

# inspection report

Boarding School

## **Padworth College**

Padworth

Reading

Berkshire

RG7 4NR

7th February 2005

## **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**

Padworth College

**Address**

Padworth, Reading, Berkshire, RG7 4NR

**Tel No:**

0118 9832644

**Fax No:****Email Address****Name of Governing body, Person or Authority responsible for the school**

Mr R Swan

**Name of Head**

Mr Robert Swan

**CSCI Classification**

Boarding School

**Type of school**

Senior Girls Boarding School

**Date of last boarding welfare inspection**7/8 March  
2000

<b>Date of Inspection Visit</b>		7th February 2005		<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am		
<b>Name of CSCI Inspector</b>	<b>1</b>	Susan Cledwyn-Davies	074511	
<b>Name of CSCI Inspector</b>	<b>2</b>	Susan Burton		
<b>Name of CSCI Inspector</b>	<b>3</b>			
<b>Name of CSCI Inspector</b>	<b>4</b>			
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Lynne Heath		
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A		
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>				NO
<b>Name of Establishment Representative at the time of inspection</b>		MR ROBERT SWAN		

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

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

This document summarises the inspection findings of the CSCI in respect of Padworth College.

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.**

Extract from the Prospectus

“Padworth College is set in an 18<sup>th</sup> century country house in Berkshire, in its own grounds with a lake and a Tudor walled orchard. It is only 15 minutes from the university town of Reading and only 45 minutes by road, rail and coach from Heathrow and London.

There is no uniform, all members of the school community are known by their first names, and rules are kept to the necessary minimum for a residential community.”

Approximately 80 students are accommodated in the school. There are three accommodation wings; two have been recently built. Accommodation is mainly in single rooms with a few double rooms.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The college provides a small relaxed community within attractive countryside. The grounds are spacious and students are free to access the sports court and garden.

The college's informality is appreciated, staff are called by their first name and students do not wear uniform. Individual students are well supported. Elected students have a role within the student council; no students are in authority over others.

There are a variety of activities, some with extra charge, and others free. Students were generally satisfied with the choice.

The accommodation is spacious and mainly individual rooms. Students have choice over whom they share with. There is access to this accommodation at any time. A new independent listener is being started.

Staff are friendly and approachable, all were open and patient during the visit.

There is a sound approach to health and safety.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

There is a need to improve some record keeping to protect staff and students. Introducing some new policies and procedures to offer guidance to staff. Additionally clarifying the students for whom the Principal is considered the guardian is important.

Pastoral staff are now staying longer so ensuring a good induction, further training and appraisal is important.

Catering has improved; there is still further room for improvement to engage students' positive views.



## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The school is in a period of change. Younger students and day students, both girls and boys are being encouraged. Advertising both locally and abroad is taking place. It is important that changes are introduced to the students and that forward planning takes place. The Principal while encouraging the changes is planning how they will be managed.

This is a small school that gives it a very individual, unique atmosphere.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION					

YES

No	Standard*	Recommended Actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.**

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS3	That the child protection officer receives appropriate training.	1.5.05
2	BS4	That the student handbook should contain the full rules of the school.	1.5.05
3	BS7	That the school knows the guardian of each student from abroad.	1.5.05
4	BS12	That minutes of student council meetings are kept and publicised.	1.4.05
5	BS15	That a medication protocol is prepared and used by pastoral staff.	1.5.05
6	BS15	That all medication held on the premises including receipt and disposal be recorded.	1.4.05
7	BS23	That all risk assessments are dated and signed.	1.4.05
8	BS24	That the fridges in boarding houses have temperature checks.	1.4.05
9	BS34	That there is a formal induction for pastoral staff with a written record.	1.9.05
10	BS38	That recruitment is reviewed to ensure that all checks are made.	1.5.05
11	BS44	That all toilet and bathrooms are reviewed to ensure that washing and drying facilities are available.	1.5.05

## ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS49	That all students are advised of the charges to use the laundry machines prior to starting at the school.
2	BS15	That all homely remedies used are listed for parents knowledge and agreement to use.
3	BS16	That pastoral staff records include care given to ill boarders.
4	BS20	That a policy and procedure be prepared for describing the school's approach to theft.
5	BS44	That all pastoral staff have their work appraised formally.

\*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	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NO
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	NO

Date of Inspection	7/2/05
Time of Inspection	10.00
Duration of Inspection (hrs.)	25
Number of Inspector Days spent on site	9

**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**

13

**TO**

19+

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

0

**Girls**

76

**Total**

76

**Number of separate Boarding Houses**

3

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

The 4-point scale ranges from:

- |                         |                    |
|-------------------------|--------------------|
| 4 - Standard Exceeded   | (Commendable)      |
| 3 - Standard Met        | (No Shortfalls)    |
| 2 - Standard Almost Met | (Minor Shortfalls) |
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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

There is a clear statement of boarding principles and practice contained within the Pastoral Handbook, Staff Handbook and student handbook. This statement has been recently prepared.

The Prospectus contains a brief description of boarding life and accommodation plus admission procedures, facilities and cultural aspects of the school. This prospectus is given to all parents,

The statement includes the following aim.

*Padworth College aims to provide a high quality boarding environment which promotes the welfare of each individual, and encourages their all round development. We want each of our students to be fulfilled and happy and, at the minimum, this requires that they must feel secure, and that they should be properly looked after by a team of suitably qualified and experienced people, who are well disposed towards young people and who are continually updated.*

<b>Standard 2 (2.1 – 2.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Pupil questionnaires reported very little bullying. This was confirmed in discussions with students. The questionnaires also reported that all students had a variety of people to talk with if there were problems. The tutors were especially noted as both helpful and confidential.</p> <p>There is a statement concerning bullying including the school's approach and the action expected. This statement is included in the pastoral handbook, staff handbook and student handbook.</p> <p>The positive approach and culture plus the small size of the school help to keep bullying at minimal levels.</p>		
<b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b>	<b>98</b>	<b>%</b>

<b>Standard 3 (3.1 – 3.9)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The responsible child protection officer has just been appointed. She is the Director of English language studies and well known to many students. The part-time assistant officer is more experienced in child protection, having already had training.</p> <p>In discussion with the child protection officer there were no local inter agency guidelines available. The child protection officer was trying to obtain a copy. <i>The inspector was advised following the inspection that a copy of the guidelines had been obtained and was now present in the school.</i></p> <p>The new child protection officer has not yet had training. This is very important to understand the responsibilities of the role and the action expected. This is made as a recommendation.</p> <p>The senior students do not have a disciplinary role.</p>		



<b>Standard 4 (4.1 - 4.7)</b> <b>The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Students' discussions showed that there were few punishments and that staff were generally fair in their approach. Students knew the main rules applied but these were not noted in the student handbook. It was recommended that the student handbook contained details of the offences and the punishments that would be used.</p> <p>In student discussions, especially with older students, there was dissatisfaction with the use of yellow slips. These were awarded if students did not attend classes without a good reason. This academic year there has been more insistence on students attending all lessons and students themselves have found this a change in the culture of the school.</p> <p>There are few rules in the school and students are encouraged to be responsible and independent.</p>		

<b>Standard 5 (5.1 - 5.7)</b> <b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The complaints policy was present and included in the staff handbook, student handbook and pastoral handbook. There is a statement concerning complaints being put on the web site for Parents to access.</p> <p>During the inspection visit a central record of serious complaints was commenced.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> <b>The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>This academic year a new PSHE course has been started. This is a new development by the Director of Studies. The course details were seen and covered a variety of relevant topics. The course was developing and changing according to student needs. The course was taught by a number of staff covering their own areas of expertise.</p> <p>The course was well planned and thought out. Prior to this academic year no PSHE course took place.</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?****2**

The boarders' health records were maintained and up to date. The nurse kept the main record with additional records kept by the boarding staff. Significant health needs e.g. allergies were advised to all pastoral staff. The senior housemistress advised that for all new staff significant details were put on the school notice board; this practice would change and staff would be advised in a more confidential manner.

All NHS records are kept in the GP surgery. The college nurse keeps the school medical records.

There was discussion concerning the guardian of each student. For some students there is a known guardian service in this country. For some students the school is not aware of a guardian. Within the prospectus an offer is made for the Principal to be the guardian. The following is the extract from the prospectus;

*All students should have a guardian in Britain; the Principal is happy to undertake this service by request.*

It was apparent that parents do not always clarify the position and the Principal was unclear as to the status of some students and expectation of his role. It was confirmed that in the case of a medical emergency the school staff had ensured that parents abroad were contacted to give their permission for medical treatment. It was acknowledged that it could be a problem if parents were not available and the situation did not give clear responsibility to the Principal. The Principal will be examining this problem to ensure that the school's and his position is clear. Until this position is clear a recommendation is made.

## 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

There is a clear management structure known to all staff and students. Regular weekly minuted meetings take place between pastoral staff and the principal.

The Principals termly report to the Governors includes a section covering boarding.

The Principal demonstrated a commitment to providing a good standard of boarding life.

### 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

There are planned responses to crises such as fires, accidents and illness.

The response to major crises resulting in reduced/no use of the school is being developed. The inspectors saw the first draft of a policy detailing further actions. The immediate response was still being developed.

### 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

There were no significant differences between the boarding houses; the provision and facilities remain similar. The main house has the oldest provision and may in future development of the school be used less.

**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**

80% of students in the questionnaires noted that there were plenty of activities or enough activities.

There is a selection of activities organised during the school day both on site and away. Some of these are run by outside trainers. All activities on the site are free to students. The students are asked to register for 2 activities.

On Saturday there are main trips arranged, possibly to local shopping centres e.g. Reading or to local places of interest or London. Students enjoyed these trips.

On Sunday there are limited activities, sports on site and attending church if wished. Most students were happy with this arrangement; a few would like more activities. The Principal noted that they are aiming to provide more activities.

A number of students go away for the weekend to relatives.

**Standard 12 (12.1 - 12.2)**

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

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

The Student Council comprises of a group of students elected by other students to represent the whole student group. This council is a means of putting forward students ideas for change and improvement and they also help to organise activities and fund raising events for college and for charity.

The council meets regularly with the Principal and senior college staff.

The council aims to represent each section and age group of students, in fact the older students composed the council, partly because they were known to the other students. The Principal noted that more of the older girls were involved in the council and would be encouraging younger girls to join.

On occasions students from this council have been asked to relay changes to other students. It was agreed that minutes would be kept and publicised so that the council did not have total responsibility for passing news on.

**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?****9**

There is no prefect system therefore this standard is not applicable.

**Standard 14 (14.1 - 14.6)**

Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.

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

Students noted in the questionnaires and in discussion that there were a number of adults that they would talk with. The tutors were very popular and trusted. Students said that any problems or difficulties would be resolved.

## **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**

The school nurse, who is a qualified first aider, provides First Aid. All of the pastoral staff have completed a short first aid course and cover when the nurse is absent.

There is a local Doctors surgery that provides medical cover to the school. Students attend a special session at the surgery; in emergencies a Doctor will visit the school. Medical records are kept centrally using computers; this makes it difficult for the surgery to be held in the school.

Medication of homely remedies e.g. paracetamol and cough linctus, are kept in the surgery and in boarding areas. The nurse is responsible for stocking these areas. There is no record of the amount held on site and this is recommended.

There is no written protocol for the administration of medicines. At present staff are orally instructed. Pastoral staff is not medically qualified and should have written guidelines to ensure that the staff are administering medication according to school protocol. This is recommended.

A medical record is prepared when students arrive in the school. The previous medical history is obtained including written permission for the school to agree to emergency treatment. Included in this information from parents is the permission for the school staff to administer homely remedies but no detail of the different medication used and individual approval given. Welfare advice is given that this would be good practice.

As noted in standard 7 there is a recommendation to ensure a guardian for all students from abroad.

**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?****2**

Students generally stay in their own rooms if unwell; this is by personal preference. Pastoral staff provide care and practical support. Students noted that care and support was given.

When looking at the records kept daily activities including checking students, giving meal and instructions given by the nurse were not often written down. Advice was given that the record of care should reflect the care given to unwell students.

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Significant health and personal problems are managed appropriately. The nurse keeps individual records for each student; health records are kept within the GP surgery.</p> <p>Boarders confirmed that they are supported if there is a problem, tutors and pastoral staff may be approached.</p> <p>The college is aware of welfare plans and have used this process in the past. There are no students requiring this support at present.</p>		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The students all come from a variety of backgrounds. Inspectors' observation and discussions with students and staff confirmed that this standard was met.</p> <p>There is a policy on Equal Opportunities and statements are available to staff and students supporting individual differences and rights.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Students have a variety of methods to maintain contact with families and friends. These methods include their own computer laptop with wireless internet link within the school, mobile phone and coin box phones in the school</p> <p>The coin box phones are not all enclosed. This becomes an issue if telephone calls are made late at night because of time difference then the student can be overheard and could disturb other students. The Principal intends to look into this to find ways of increasing the privacy. The standard remains as satisfactory because of the options available.</p>		



**Standard 20 (20.1 - 20.3)**

**Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.**

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

The inspectors noted that a number of thefts had taken place of substantial sums of money. The school has locking facilities within the main house for use of students. The students were not aware of this. Within the other two houses there are locking doors and cupboards. It is important that students are encouraged to lock their own valuables including money away.

Following the loss of large sums from students' rooms a referral to the police was made but the police did not visit. The school will be recontacting the police.. The inspectors strongly encourage involving the police to ensure students know the staff take the matter seriously and to encourage greater regard for personal property.

Advice is given to ensure that there is a policy and procedure concerning methods of protecting students, some of which involving them, and the procedure to follow if there is a theft.

**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**

New boarders are given support by staff and older boarders.

A written handbook is given to all boarders. There was discussion about providing this handbook in the girl's own language as knowledge of English varied considerably. The Principal noted that the ESOL dept provides a lot of support to new students. All students are initially in these classes and academic staff see their role as providing pastoral support as well.

**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**

Appointed guardians are often from specialist agencies. The service provided to the school and students varied from excellent to minimal.

As noted in standard 7, there is lack of clarity about the role of the Principal as guardian to some students and this needs clarifying.

**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

The Principal and other senior staff monitor records of risk assessments, punishments, complaints and accidents.

It was noted that risk assessments were kept on the computer and that the record did not always include dates and signatures. This was to be added to the record.

**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

There has been a recent survey conducted and following this a new contractor was appointed to provide meals. A new menu has been prepared and is to be shared with students.

The inspectors ate the same meals in the dining room. The food was offered with a vegetarian choice and hot when served. There was also a salad bar and a choice of desserts. Prepared fruit was always available in the dining room.

Students from the questionnaires saw the food mainly as average with a few finding the food very poor. In discussion with students some were happy with the meals and others were more critical.

There are difficulties providing food for such a diverse group of students. Students confirmed that they could obtain different food if they asked and that the new chef was very approachable and friendly. A comments book has been started in the servery area and some students were aware of this. The new contractor is flexible and consults with students to provide a menu according to their choices.

**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?****2**

There is drinking water in all of the houses and students are aware of this. Some students did not like the taste of the water and preferred bottled water. There are some water dispensers already and the Principal will review and aim to provide some more.

The kitchen facilities are limited. There has been a cooker and fridge set up in the laundry; this was used for cooking groups. The college is now removing this equipment.

Some students reported being hungry in the evening and that there were insufficient arrangements for snacks in the evening. There were no arrangements for food to be put into kitchenettes in individual houses.

*Following the inspection the inspector was advised that a new kitchen is being set up in the main school and will be stocked with small items such as bread, butter to provide snacks and a place to cook.*

There are small kitchen areas in each house containing a fridge and sink. Students to store personal food used the fridges. The fridges have not had regular temperature checks to make sure that the fridges are working properly. The bursar will make sure checks are completed.

**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**

There is a good awareness of the need to have good Fire precautions and practice. Fire drills and checks on systems take place. Students are aware of fire precautions and took part in fire drills.

The Fire department confirmed that outstanding requirements are worked towards.

**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**

There are periods with heavy academic work as well as other activities. The students confirmed that staff are helpful and if there is a problem then they will be given support.

<b>Standard 28 (28.1 - 28.2)</b> <b>The welfare of any children accommodated at the school, other than pupils, is protected.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard is not applicable.		

<b>Standard 29 (29.1 - 29.6)</b> <b>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school uses centres containing appropriately trained staff for high-risk activities.  The exception is a member of staff being training to perform some Duke of Edinburgh activities.		

<b>Standard 30 (30.1 - 30.5)</b> <b>Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Students can access news via the newspaper, television or internet access. Newspapers are supplied to the library and to individuals if ordered.		

## 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

This was satisfactory. Pastoral staff lived on site within the houses that they covered. Students were aware of how to find staff on duty when necessary.

There were no gap students but junior boarding staff are able to take more responsibility. There was a rota providing satisfactory cover.

It was reported back that younger pupils did not require supervision to ensure an appropriate bedtime. Students themselves felt they were responsible. Senior staff reported that the younger students did have an earlier bedtime. This was reported back to senior staff for clarification. Whilst the present relaxed arrangements work when there are only a few younger students it is important that if more younger pupils start in the school that closer supervision is considered.

### 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

Staff escort students when away from the site. If shopping then students stay in groups, the younger students with older and mobile phones are used for emergencies.

**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

As noted above students knew how to access staff and were able to obtain help in an emergency. Staff accommodation was within or adjacent to boarding houses.

**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

All boarding staff have job descriptions reflecting their role.

There is no formal induction system that records the areas covered. It is advised that the school considers this.

There is an appraisal system in the school for academic staff, and this has not been extended to pastoral staff. This system has only recently been started since the start of the new Head. It was advised that this system is extended.

The school is aiming to become a member of BSA to enable pastoral staff to access training. This would be very helpful to staff.

**Standard 35 (35.1 - 35.4)**

**All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.**

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

3

All boarding staff have a copy of the pastoral handbook containing policies and procedures. The main staff handbook also contains all of the boarding policies and practice.

**Standard 36 (36.1 - 36.4)**

**There are sound staff/boarder relationships.**

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

3

The staff and boarding student relationships are good. The students spoke well of the support and that academic staff had time to talk through problems and issues. The relationships with pastoral staff varied, often students found academic staff more approachable and trustworthy.

Students could always find an adult with whom to discuss problems.

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Students spoke well of the approach of staff and their privacy was respected.</p> <p>There was one specific part of practice involving confidentiality by one staff member which was reported by pupils. Inspectors were assured this would be stopped.</p>		

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There is a responsible approach to recruitment; a number of people are involved in the process.</p> <p>Recruitment files were seen and included some problems. These problems included</p> <ul style="list-style-type: none"> <li>• References were not all present; none were seen for maintenance staff.</li> <li>• Some new staff have not had 2 references taken and follow up of non-receipt of references was not recorded.</li> <li>• There is no interview record that includes exploring gaps in CVs.</li> <li>• Ensure that a statement of good conduct is obtained if possible for staff from abroad.</li> </ul> <p>It is recommended that recruitment practice is reviewed so that a checklist is kept of the process to ensure that each member of staff recruited has the same checks. It is also helpful for one person to be responsible for checking recruitment and preparing the file.</p> <p>There is a need for staff with accommodation specified as part of the contract to be aware that if there was a complaint/allegation investigation then the member of staff could be asked to vacate the premises for the duration of the investigation. The bursar will ensure that this is possible within the contracts given.</p>		

<b>Standard 39 (39.1 - 39.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a sound and responsible approach to the use of CRB checks.</p>		

## 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

The accommodation is appropriately lit, heated and ventilated.

The furniture and fittings are older and are generally not fire retardant. The bursar advised that there is a programme of replacement. It is important that fire retardant materials are used as soon as possible. There is a non-smoking policy within the school; there is a smoking area in the garden. There are clear guidelines for older students who smoke.

### 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

There are no visitors to the boarding area. If routine maintenance is required then the maintenance men will visit in pairs because students have free access to their accommodation.



<b>Standard 42 (42.1 - 42.14)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The accommodation is adequately furnished and of sufficient size. The younger students are accommodated together in the main house; the remainder of the students are spread throughout the accommodation.		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarders have access to a desk in their bedroom. There are no restrictions to use of their bedrooms. Additionally there are facilities in the school e.g. computer room, resources room and classrooms open after the school day.		

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There were adequate toilets and bathrooms available. Students commented that sometimes hot water was limited on upper floors. The inspectors were advised that hot water pumps have been installed and that there are large hot water tanks. The hot water system is amended when students report problems.</p> <p>On inspection it was noted that solid soap is left by sinks and that some hand towels or paper towels were used or no drying facilities provided. Students reported that they would not use the soap but would return to their own rooms. A requirement is made to review all toilets and bathrooms to ensure that washing and drying facilities are available. It is suggested that hand towels unless changed frequently during the day could be unhygienic.</p>		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders use their own bedrooms to change for sports.		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The range of indoor facilities include a games room, communal lounges and school areas e.g. library/resources room. Outdoor areas include woods and a lake, tennis/volleyball courts and grassed areas.</p> <p>There is an area for smoking in the garden.</p> <p>A local school's sport centre is used to provide further resources and students are taken by minibus. It is part of the future plans of Padworth college to build more sports facilities on site.</p>		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>No safety hazards were observed or noted in discussions. Risk assessments took place termly in areas used by boarders.</p>		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is separate accommodation for ill boarders. This includes separate sleeping and bathroom facilities.</p> <p>This area is very rarely used as most students are in individual rooms and prefer to remain in their own room.</p>		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There is one laundry room that is used for all laundry both students and school laundry. There are adequate facilities and in good working order. The exception was one dryer, which was being repaired.</p> <p>During the inspection it was noted that a cooker and fridge were kept in the laundry and used for cooking sessions. It was recommended that this practice cease.</p> <p><i>Following the inspection the inspector was advised that the kitchen equipment was being moved to a new room in the main house. The laundry room will be solely for washing clothes and linens.</i></p> <p>The students advised inspectors that they had to pay for use of the washing and drying machines. Students wash all of their own clothes. There is no school uniform. Students advised that they were not aware of the charges prior to arriving at the school. In discussion the Principal confirmed that all pupils are sent the Information for new students prior to arrival which clearly stated the charges.</p>		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>A new shop has been started this year by the pastoral staff. This provides students with access to stationery, personal and some food items. Students found this resource very helpful.</p>		

<b>Standard 51 (51.1 - 51.11)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>This standard is not applicable.</p>		

<b>Standard 52 (52.1 - 52.8)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Any school trips are prepared in advance. Agencies are used for holidays and registered centres for academic field trips. Risk assessments are prepared and noted by the Head of Studies and the Bursar.</p>		

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_**Date** \_\_\_\_\_**Lead Inspector** Sue Cledwyn-Davies **Signature** \_\_\_\_\_**Date** 02/03/05**Second inspector** Sue Burton **Signature** \_\_\_\_\_**Date** 02/03/05

**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 7 February 2005 of Padworth College and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the Head

YES

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

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

**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 , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

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

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, Robert Swan, of Padworth College 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.**

<b>Print Name</b>	<u>Robert Swan</u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u></u>
<b>Date</b>	<u></u>

**Or**

**D.3.2 I, Robert Swan, of Padworth College 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:**

------------------------------------------

<b>Print Name</b>	<u>Robert Swan</u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u></u>
<b>Date</b>	<u></u>

**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.**

**Commission for Social Care Inspection**  
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