Visit		10.00 a.m.	
Name of NCSC Inspector	1	Pat House	089620
Name of NCSC Inspector	2	Marion Byrne	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Ruth Turner	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		None present	
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		MISS DE VILLIERS, HEAD TEACHER	

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of St Margarets 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. Margaret's School is an Anglican based, independent boarding and day school, set in extensive grounds, which provide a country setting for the school. The school provides places for girls aged between four and eighteen, with full or weekly boarding available for those over eleven years. Boarders are accommodated in the main school building, and are organised by age, under the supervision of housemistresses. There are currently fifty-three full, and nine weekly boarders in the school, a high proportion of whom are from overseas. The school is sited in a residential area of Bushey, and has become part of the local community over the years, with pupils encouraged to become involved in local charities and events. There is a local library and small shops nearby and Watford town centre, with its extensive facilities is a short bus ride away. There are also easy transport links to London near to the school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school now provides boarding accommodation for girls from a wide range of countries and backgrounds, and provides facilities which are generally appreciated by all these students. The school has sought feedback from boarders, about preferences over food, and the catering staff now provide a wide range of meal choices, and assist with special "foreign" food evenings. The boarders are clearly very motivated to achieve good academic standards in their school work, and appeared extremely well behaved and helpful during the inspection. Almost all the boarders completed questionnaires prior to the inspection, and it was commendable that no one felt there was any bullying taking place in the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Policies and training in Child Protection must be set up in the school, and written policies in general need to be updated or produced. Similarly, records which the National Minimum Standards require to be kept, and monitored, need to be given a higher priority, and need setting up in some cases. It is also important that a formal, but sympathetic system for listening and responding to boarders' views be established in the school.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This is the first inspection under the National Care Standards for St. Margaret's School, and inevitably there have been quite a few Recommended Actions made. Generally these recommendations are about policies and record keeping, and it is acknowledged that many of the instances needing recording, do not take place very often in the school, and so have not been formalised, up to now. The general experience for girls boarding at the school has clearly been positive, and should only be further enhanced by implementing these recommendations.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

Not applicable

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

NA

No	Standard*	Recommended Actions	
		There were none.	

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 and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS3	The school should produce written policies on Child Protection, and should make these available to all staff in the school.	30/09/04
2	BS3	The school should produce a "Whistle Blowing" policy, which includes details of how to contact the CSCI.	30/09/04
3	BS3	All staff in the school, including newly appointed and ancillary staff, should be given training in child protection procedures.	30/09/04
4	BS3	There should be a senior member of staff in the school with designated authority for child protection, who has received up to date training in child protection.	30/09/04
5	BS3	The school should produce a written policy on unexplained absence from the school.	30/09/04
6	BS4	The school's written policy on discipline, punishments and rewards, should be updated, and copies given to all boarders.	30/09/04
7	BS4	The school should provide a log in which to record all major punishments, and all staff should be made aware of the procedure for its completion.	01/06/04
8	BS5	The school's written complaints policy should be amended in order to address any complaints made by students or staff, and should include details of the CSCI.	01/06/04

9	BS12	The school should establish a procedure for formally securing the views of boarders about boarding provision, and which includes a means of giving regular feedback.	30/09/04
10	BS14	The school should identify at least one person, other than school staff or parents, whom boarders can contact directly about concerns at school.	30/09/04
11	BS15	The school should produce written procedures for the administration and storage of medication, including a policy on non-prescribed medication. All medication should be dated on opening, and risk assessments should be completed for students who hold their own medication. The school must also ensure that boarders who hold medication have secure storage.	01/06/04
12	BS23	The Head teacher or senior member of staff should monitor records in the school at least twice each term. These records should include risk assessments, punishments, complaints and accidents.	01/05/04
13	BS34	All boarding staff, including ancillary staff, have clear arrangements for supervision and have induction training which includes guidance on child protection. Training opportunities are available to all staff in order to up date boarding practice.	30/09/04
14	BS35	The school should provide all staff with an up to date hand book which includes all appropriate policies.	30/09/04
15	BS38	The school should produce a written recruitment policy to ensure all checks are in place prior to staff appointment. CRB checks must be in place for all boarding staff. Recruitment files must be available in school for examination during inspections.	30/09/04
16	BS46	The school should provide a choice of common rooms, enabling boarders to have a separation of age groups and a choice of activities.	30/09/04
17	BS35	To enable all staff to have written guidance on up to date boarding practice, the school must produce and keep all policies and documents as listed in Appendix 1 of the National Minimum Standards for Boarding Schools. These should be regularly reviewed and dated.	30/09/04

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
		There were none.

*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	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	NO
• 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	YES
Group discussion with Gap students	NO
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	NO
Individual interviews with pupil(s)	YES

Date of Inspection	9/03/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	40.00
Number of Inspector Days spent on site	2

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

11

TO

18

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**Boys**

0

Girls

62

Total

62

Number of separate Boarding Houses

1

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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

The school has a general prospectus, which is given to all new and prospective pupils and parents, and is available in the school reception area. In addition there are publications describing the curriculum options available, and printed information available in several other languages, which is sent to overseas families. Copies of all these brochures were given to the inspectors. The prospectus covers the admissions criteria for the school, and makes it clear that the school is Anglican based, but that students with other faiths are welcomed. Details of facilities and the welfare support services for boarders are briefly touched on in the information, and the Head Teacher will soon expand these details, to include summaries of the school's policies and practice, which relate especially to boarders.

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

The school has a written statement outlining the policy on countering bullying. There is also a written "user friendly" question and answer code, defining bullying and with details of how to handle such situations, which is available to students around the school. Girls spoken to during the inspection did not feel that bullying was a problem in the school, and this was confirmed by the students' questionnaires, which had been returned to the inspectors.

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?****1**

The school does not have a written child protection policy. This must be produced, and must be in line with the requirements of Department of Health publications and with the latest Local Authority published procedures, as stated in this Standard. When produced, this policy should be made available to, and discussed, by all staff in the school, including ancillary staff, especially as none of the staff who spoke to the inspectors were aware of the current protocols relating to child protection concerns, and some did not know who the named staff member was, who had the responsibility for child protection. There should be clear written procedures in place for all staff employed by the school, indicating which measures to take, and what written records to keep, if they receive any allegations of abuse. These procedures should clearly state who is the designated person dealing with child abuse, and who is responsible in her absence. The policies produced must include a “Whistleblowing” policy, which ensures that staff are not victimised for reporting concerns, and must include details of how to contact the CSCI. Only one of the senior boarding staff spoken to during the inspection had received any child protection training, and, as stated, none were aware of current procedures, set up by the Local Authority. This Standard requires that all staff, including newly appointed and ancillary staff, are given training in responding to suspicions of abuse, and that the designated person responsible for child protection has received training in these issues, and has up to date copies of printed Local Authority procedures and the Dept. of Health publication as listed in this Standard. To meet this Standard the school must also produce a policy on unexplained student absence from the school. (See Recommended Actions 1,2,3,4 & 5, and also Standard 22).

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?****2**

The school's written policy on discipline, punishment and rewards needs expanding and updating, to include current practices in the school, and should be made available to all students. Pupils spoken to gave the inspectors examples of sanctions used, which included early bed times, and of being disciplined for having food in their dormitories. Neither of these examples are listed in a school disciplinary policy. However, the boarders who spoke to the inspectors confirmed that no excessive punishment was used in the school, and the questionnaires received, stated that the discipline used was usually fair. Staff said that records of any incidents are kept on student files. This Standard requires that any major punishment is recorded in a suitable log or book, detailing the incident and all concerned. One recent incident, where a student's belongings were searched and items confiscated, should have been recorded in such a log, and it is good practice to include the student's comments, along with the signatures of all concerned. (See Recommended Actions 6 & 7).

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?	2
<p>The school has a written complaints policy, which details how parents can complain to the school or the Chairman of the Governors. However, to meet this Standard, this document must now include details of how to contact the NCSC. The school's complaints policy should also inform staff and pupils how to make a complaint, and should be made available to these groups, ensuring that pupils are made aware they will not be penalised for making a complaint in good faith. Students who spoke to the inspectors were generally not aware of a complaints policy or procedure in the school. There is currently no "complaints record book" in the school, as the Head Teacher said there have been no complaints made recently. It was advised that a complaints should book be set up, so that staff are aware of where to record any complaint that might be received in the Head Teacher's absence. (See Recommended Action 8).</p>		
Number of complaints, if any, received by NCSC 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 school has a written policy on drug awareness, which was seen during the inspection, and staff and students said they were aware of this and of the school's policy on not smoking and the use of alcohol. The boarders confirmed that Personal, Social and Health Education was provided within the school curriculum, and covered all the requirements of this Standard.</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>Individual health records are kept for all boarders in the school. These records were seen, and contained all appropriate information needed for students, on entry to the school, and contained contact details and next of kin. The school nurse who keeps these records up to date, confirmed that welfare information is only passed to other staff on a "need to know" basis. On the day of the inspection the records were locked in a filing cabinet, which is kept in a locked office.</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

Senior boarding staff in the school, all have extensive experience of working in boarding education, as well as impressive general teaching experience and qualifications. Some of the staff have also worked abroad, and are especially aware of issues relevant to overseas students who board. The Head Teacher has regular meetings with the school's governing body, and reports to them about welfare provision in the school, although there appears to be no formal written reports produced. (See Standard 23).

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

The school has written planned responses to possible major incidents and crises, and these plans and a variety of information are kept in files in strategic places around the school. The contents were examined during the inspection, and contained substantial information, providing all appropriate contact details and guidance regarding agencies, which might be needed. Staff spoken to were aware of this information and its significance. Procedures and records regarding fire prevention and checks were seen, and were in order, and students and staff confirmed there are regular fire drills held, and were clear about evacuation procedures.

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

All boarders in the school have accommodation in the main school house. Sleeping arrangements vary according to age, with some students sharing dormitories and older students having single bedrooms with study areas. All accommodation provided is of a good standard, and the boarders spoken to were happy with their sleeping arrangements. These arrangements provide a separation in accommodation according to age groups, and each sleeping area has its own toilet and bathroom facilities nearby.

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

Boarders spoken to said they had a limited but acceptable amount of free time during week days, but had much more free time at weekends. The questionnaires received, together with comments from boarders spoken to, suggest that most boarders feel that there are not enough weekend activities available at the school, and all said they had only limited availability to the new sports hall. The Head Teacher explained that the sports hall had been built with the requirement that there was access to its facilities by the local community, and this inevitably limited its availability to the students at weekends. Staff also said that in the past, weekend activities had been arranged for boarders, but that these had often had to be cancelled when students did not take up places on the trips. These instances have been minuted on school records. Boarders views and ideas about activities are not formally recorded any where at present and this area does need more consideration as described in Standard 12.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?**

1

No evidence was seen during the inspection of boarders views being formally sought about boarding provision in the school. During discussions with boarders, views were expressed to the inspectors that, in general, students' opinions and suggestions were not adequately considered. Although this perception might be inaccurate in practice, there are currently no systems in place to record and give feed back on boarders' views. This issue was discussed with staff during the inspection, and it was recommended that regular formal meetings and surveys are established in the school, with formal feedback being provided to students. Linked to this is the need, as already indicated in this report, for students to have their own complaints procedure, for sanctions to be recorded and for students to have the opportunity to make written comments about such sanctions. These formal opportunities would enable the question of activities to be discussed and resolved, as described in Standard 11, and should limit some of the perceptions held by some students which might not be accurate. (See Recommended Actions 9).

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?****3**

There is a system in the school where older girls can become prefects, and these positions are held in high esteem in the school. However, the role of prefect is not especially relevant to boarders, and more significant to the whole school body. Staff said the roles and responsibilities given to prefects were clear and were monitored by staff, although no written information was seen during the inspection. Boarders and day students have equal opportunities of becoming a prefect, and could also fill the role of house captain. Older boarders can also take on the responsibility of becoming a “senior sister” to support new boarders, and girls throughout the school participate in the Duke of Edinburgh Scheme.

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?****2**

The school has a written statement on Pastoral Care, which clearly sets out the various members of staff to whom students can take any concerns. These include form tutors and personal tutors. There are various notices around the school which explain who students can talk to, although the contact details of the Local Authority was several years out of date. However, to fully meet the requirements of this Standard, the school should now identify at least one person, other than a parent, outside the school staff, whom boarders can contact directly about any concerns.
(See Recommended Action 10).

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?****2**

All boarders in the school must provide written parental permission for medical treatment and first-aid, prior to entering the school. This written permission was seen on all records checked during the inspection. The school nurse keeps detailed records of all student illness and treatment, and these were well documented and up to date. All boarders are registered with a local G.P. practice, where appointments can be made with either male or female doctors. A representative from this practice confirmed that relations with the school were good, and that boarders' visits to the doctors were timely and appropriate. The school nurse holds a current nursing registration with the NMC, and said she has frequent contact with local Health professionals, where information and support can be sought. Most other boarding staff also have current first aid certificates. Records of medication administered by the school nurse were checked during the inspection, and were well documented. Medication was stored in a large locked cupboard, with prescribed and non-prescribed medication kept separately. However the school has no written protocol for the provision of non-prescribed medication, and these guidelines should be produced as soon as possible, following qualified medical advice such as can be found in the Royal Pharmaceutical Society publication, last updated in June 2003. A visit from a local pharmacist could also be requested. This action is especially important as there is an extensive and diverse amount of non-prescribed medication stored and administered at the school. Similarly it is important that all such medication is dated on opening, so that regular audits can take place, and records can be signed as checked. The nurse said that some boarders in the school administer their own medication, and said that the bulk of the drugs are stored in her office, with smaller amounts being sent to School House for the boarders to keep and use. Again, the school has no written policy for this procedure, although the nurse's office and School House are in separate buildings, some distance apart, and apparently medication is left in open pigeon holes for collection. Written policies should be produced which cover all stages of drug receipt, storage and administration, including what containers will be used, and where and when signatures are needed for the receipt of medication. The school policy should also include the need for written risk assessments for boarders' competencies in self-medication, and should incorporate a policy covering the return of "homely" medication, sent to the school by families. The school must ensure that boarders who self-medicate have a safe but useable means to store medication, and this provision should be written into the risk assessment, with copies given and discussed with the boarders. It was also noted that the oxygen cylinder in the sanatorium, although appropriately stored, was now out of date, and this should be replaced. (See Recommended Actions 11).

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**

There are beds and facilities for boarders who are ill in the sanatorium, and the school nurse said that any one using these facilities would have herself or a member of staff on hand at all times.

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>The school nurse keeps detailed health information and plans for all boarders, and special information is also kept on the main school records. Staff spoken to said that all health issues were dealt with in a sensitive manner, and all boarders spoken to confirmed this. One boarder explained how she manages her own inhaler for asthma, and said there was always support and advice available if needed. None of the current boarders have been referred to any outside professional services, and there are no children with a Statement of Special Educational Needs in the school.</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 makes it clear in its prospectus that it has strong Anglican foundations, and therefore families and boarders are aware that there are services and events held in the school Chapel, which all pupils attend. However, students with other faiths and from other denominations are welcomed in the school, and staff said that different beliefs are celebrated. There have been recent events in the school, celebrating other cultures which the boarders helped set up, and the variety of nationalities in the school are reflected in the choice of food provided, which the menus seen demonstrated. The school has a specialist EFL teacher, and staff said every effort was made to support the students from abroad in their school life.</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>There are public telephones available to boarders in the school, and those spoken to said they could contact their families at appropriate times. Most of the students who spoke to the inspectors had their own mobile phones, and were aware of the school's written rules about their use, and told the inspectors about the times allowed for incoming calls to be received. Boarders said they send and receive letters from families, which are not opened by staff. Members of staff told the inspectors they would contact families or guardians if there were any serious welfare concerns relating to the students. There were helpline telephone numbers on notice boards around the school on the inspection days, and boarders said they were aware of these.</p>		

Key Findings and Evidence	Standard met?	3
<p>The school gives written guidance to boarders and their families about amounts of money being brought into school and about insurance cover for possessions. Boarders said they usually hand money in to staff at the beginning of terms and agreed amounts are then given out weekly. The Head Teacher said that all boarders have a lockable trunk available in their bedrooms, and the school equipment lists seen, ask boarders to provide a lockable tuck box. However, boarders told the inspectors they did not have secure lockable space, and cited incidents where some personal possessions had apparently been stolen. The school should clarify the provision of lockable space with all boarders, especially any who hold their own medication. (See Standard 15).</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>The Head Teacher said that written information is given to all new boarders, detailing rules and routines, and various sheets of information were seen by the inspectors. There is no actual school handbook for boarders at present. New boarders also have an induction course when they start, and overseas students are asked to arrive at the school a day before lessons start, when they are given information, and time to settle in. There is a system of "senior sisters" in place, where older girls befriend and direct newer boarders, and information about this is clearly set out in information sheets. Written information also lists the House and teaching staff available to give support and advice.</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?	3
<p>The school provides a list of agencies who will arrange guardians for foreign students in this country, and includes this in the information sent out in other languages to families. The Head Teacher said that the school has no responsibility for the arrangements made regarding guardians, although there have clearly been some concerns in the past about these arrangements. Although there is currently no formal monitoring in place of agencies arranging guardians, it should be noted that any concerns, regarding the students, should be reported under the Child Protection concerns procedure, both to the Local Authority and to the NCSC. (See Standard 3).</p>		

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

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

This Standard requires that the Head Teacher, or senior staff member, monitors school records twice each term. Apart from an accident log, the records listed in this Standard are not formally kept or monitored in the school, as the Head Teacher said that major punishments and complaints rarely happen. However, as already stated in the report, there should be a formal procedure set up for recording important issues, especially as staff may need to do so in the Head Teacher's absence. Currently incidents regarding boarders are kept on individual files, and, as stated earlier, there should be a log available for major incidents and punishments. Copies of all risk assessments in the school should be kept together for monitoring and updating, and there should be a complaints book and accident recording system which complies with the latest requirements of the H.S.E., although the school does keep records of accidents to boarders separately from other records. All these records should be monitored and signed twice each term, to identify any trends, and it is common practice to produce written reports for the school governors, so that they can fully monitor welfare provision in the school. (See Recommended Actions 12 and Standard 8).

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**

During the two day inspection, meals were taken with the boarders, and the food offered was varied and of a high standard. Menus were seen and showed there was always a choice of main course with a vegetarian option, and always a salad bar, at both main meals. Fruit and drinks are always available at meal times and in the afternoons. The week's menus are displayed on a notice board in the school. Boarders said that the meals were always very good, and that the kitchen staff listened to their comments and had acted on previous menu suggestions. The boarders said they had recently helped to prepare recipes for an international night, when hot African food was served, and at other times had been involved in producing food for a Chinese night. The whole school eats in the dining room, which is on two levels, and is clean and appropriately furnished. There are different sittings for meals, and no queues were seen during the inspection. The kitchen was inspected and was clean and well equipped, and all COSHH assessments and risk assessments were seen and were up to date. There are five chefs in the school, and all have completed food hygiene training. The Kitchen Manager has a training certificate in Adult Education, and kitchen staff confirmed they had all had induction training, which covered COSHH, Food Hygiene, and Health and Safety. There had been an inspection by the Environmental Health Officer in September 2002, and there are no outstanding requirements from that visit.

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

Boarders confirmed that drinking water is available throughout the school, and is always available in the main School House after lessons, from a water machine. A milk drink is served every evening as well as biscuits at tea-time and in the evening. The older boarders have their own kitchen facilities and collect hot drinks, bread and supplies from the main kitchen every day.

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

The students spoken to were aware of emergency evacuation procedures, and said regular fire drills and fire alarm tests took place. The Bursar said that there are fire drills every term, one for the day students, and two for boarders. The last drill was recorded in February, and took place in the evening. Lists of boarders were taken out and checked at that time. Records were seen of fire equipment and emergency lighting checks. The whole fire system is checked every term by a private company, with annual maintenance checks completed and recorded. The Head Teacher said that representatives from the local fire station visit the school twice each year, for "Familiarisation" checks. There was a visit from the fire officer a few months ago when some recommendations were made. Since the completion of the inspection, a copy of the report from the Community Fire Safety officer has been sent to the NCSC. This report has some recommendations which have implications for the safety of the boarders, and these should be addressed as soon as possible by the school.

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 boarders who spoke to the inspectors said they had some free time in the evenings, but were all very keen to keep their studies up to date, and spent much of this time doing prep. and special practice. However, none of the boarders spoken to felt the time spent working was onerous, and said there was much more free time at week-ends.

Standard 28 (28.1 - 28.2)

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

Key Findings and Evidence**Standard met?**

9

This Standard does not apply as the school does not accommodate any children other than registered boarders.

Standard 29 (29.1 - 29.6)

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

Key Findings and Evidence**Standard met?**

3

The inspectors were shown risk assessments for school trips and activities, organised by staff in the school, and these were detailed and comprehensive. Risk assessments had also been undertaken by students, as part of the curriculum, and had identified a variety of situations which they had then suggested control measures for, and these had been incorporated into planning arrangements for trips. Arrangements for school trips link in to the procedures in the "Emergency Folder", which contains details of procedures and contact arrangements, and which was set up and is kept up to date by the school Bursar. Agencies who provide instruction for students on trips all have to provide evidence of relevant staff qualifications and licensing, before school arrangements are finalised, and details are kept on school records. The new sports hall has a swimming pool which can only be used by boarders when appropriate supervision is in place, and all parents have to give written permission in advance for students to participate in activities.

Standard 30 (30.1 - 30.5)

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

Key Findings and Evidence**Standard met?**

3

Older boarders are allowed to visit local town centres at weekends, and are able to visit London at various times during the year. The school encourages the students to take part in local community service activities, and the inspectors were told about student involvement in a local group befriending people with a learning disability in Bushey. A range of newspapers and publications were seen delivered and were available in areas around the School House, during the inspection.

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

The Head Teacher said there were always two members of boarding staff on duty out of school time, including weekends, and there are two staff members, who sleep at the school, on call at night. The boarders said they felt there were enough staff on duty during the day, and showed the inspectors the procedure for contacting staff at night. In addition, there are ancillary staff on duty, including a chef and kitchen staff, and the school nurse is on-call in the evenings and weekends. The Head Teacher and several staff members live on the school site, and would be available for duty cover if necessary.

Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence

Standard met?

3

The school has a written protocol for school trips and in this staff numbers meet the requirements of this Standard. There are written procedures to follow covering student whereabouts on trips, and signing in and out records when boarders leave the school grounds. School trips are covered in the "emergency" file, and procedures include the use of mobile phones and contact numbers. There are no GAP students employed at the school.

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
Four of the boarding staff have accommodation in the School House, and other staff members live nearby. Details of which two staff members are on call at night were seen on notice boards during the inspection, and boarders said they were always clear about whom to contact. The staff accommodation in the main building is sited near the girls' bedrooms, with front doors opening onto the main corridors.		

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?	2
Boarding staff spoken to all said they had job descriptions and were clear about whom they were accountable to. None of the staff working or living in the boarding accommodation, have partners working at the school, but there are two sets of couples employed in ancillary roles. There is currently no formal supervision in operation in the school, and levels of informal supervision for ancillary staff appeared to vary. Some ancillary staff spoken to felt they had no access to supervision, and did not feel included in school information. Boarding staff felt their informal supervision was adequate, although they said they did not have regular performance reviews. No written induction training programme was seen during the inspection, and only the kitchen staff had received such training recently. None of the staff spoken to had received child protection training, and there had been no recent training for boarding staff except for training on the prevention of bullying. (See Recommended Actions 13).		

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?	2
The school has no staff hand book, as required by this Standard, although staff said they had access to any written information which was in the school. To meet this Standard staff guidance needs to include up to date information on school policies and procedures, including the promotion of boarders welfare; child protection procedures; anti-bullying and sanctions policies; the handling of complaints by boarders and parents, and other appropriate school arrangements. Staff spoken to said they had details of disciplinary procedures, written into their contracts. To meet this Standard, these details should include the provision for guidance and support available to staff during suspension. (See Recommended Actions 14).		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
In general the views of most boarders were that relations are good between staff and students, and that communication is usually positive. Staff spoken to said that the high proportion of boarders from overseas, means that they have to be especially aware of the possibility of misunderstandings. During the inspection it was clear that the boarders supported one another and most spoken to felt included in all aspects of school life.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
The boarders who spoke to the inspectors said that generally there was enough privacy in School House, and none said they felt any embarrassment when using the bathrooms. However, the inspectors were told that recently some staff did not always follow the "knock and wait" policy when entering bedrooms, and some boarders said they had been upset at staff intrusion when they had been changing. This was discussed with staff at a group meeting, where it was confirmed that it was procedure in the school to "knock and wait".		

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?	1
Recruitment procedures and records of ancillary staff were checked during the inspection, and contained identity checks, CRB checks, two written references and details of previous employment. It was discussed that it is also good practice to obtain a declaration of good health when recruiting staff. However, the recruitment of boarding staff could not be examined at this time, as a visitor to the school had inadvertently taken away these files from the office. Recruitment checks will therefore be made at the next inspection visit. Boarding staff spoken to, however, said they have not yet had CRB checks made, and these checks should be obtained for all staff. The school also needs a written recruitment policy, which ensures that all the required checks, as listed in this Standard, are made, before staff are appointed, and this should include ancillary staff and volunteers. The Head Teacher is aware of the need to obtain a CRB check for any adult staff family member living on the school premises, who has arrived since 2002, and will also ask for verification that drivers from a local taxi firm, used by students, have been police checked. . There are no GAP students or agency staff working at the school. (See Recommended Actions 15).		

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?**

3

Staff said that visitors and workmen at the school have no unsupervised access to students. All visitors must wear identification, provided by the school, and students confirmed that anyone without such identification would be challenged. The school uses local licensed taxi firms, whose drivers are known to staff at the school, and who have identification.

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?

3

Boarding accommodation at the school is generally well furnished and well maintained. The decoration is satisfactory and lighting is adequate, although the actual accommodation varies with some sleeping areas having mainly artificial light. On the day of the inspection, the school was warm, but comments on the students' questionnaires included quite a few that said parts of the school were too cold in the winter, and this information was shared with the Head Teacher. All areas of the school seen by the inspectors, were very clean, and the boarders said this was always the case. There are no boarders in the school with a physical 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?**

3

The boarders who spoke to the inspectors confirmed that sleeping areas are only for the use of the students whose room it is, and that permission is needed, for other students to visit these areas. Outside visitors do not have general access to the boarding areas. There are CCTV cameras on the gates to the grounds and these are linked to video equipment. There are also cameras covering the entrance and main school areas. School gates are locked after 8.30 p.m. after which the grounds are patrolled by maintenance staff with a dog. The maintenance staff told the inspectors they are given details of weekend activities and they open and close the gates accordingly. House staff lock the doors to the building in the evening, and there is limited access to keys. All sash windows above ground level are fitted with restrictors, and windows on ground level are locked. The Head Teacher said that the public has access to the new sports hall, but, as the school is sited on both sides of a road, access to this facility does not give anyone proximity to the boarding accommodation, which is on the opposite site.

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

All beds seen during the inspection looked well constructed, and were of sufficient size. There are no bunk beds in the school. Bedding was clean and suitable, and boarders said the beds were generally comfortable, and that bedding was changed weekly. Bedrooms varied in size but all those seen met the space requirements of this Standard, and some older girls had rooms with en-suite facilities. Each boarder has their own storage space for clothes and belongings, and some of the rooms had been personalised with pictures and posters. Boarders share accommodation with other girls of similar age, and different age groups have accommodation in separate areas of the building.

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

Some older boarders have study areas in their rooms, but all boarders spoken to said there were areas near sleeping accommodation and around the main school where they could study and do homework.

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

The provision of toilet and washing facilities is adequate to meet the requirements of this Standard. There are plenty of toilets, wash hand basins and showers near to all the sleeping areas, and these were clean and all had locks on the doors. There are no showers in the school which are not separated into cubicles, and visitors and staff facilities are separate from those of the boarders. Students spoken to said they felt the amounts of showers and toilets were adequate, and none said they had to queue to use them.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

There are changing facilities provided for all students in the school, which are separate from the boarders facilities. Students spoken to said the facilities were adequate, and that different age groups could use these areas separately.

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

Boarders confirmed they were not restricted from accessing their bedrooms, out of school time, and felt they could find private space if they wanted to. However, there is currently only one main common room for all except upper sixth form boarders, which does not allow for separation of age groups, as this Standard requires. Also, the girls spoken to said they found this room unwelcoming and generally cold, as did the inspectors. The room is extremely large and contains little furniture or facilities, and is also multi-purpose and used for some teaching sessions. There is only one television for all these boarders, which was not working properly on the day. The girls also commented that there is no DVD recorder in the school. The school has extensive grounds, with sports facilities, as well as a main school hall. However almost all the boarders spoken to said that access to the sports hall was very limited at weekends, and that the main hall was usually locked, which, they felt restricted their ability to play sport at weekends, especially in the winter.

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

During the two inspection days at the school, there were no significant hazards identified by the inspectors. The school has recently had a glass survey completed throughout the buildings, and all low level glass has been replaced by a toughened variety, with other glass either replaced, or fitted with a safety film. The school has a written Health and Safety Policy, and an outside firm of consultants provides an annual risk management assessment for the school, and gives advice about maintaining safety. Records of electrical, emergency lighting and Legionella checks were seen during the inspection. The sports facilities have been risk assessed, as have the science laboratories and grounds. The Bursar manages the swimming pool as part of his role, and staff have been on a "Pool Operator's" course, which covered all safety aspects, including the automatic system for maintaining hygiene in the water and the operation of the plant and chemicals. Boarders spoken to were aware of which areas were out of bounds and aware of safety regulations about school facilities.

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

The school has a well equipped sanatorium, with several rooms providing beds for sick pupils, some with single, and some with two or three beds in. There are toilets, showers and washing facilities nearby, and all sited in one area, managed by the school nurse.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

3

All boarders' clothing must be labelled, and each girl has a laundry bag, in which to place her washing, which is taken to the laundry weekly. This laundry is then washed and ironed, if necessary, and returned to each girl. Boarders in years twelve and thirteen have their own washing machine, and are able to wash any of their own clothes as required. All bedding is changed and laundered weekly.

Standard 50 (50.1 - 50.2)

Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.

Key Findings and Evidence**Standard met?**

3

The school does not have its own shop. Older boarders are able to go shopping at weekends, and there are local shops nearby. The younger girls can go to local shops, with older girls, subject to school rules about going off-site.

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 provide any lodgings for students at the school.

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 has robust procedures covering trips away for students. Risk assessments are completed by staff arranging the trip, and adequate staff cover is always provided. Staff said they would check all aspects of the accommodation to be accessed by students, including those listed in this Standard. Where other agencies provide staff supervision, all checks are made to ensure that individuals have CRB checks and qualifications, and that appropriate licences are in place, and staff numbers are adequate. One of the teaching staff has provided his colleagues with a two day training course on "Off-site management and risk assessment", and the school has a training video for staff and students covering risk assessment and safety on school trips.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

A Lay Assessor was not present during this inspection.

Lay Assessor _____ **Signature** _____

Date _____

Lead Inspector: Pat House	Signature
Second Inspector: Alison Butler	Signature
Locality Manager: Cathryn Bramham	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 9th March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

☐

Comments were received from the Head

NO

Head's comments/factual amendments were incorporated into the final inspection report

☐

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

☐

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 14th May 2004, 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

☐

Action plan was received at the point of publication

NO

Action plan covers all the recommended actions in a timely fashion

☐

Action plan did not cover all the recommended actions and required further discussion

☐

Head has declined to provide an action plan

☐

Other: <enter details here>

☐

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Miss de Villiers of St Margaret's School 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 Miss de Villiers of St Margaret's School
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.