



*Making Social Care  
Better for People*

# inspection report

**BOARDING SCHOOL**

**Kent College**

**Kent College Pembury  
Hawkwell Place  
Old Church Road  
Pembury  
Kent  
TN2 4AX**

*Lead Inspector*  
Sophie Wood

*Announced Inspection*  
23rd January 2006      10:00

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

<b>Reader Information</b>	
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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

<b>Name of school</b>	Kent College
<b>Address</b>	Kent College Pembury Hawkwell Place Old Church Road Pembury Kent TN2 4AX
<b>Telephone number</b>	01892 822006
<b>Fax number</b>	01892 820232
<b>Email address</b>	headmistress@kentcollege.kent.sch.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Mrs P June Darbyshire MBE
<b>Name of Head</b>	Mrs Anne Upton
<b>Name of Head of Boarding</b>	Mrs Jacky Parker
<b>Age range of boarding pupils</b>	10 - 19
<b>Date of last welfare inspection</b>	22/10/02

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

Set in the rural outskirts of Royal Tunbridge Wells, Kent College Pembury comprises a Nursery, Junior and Senior School, offering continuous education to girls aged from 3 to 18 years.

Though 'Christian' in its approach, the school welcomes pupils from all religious and cultural denominations and this is reflected within the boarding community.

Currently, some 71 boarders are accommodated, with 33 from countries including Nigeria, China, America, New Zealand, Greece, Canada, Korea, France, Hong Kong, Spain, Taiwan, Cameroon, Japan and Russia.

Within the boarding community, 58 are full boarders, 11 are weekly and the school also provides for 2 flexi – boarders.

The full school roll currently equates to 487 pupils; thus, 418 are day pupils, currently residing in the Kent and Sussex area.

The school boasts an excellent academic record; the most recent ISI report, (April 2004), stated strengths in the school's leadership and subjects including science, music and drama. Resources for ICT were commended within the senior school and the Curriculum more generally was judged to be 'very good'. Boarding accommodation is separated by age group into four separate domains; the senior and junior houses are joined both 'physically' and because the girls enjoy the freedom afforded to mix with each other. Four key members of staff are responsible to the Head of Boarding and ultimately, the Headmistress for the day to day running of their houses and extra curricular activities are coordinated between house staff, the Head of Boarding and the Director of Activities.

# SUMMARY

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

This was the second announced inspection to be conducted under the auspices of the National Minimum Standards for Independent Boarding Schools and the Care Standards Act 2000.

Recommendations made from the previous inspection of 22 October 2002 had been fully implemented and additional progress had been made in a number of other areas as well, indicative of the school's desire to provide optimum services to its pupils from a 'welfare' point of view.

This particular inspection commenced at 10am on Monday 23<sup>rd</sup> January 2006 and was conducted by lead inspector, Sophie Wood, BSPI Mark Robinson and pharmacy inspector, Christine Hastie.

Two days were spent interviewing all key boarding personnel, touring premises, scrutinising records, policies and procedures and interviewing boarders themselves. Meals were taken with boarders, Prefects were met with and activities were observed.

Additional inspection material was gained through the receipt of the Head's self – assessment, pre – inspection questionnaire, letters from parents and questionnaires from boarders.

Thirty four questionnaires were received from boarders and comments included:

"The food has really improved" and

"Staff are kind and supportive".

A high proportion stated that they would go to the Head, Tutors, House staff, Nursing staff and older pupils if they had a personal problem and needed to talk to someone.

90% said they had never or hardly ever been bullied and a further 90% rated punishments as being given fairly in terms of always, almost always and mostly.

A mixed response was received in terms of the privacy of making telephone calls to parents; 21% stated that private calls could be made easily, 32% stated they would use their own mobile and 41% said they could use payphones whenever they wanted, but that they could potentially be overheard.

Variances were also received in terms of being asked about toilet and bathroom privacy and the décor of houses. These responses had already been anticipated by the school and were actively being pursued in terms of the school's ongoing maintenance and refurbishment programme.

Only a few written responses were received from parents, however; those received were complimentary about the care provided and no major concerns or issues were reported.

Overall, this was a very positive inspection. Only one Standard was found to have 'minor' shortfalls; this pertains to bathroom / toilet provision and is already being addressed by the school. Three Standards were not applicable, eight were commended and the remaining 40 all met the Standard criteria. A total of eleven recommendations have been made and ten of these should be viewed as being made in the spirit of 'good practice' guidance, which if implemented, will further improve upon those Standards already met.

The inspectors thank the pupils and personnel for their welcoming approach and transparent communication. Verbal feedback was positively received and the Commission looks forward to receiving the school's written response.

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

Policies, procedures and general guidance for boarders relating to health education and promotion are of particular good quality.

Activities for boarders up to Year 10 are planned for in consultation with them, are varied and meet their needs.

The school's 'prefect system' is well – planned, supported and monitored.

Those in post benefit from the additional responsibilities given and younger pupils have an additional support mechanism as a direct result.

Boarders enjoy a range of ways in which they are able to maintain regular contact with their parents and families.

Meals and snacks are of nutritional good quality and are provided in consultation with boarders.

The school ensures that boarders' safety is protected through the implementation of sound and robust risk assessments, which also ensure excellent supervision provision, both within the school environment and whilst out on activities.

The girls enjoy excellent access to information and local facilities.

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

All staff had received child protection training and the policy / procedure had been reviewed and updated.

The complaint's policy / procedure had been reviewed, with staff, parents and pupils aware of its use and implementation.

The implementation of sanctions and the recording of incidents, more generally had improved, with much greater emphasis being placed upon 'monitoring', to ensure the consistency of staff interventions, including effectiveness.

All staff dealing with the administration of medication had been provided with external, accredited medication training.

The countering bullying policy had been reviewed; instances of bullying reported from this inspection were very rare and 'low level'.

Monitoring systems more generally, had improved. Staff have clear lines of accountability, within which, each knows who monitors particular aspects and reports these to the Head and Board of Governors.

The health & safety policy / procedure, including protocols pertaining to the management of pupils' health had been reviewed, amended and fully implemented.

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

The use of 'minor ailment' medication would benefit from the current review being completed and a clear written record of all boarders, 'self – medicating' should be kept.

Records pertaining to the administration of medication would benefit from further review and boarders would benefit from increased opportunities to be seen by a female GP if they so wish.

Information sharing with boarders could be improved upon, for example receiving updates in respect of refurbishment plans.

The ongoing supervision and monitoring of the practice of boarding staff would improve through increased training, formal monitoring and formal supervision processes being introduced.

The implementation of proposed refurbishment works will improve upon the current disparities within the physical aspects of boarding provision.

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**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

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

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

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

The general health and well – being of boarders is well – supported and promoted. Emotional and welfare needs are also well – provided for. Boarders enjoy healthy, nutritious meals and can rely on good support from a variety of people with any personal difficulties they may be experiencing.

## **EVIDENCE:**

Evidence was obtained to support that a clear and age -appropriate PHSE timetable is being followed, both within the curriculum and beyond into the boarding provision. Written records supported that any 'welfare concerns' are raised within appropriate meetings and tracked / monitored accordingly. Where 'key' or 'particular' welfare issues are identified, it is recommended that the school consider the implementation of an agreed written 'welfare plan'. The following insert, which covers standards 15 & 16, was written by pharmacy inspector, Christine Hastie, based upon her tour of the school's provision and meetings with the nursing team:

"First aid is readily available at all times. The Sister and the School Nurse administer minor ailment treatment and prescribed medicine in the Sick Bay between 8.00 and 16.30 and the Housemistresses administer in the evenings and at weekends when needed. There is a good communication system in place between the houses and the Sick Bay. There is quite an extensive list of medicine for treating minor ailments, the types of which vary in the houses, according to the age of the girls. The school is currently reviewing these.

Nurses and housemistresses have copies of parental consent. All staff had undergone appropriate external training.

All boarders are registered with a local surgery, which supplies medicine when prescribed. The practice does not have a female doctor and the school is actively exploring other local Surgeries in an attempt to find a female GP. Some medicine was labelled "as directed" and some medicine was only labelled on the box, which resulted in unlabelled medicine when the box was discarded. Prescribed medicine is given out in Sick Bay in the morning and during the day and then transferred for later administration in individual houses. This system sometimes results in medicine being decanted from its original container. All medicine is stored securely in metal cupboards. The cupboard in Hargreaves was situated too high. Key security is satisfactory. Several boarders self-administer and are provided with a sizeable lockable cupboard. An assessment form is currently being produced to provide adequate assessment. Records are kept to ensure an audit trail. Pencil records had been used in one house. There are comprehensive procedures in place to direct staff in medicine handling. The school has a copy of the BNF for March 2005.

The Sick Bay consists of two rooms with three beds adjacent to a shower and toilet. The rooms are situated next to the nurse's room so help is easily summoned. When a boarder is ill by night they can be accommodated in their own house; if this not appropriate then the boarder remains in the sick bay, which is facilitated by supplying additional staffing cover, a nurse or extra house staff sleeping in.

Meals were taken with pupils and the provision of school food was commonly remarked upon as an area that has improved of late. A wide range of choice is available and the dining area has been extended to offer more room to pupils. Catering staff were observed to interact very positively with the girls and they maintain a discreet eye to ensure that regular meals are attended, reporting any concerns appropriately. A group of such staff were interviewed and their motivation and commitment to provide a good quality service is commended. They had all received appropriate guidance and training and demonstrated a sound knowledge of child protection procedures.

Snacks and drinks are routinely provided to the individual houses and boarders can bring in their own. Girls in Osborn and James offered mixed responses, often stating that they would like more in terms of 'quantity' of such provisions. Kitchen areas within boarding houses were cleaned and maintained to a very high standard; it is recommended that fridges and freezers within these areas be subject to daily temperature recordings as an additional 'health & safety' measure.

Laundering facilities were inspected; these were found to be sufficient to meet the needs of boarders and no adverse comments were received about the care of their clothes, either through returned questionnaires or from speaking with boarders directly.



# Staying Safe

## The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

2, 3, 4, 5, 13, 22, 26, 28, 29, 37, 38, 39, 41, 47.

The application of robust systems and procedures protect boarders and ensures their welfare needs are promoted.

Robust risk assessments provide additional safeguards and adults involved with the school are appropriately vetted.

Additional works planned for the boarding accommodation will further enhance / secure privacy.

## **EVIDENCE:**

From the questionnaires received, 90% stated that boarders had never or hardly ever been bullied whilst at the school. The remaining 8% stated

“sometimes”, suggesting low – level activity, such as occasional name – calling.

Clear policies and procedures pertaining to ‘child protection’ measures are in place and every member of staff interviewed demonstrated a clear understanding of these; this included ancillary staff.

Measures of discipline, including the use of sanctions and rewards, are monitored by the Deputy Head and it is advised that a similar monitoring system be implemented by the Head of Boarding, to ensure consistency of approaches.

A group of School Officers (Prefects) were interviewed and they described their respective roles clearly and articulately. A mix of day and boarding girls apply for their post and are interviewed by the Headmistress. Their role and responsibilities are made clear in writing and they are required to attend training, which includes child protection. Members of staff are available to offer continued support and a high number of younger pupils stated that they readily approach this group for help and support. This aspect, in particular, those girls in post, is commended as a particular strength of the school. Boarders know and are conversant with fire evacuation procedures and there are no outstanding requirements from the local fire office.

The school does not undertake ‘Guardianship arrangements’, nor does it take responsibility for the accommodation of other children, through its ‘Letting arrangements’.

The vetting of staff and any adult visitors to the school is robust and measures pertaining to general security are subject to constant review. The use of CCTV has increased, all staff are required to supply written details of their cars in order that ‘suspect’ or ‘unknown’ vehicles can be quickly identified and checked and additional security measures with regards the front door access to the main building are being explored. These factors were supported through the inspection of staff personnel files and by interviewing individual staff members. Written references had been ‘followed up’ by telephone verification and all staff members, including Governors and sessional / peripatetic staff, had been subject to clear Enhanced CRB Disclosures. The spouses and all regular adult visitors to staff members living on site had been required to have an Enhanced CRB Check and written tenancy agreements were seen on the files of all those living on the school site. A ‘good practice’ recommendation was made to review the contents of such agreements, to ensure the elements as described under standard 39.4 are fully covered.

Fire records indicated that evacuation procedures are routinely practised, equipment is regularly checked and there are no outstanding requirements from the local fire office.

Boarding accommodation is secure, windows are suitably restricted and all doors have key – pad entry in place, the codes for which, are regularly changed.

Premises checks and generic risk assessments are regularly conducted and any ‘issues’ arising from these are discussed and shared at weekly staff meetings. It was recommended that a ‘good practice’ measure would be for the Head of Boarding, Bursar, Site Manager and Deputy Head (Pastoral), to conduct a

monthly site tour as an additional 'health & safety' monitoring tool. This suggestion was positively received by the school, as a mechanism that would further enhance the good practice already in place.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

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

11, 18, 27, 43, 46.

Activities for boarders are well – planned for and appropriate; no boarder experiences any form of discrimination.

Workloads for all boarders are manageable and study provision is satisfactory. Recreational areas are safe and subject to robust risk assessment.

## **EVIDENCE:**

Written and verbal feedback received from junior and middle school boarders confirmed that activities are plentiful and planned in accordance with their wishes and interests. Whilst senior boarders requested greater consultation and freedom with regards activities, evidence was provided to demonstrate that numerous trips and excursions had been offered, including ice - skating, shopping, the theatre and a trip to France; however, only 'minimal' interest was received from this group.

Given the range of boarders accommodated from overseas and the mix of cultures and religions this brings, it was very positive to receive both written and verbal responses to support that 'discrimination' is not an issue within the school and this aspect extends to those pupils who have placements due to scholarships and those who have particular learning difficulties also.

Boarders enjoy freedom within the school grounds; certain clubs and facilities are open to them outside of the school day and they are fully aware of the areas deemed as being 'out of bounds' for safety reasons.

Although senior pupils are given additional responsibilities, for example, 'Prefects', those interviewed confirmed that staff are quick to identify if a girl is 'struggling' and appropriate mechanisms are put into place to ease her workload, so as not to compromise her academic studies.

'Prep' times are adequately supervised and supported, with senior girls being given greater freedom in terms of managing their own time / workload, as is

commensurate with their age. A high proportion of Year 9 boarders had made requests for the provision of desks within their rooms and at the time of this visit, such equipment had been installed. This finding further demonstrates that 'sensible' requests made by boarders are effectively listened and responded to by the school.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

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

12, 14, 19, 21, 30, 36.

Boarders are provided with a variety of mechanisms in order for their views and opinions to be expressed. They positively benefit by receiving appropriate guidance and support from staff, as well as by being given a variety of ways in which to maintain regular contact with their parents / guardians. In the main, positive relationships with school staff were described by boarders.

## **EVIDENCE:**

A good number of consultation mechanisms are in existence, and although a high proportion of Year 10 boarders asked for improved consultation forums, this view was not expressed by any other Year group. To the contrary, evidence was seen to demonstrate that school personnel had offered additional meetings, which had received a somewhat lack lustre response. The only area, consistently reported by boarders across Year groups, concerned the ongoing development plans of the school, including refurbishment works; the girls felt that such plans could be more expediently communicated to them.

A 'mixed' response was received from boarders when asked about the support received from staff with regards seeking support for 'personal problems' and such findings were discussed with the Headmistress during the feedback meeting. In particular, the nursing team received extremely positive feedback, with house staff, independent counsellor and school GP receiving mixed responses. In particular, girls would like the independent counsellor to visit on varying days of the week as they feel the current arrangement of a fixed day

makes it obvious to others that an individual is seeing her and therefore compromises confidentiality.

The mechanisms in place for the introduction of new boarders are very good. All of those interviewed confirmed this and applauded the 'big sister' approach.

Those from overseas felt they had received appropriate and sufficient guidance, in that they were well – prepared before joining the school.

Access to 'outside information' is commended; pupils have ongoing access to newspapers, the media and excellent use of appropriately vetted internet –

access. The potential use of supervised 'web – cam' use, for contact with family members was discussed at the feedback meeting.

As previously stated, the quality of staff / boarder relationships received a mixed response when discussed with boarders and it is recommended that this aspect be further explored by the school through direct consultation processes with the boarders themselves.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

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

20, 40, 42, 44, 45, 50.

The disparities described by boarders in terms of the 'physical accommodation' is currently being addressed within the school's development / refurbishment plans and the current arrangements for changing by day and the acquisition of personal requisites meet boarders' needs.

## EVIDENCE:

Although historical instances of problems with the security of personal possessions were reported, it appeared that the remedial actions subsequently implemented by the school had resolved these.

Boarders' accommodation was suitably furnished, decorated and cleaned to a good standard. The school's refurbishment and development plan takes into account the current variances in terms of the quality of accommodation and this includes toilet and bathroom provision. The latter was particularly mentioned by boarders in terms of inadequate water temperature, pressure and cleanliness. A tour of the premises somewhat supported this view, however; the planned refurbishments will bring certain areas in line with others that have been more recently refurbished.

All boarders occupy sleeping accommodation, which is suitably separated in terms of age and junior girls have staff sleeping nearby. Through feedback received from junior boarders, it is recommended that 'night lights' be provided, to enhance their feelings of security at night.

Whilst suitable changing accommodation is provided throughout the school, a high proportion of girls commented that school toilets generally are not very well maintained / cleaned and this view was shared at the feedback meeting.

The school shop and nearby town of Tunbridge Wells serves to provide boarders with any required stationery and personal items. No negative comments were received from boarders in respect of this standard.

# Management

## The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1, 8, 9, 10, 23, 31, 32, 33, 34, 35, 51, 52.

The written literature available to prospective parents and boarders is concise and informative.

Risk assessments and general record – keeping promotes boarders' safety and adequate measures promote supervision at night.

Staff with boarding responsibilities would benefit from additional training opportunities.

## **EVIDENCE:**

The written literature made available to prospective parents, pupils and school staff is detailed and informative; clear lines of accountability within the boarding provision are being established, given the relatively new appointment of the Head of Boarding. This aspect was explored through interviewing staff, reading policies and procedures and scrutinising personnel records.

Although it became evident that boarding practice is being monitored and evaluated, further improvements would be gained through the application of clear and robust systems for new staff induction, staff meetings and formal supervision. It is recognised that the 'newer' members of the boarding team have not been in post for long enough to have received a full appraisal of their boarding practice; however, clear systems are in place, ready to be implemented at the appropriate time. Systems for formal supervision meetings would not only serve to monitor practice but would also assist in exploring and identifying the ongoing training needs of boarding staff. This aspect was discussed at the feedback meeting and was positively received.

The Headmistress and Deputy Head retain a clear role in terms of reviewing and monitoring the pastoral provision of the school, for both day - girls and boarders. Punishments, sanctions, rewards, behaviour and risk assessments are all subject to ongoing monitoring and the Chair of Governors, who was interviewed keeps a keen eye on boarding provision and demonstrated a sound understanding of 'child protection' and 'complaints' topics.

The aspect of 'supervising' boarders was carefully explored and good sources of evidence supported that clear and effective policies and procedures ensure that boarders know and understand the rules regarding leaving the school site. Such guidance is further supported through the application of clear and robust risk assessments, which define how and under what circumstances the girls can go out; this includes junior pupils being supervised by staff / older peers and senior boarders, who are required to clarify 'permission' and are subject to a clear signing in / out procedure.

Whilst adequate staffing levels are deployed at night, a discussion was held with regards how best to maximise staffing levels, for both night - time supervision and boarding activities. Suggestions including volunteers, gap students, artist - in - residence, etc were discussed as potential sources of providing additional sources of supervision / support.

The school does not arrange for any of its pupils to reside in lodgings and makes clear to parents that it is they, not the school, that are totally responsible for making 'guardianship' arrangements.

Both boarders and day -girls enjoy attending external activities and off - site excursions, including field trips and holidays / exchanges. These are comprehensively planned for, using a risk assessment approach that explores insurance cover, qualifications of centre / activity staff and supervision ratios of school staff to pupils. Such information is recorded in writing and has to be endorsed / approved by the Headmistress before commencement of the activity.

# 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>	3
<b>15</b>	3
<b>16</b>	3
<b>17</b>	3
<b>24</b>	4
<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>	4
<b>22</b>	N/A
<b>26</b>	3
<b>28</b>	N/A
<b>29</b>	4
<b>37</b>	3
<b>38</b>	3
<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>	3
<b>18</b>	3
<b>27</b>	3
<b>43</b>	3
<b>46</b>	3

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

<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>	2
<b>45</b>	3
<b>50</b>	3

# SCORING OF OUTCOMES

## Continued

<b>MANAGEMENT</b>	
<b><i>Standard No</i></b>	<b><i>Score</i></b>
<b>1</b>	4
<b>8</b>	3
<b>9</b>	3
<b>10</b>	3
<b>23</b>	3
<b>31</b>	3
<b>32</b>	4
<b>33</b>	4
<b>34</b>	3
<b>35</b>	3
<b>51</b>	N/A
<b>52</b>	3

Are there any outstanding recommendations from the last NO inspection?

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS12	It is recommended that forums such as student council meetings be reviewed in terms of providing clear, written feedback for pupils pertaining to outcomes / decisions taken.	
2	BS14	It is recommended that the availability of the independent counsellor be extended to incorporate additional days and times, in line with pupil requests.	
3	BS15	<p>It is recommended that:</p> <ol style="list-style-type: none"> <li>1. All prescribed medicine is fully labelled on the container with full directions for administration. (Standard 15.8)</li> <li>2. All medicine is administered direct from its original labelled container and there is no decanting. (Standard 15.8)</li> <li>3. The current review of the list of minor ailment treatment in use be completed and simplified, so that the houses have a restricted list compared to the one employed by the nurses in the Sick Bay. The list should include detailed criteria for administration. (Standard 15.9).</li> <li>4. Record keeping is reviewed and improved. (Standard 15.12).</li> </ol> <p>It is further recommended that:</p>	

		<ol style="list-style-type: none"> <li>1. The school makes further efforts to enable a boarder to have more option to see a female doctor</li> <li>2. The administration of morning medicine in Sick Bay is reviewed to minimise the transfer of medicine between the houses.</li> <li>3. The storage of medicine in Hargreaves house is improved with a suitable shelf or work surface placed below.</li> </ol> <p>(The above recommendations have been made by CSCI pharmacy inspector, Mrs Christine Hastie).</p>	
4	BS17	It is recommended that consideration be given to designing a format for a 'welfare plan', in the event of a pupil needing specific monitoring and support.	
5	BS23	It is recommended that systems, similar to those currently implemented by the Deputy Head pertaining to the monitoring of sanctions, etc, be implemented by the Head of Boarding within 'boarding time'.	
6	BS33	It is recommended that 'night lights' be provided for junior boarders.	
7	BS34	It is recommended that the induction and formal supervision systems for boarding staff be reviewed.	
8	BS36	It is recommended that senior boarding staff further explore the reasons for the mixed responses received from boarders with regards their view of the quality of their relationships with boarding staff.	
9	BS37	It is recommended that senior boarding staff seek to obtain further clarity from boarders with regards their feedback pertaining to the privacy of telephone calls and showering facilities.	
10	BS44	It is recommended that the general condition of toilets throughout the school be audited.	
11	BS47	It is recommended that consideration be given to boarding staff conducting a regular audit of health & safety checks throughout the areas they are responsible for. This should include the monitoring of fridge / freezer temperatures.	

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