



Making Social Care  
Better for People

# inspection report

## BOARDING SCHOOL

### **Ackworth Boarding School**

**Ackworth  
Pontefract  
West Yorkshire  
WF7 7LT**

*Lead Inspector*  
athy Howarth

*Key Announced Inspection*  
7 & 8 November 2006      09:00

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

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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>	Ackworth Boarding School
<b>Address</b>	Ackworth Pontefract West Yorkshire WF7 7LT
<b>Telephone number</b>	01977 611401
<b>Fax number</b>	01977 616225
<b>Email address</b>	
<b>Provider Web address</b>	<a href="http://www.ackworthschool.com">www.ackworthschool.com</a>
<b>Name of Governing body, Person or Authority responsible for the school</b>	The Religious Society of Friends (Quakers)
<b>Name of Head</b>	Mr Peter Simpson
<b>Name of Head of Care</b>	
<b>Age range of boarding pupils</b>	11 -18
<b>Date of last welfare inspection</b>	

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

Ackworth School is a boarding and day school for pupils of both sexes from ages 11 to 18. The school also has a separate unit for juniors which is also sited in the school grounds. There are no junior boarders.

The school was founded in 1779 as a school for the sons and daughters of Quakers and operates within the spirit and ethos of the Quaker tradition. The school is in the village of Ackworth, near to Pontefract and Wakefield. The school is located within spacious grounds and substantial buildings.

Pupils come predominantly from Great Britain but boarders attend Ackworth School from a wide range of overseas destinations and indeed form the majority of boarders at the school.

In addition to teaching academic subjects as required by the National Curriculum, the school also has a co-ordinator supporting pupils with dyslexia; The International Centre, a department responsible for the teaching of English as a foreign language; and a range of sporting and extra curricular activities, all of which can be accessed by boarding students.

The school was providing full boarding, during term time, for 89 pupils at the time of this inspection. Boarding houses for boys and girls are separate. Each of the houses has a housemaster or mistress with a number of assistants who monitor and maintain the welfare of the children.

Information about the school is found on the school's website [www.ackworthschool.com](http://www.ackworthschool.com) and from the school directly. Fees for boarding are £5,291 per term for seniors per term. The school sends out a full fee structure information leaflet with all prospectuses.

Previous Commission for Social Care Inspection reports are available from the school directly or the school directs parents to the Commission for Social Care Inspection website at [www.csci.org.uk](http://www.csci.org.uk).

# SUMMARY

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

This inspection visit was undertaken over a period of two days by three inspectors, one Commission for Social Care Inspection inspector and two boarding school professional inspectors. Before the inspection visit, surveys were sent to all pupils, their parents, guardian agencies and boarding staff at the school to elicit their views and comments. In addition, the school provided background information, a pre-inspection questionnaire and the head completed a self-assessment form.

During the visit, inspectors toured the school environment, met with pupils individually and in groups, shared meals with pupils, met with key staff with responsibilities relating to boarding and examined records relating to boarding.

## What the school does well:

Health needs of boarders are well met and pupils know how to get help when they need it.

The food provided is of a good quality with plenty of choice.

Overall, inspectors judged, pupils are protected from harm. Pupils say that bullying is rare and, if it occurs, is dealt with quickly.

Boarders have plenty of opportunities for support from staff and say that staff are mostly helpful and take time to listen. They also say that the system of discipline is fair and equitable.

The school works hard to ensure that all boarders have equal opportunities.

The school's approach to listening to the views of boarders is satisfactory.

Support for boarders to maintain contacts with family and friends is good.

Boarders have good quality accommodation for sleeping and relaxation. There are plenty of bathrooms and toilets.

## What has improved since the last inspection?

The quality and choice of food has improved as have the facilities for boarders to cook for themselves.

The inequality of rules between boys and girls has been removed since the last inspection.

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

Management of the school is generally effective but some systems that support this could be improved. These are mainly around recording of things such as punishments, complaints and staff training.

Checks on domestic staff should include references from previous employers being taken up.

More staff and some older pupils should get briefings around child protection.

Systems for monitoring fire safety on a regular basis should be improved.

The systems for testing electrical equipment should be improved.

The problem of day pupils needing to enter the Girls' House should be resolved.

Initial information for boarders from overseas could be more useful if there were appropriate alternative language versions.

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. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## **The intended outcomes for these standards are:**

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

**The Commission considers Standards 6 and 15 the key standards to be inspected.**

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

**6, 7 15 and 24**

Quality in this outcome area is **good**.

**Health needs of boarders are well met.**

**The food provided is of a good quality with plenty of choice.**

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

The school has a health centre that is staffed by a qualified nurse throughout the school day and a local GP visits once a week as a matter of routine. During evenings and weekends, immediate First Aid cover is provided by Matrons in the Boarding Houses with back up through NHS Direct in the case of an emergency.

The Matrons ordinarily accompany pupils to appointments or to hospital if necessary, unless it is very serious when the Sister would do this during her working hours.

The nurse keeps medical records relating to pupils within the health centre but any conditions which are potentially threatening, such as an allergy or asthma, are recorded within the Boarding House and, if necessary, in the kitchen, to ensure that pupils' needs are met. Arrangements for the storage and administration of medicines are good.

The school nurse is trained to offer First Aid training and therefore manages this within the staff team to ensure there are sufficient numbers of trained staff and that their training is up to date.

Boarders told us that they are well looked after when they are ill. Matron comes to check on them and they stay in their rooms. The school does not have the facility to isolate boarders who may be severely ill or infectious as they have no sick bay. However, there are spare rooms within the boarding houses which means that sick pupils, or the person they share with, may be moved out. Pupils said they didn't mind this.

If pupils are severely ill they are sent home or, in the case of overseas pupils, they go to their guardians.

Since the last welfare inspection of the school, when it was a source of some complaint amongst the pupils, significant efforts have been made to improve the overall quality of the food. It was pleasing to note, therefore, on this visit that many pupils expressed positive views about the food; especially the variety and that choices such as fresh fruit and the salad bar are available. Inspectors shared five meals with pupils, covering all the main meals. This confirmed the view that the quality and portion sizes are good with good choices and that special dietary needs are met. The catering manager indicated that he is given information about special diets and this is communicated to all kitchen staff. One improvement could be in ensuring that staff know who the young people are by sight, through sharing school photos with kitchen staff. At present, they are simply told the names of pupils with special diets.

Very few pupils had any negative comments to make about the food, one of these being that there is no brown bread available and some of the girls complained that they have to have fish and chips every Saturday. In fact brown bread is available and the menu shows that while there is fish and chips there is always another hot option on Saturdays and the salad bar is also always available. Inspectors observed that there was always plenty of fresh drinking water and juice available for pupils. One observation was that there was salt available on tables which is against current Government guidelines for schools. Very few pupils appeared to use this however, and pupils did show a good understanding of healthy eating.

The school monitors boarders' eating very closely with everyone required to attend all meals apart from Saturday tea and Sunday lunch when older boarders can opt out. For these meals boarders can use the new kitchen which has recently been put in, in response to requests from older boarders to be able to cook for themselves.

At mealtimes, boarders and day pupils are mixed at lunchtime and are required to sit at certain tables to ensure that pupils are mixed and not in cliques. This is deliberate to ensure that overseas pupils and day and boarders have opportunities to spend time together and make friends. This is part of the ethos of the school to integrate and to promote understanding and tolerance between pupils.

# 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)

**The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.**

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

**2, 3, 4, 5, 26, 37, 38, 39, 41 and 47**

**Overall, inspectors judged, pupils are protected from harm but there are some improvements that could be made to the school's systems for ensuring this.**

Quality in this outcome area is **adequate**.

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

None of the boarders who spoke with inspectors or who responded to the surveys reported that they were being bullied at the time of this visit. Two boarders said they had experienced some bullying previously but this had been dealt with promptly and effectively. The school's policy is to respond swiftly and this appears to be implemented effectively in practice.

The school's nominated person for child protection is the Deputy Head. All the boarding staff, and other key welfare staff who spoke with inspectors, are clear about their reporting responsibilities in terms of how and when they need to report and record any issues relating to child protection. Domestic and catering staff are given some guidance on how they should relate to boarders and are discouraged from being 'over familiar'. However, they are not offered any formal training on responding to a child who may come to them with a problem. This is recommended to ensure that appropriate actions are taken in such an event. It is also recommended for older boarders, who take some responsibility for younger ones, to have this briefing to ensure they too are aware of what they should do should the need arise.

The Deputy Head provides briefings to other staff throughout the school in relation to child protection. However, the heads of boarding in the two houses have not had any more in depth training and this is recommended again, as it was at the last inspection.

Boarders who spoke with inspectors, and returned surveys, indicated very strongly that they feel safe at the school and that they would feel able to talk to someone if they had a problem. Some girls did highlight a concern about wanting to be sure that if they talked to someone that their confidences would be kept and not 'gossiped' about. They felt that this was a possibility although they had no specific knowledge that this had actually happened.

The school has had no recent child protection referrals or investigations.

The school's approach to discipline is clear and, according to boarders, is fair and appropriate. The rules for boys and girls were also found to be consistent across both boarding houses. Boarders reported that, when they receive punishments such as detention, it is clear why this has happened and it is explained to them. One boarder told us that he had been warned three times about behaviour before a punishment had been given. The only concern was in how these are recorded. For example, the above incident was not found on a boarding house file nor on the main file for the young man concerned. For tracking of events, should a complaint arise or just in terms of monitoring pastoral welfare, a log of the warnings and subsequent punishment should be made.

The school has a complaints procedure which is well documented and clear. It was evident from feedback from parents and pupils that any issues are responded to swiftly and efficiently. However, again, the recording of outcomes and actions taken in response to complaints was not adequate to safeguard pupils or the school if issues were to arise again in the future.

Fire precautions within the school were generally found to be satisfactory. However, there was one corridor where some compromise to the safety was found such as cluttered fire exits and a door to a staircase, which had been altered which affects their effectiveness to stop the spread of fire. It was recommended that the school adopt an approach where the environment is routinely inspected for such changes and actions taken appropriately. One member of staff has been identified to do this following his attendance at a recent training course on fire safety. The school carries out appropriate fire tests and drills on a regular basis.

Generally, pupils reported that staff respond sensitively when they have issues to discuss and staff are given briefings around such things as confidentiality. Some girls did, however, complain that one member of staff occasionally enters bedrooms without knocking which causes some anxiety. Several girls said they had been in the middle of changing when this had occurred. This is poor practice and contrary to school guidance. This was reported to the Head of House.

Staff recruitment is generally adequate. All staff, and any spouses that live at the school, are checked via the Criminal Records Bureau and all teaching and boarding staff have references from previous employers. However, this practice is not routinely extended to ancillary staff. They are CRB checked but references are not always taken up, even though new staff are asked to supply names of two references. This should be improved as the CRB check on its own is not sufficient. One new staff member's file was checked and only one reference was found on file. Again, it is recommended that two references are taken up and that employment histories are verified and any gaps explained in writing.

The school uses only reputable taxi firms whose drivers have had CRB checks for any transporting of pupils.

Overall, inspectors found that the security arrangements for the boarding houses were satisfactory as they are protected by a security code pad. The numbers are different for the Girls' and Boys' houses. The only concern was the access to the Girls' house by day pupils to reach their lockers. This may compromise safety in that they have, of necessity, to know the keypad code. This unnecessarily widens the circle of people with access to the area. A recommendation was made in relation to this on the previous inspection.

The school's sports centre is used at various times by the public. This area is well away from the main school premises and does not appear to offer the visitors any significant access to boarders.

Health and Safety systems within the school, including risk assessments, were found to be generally satisfactory. One area that needs addressing was in relation to testing of electrical equipment. A systematic approach is required to ensure that all equipment is safe for use by boarders. Inspectors observed a significant number of items without test stickers.

# Enjoying and Achieving

**The intended outcomes for these standards are:**

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- 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)

**The Commission considers Standards 14 and 18 the key standards to be inspected.**

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

**14 and 18**

Quality in this outcome area is **good**.

**Boarders have plenty of opportunities for support from staff. The school works hard to ensure that all boarders have equal opportunities.**

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

The school has a wide range of resources for pupils to receive individual personal support from staff. Mainly, pupils reported that they would speak to the house staff. In particular, the boys reported that their housemaster is a good source of support and is 'always there for them'. In addition, the form tutors clearly perform a key role in offering support to boarders and are a conduit between academic and boarding life. In addition, the school uses the services of a trained counsellor who visits each week for two hours. Boarders can speak to the counsellor without appointment and any information is confidential unless it relates to a child protection issue, which has to be shared. The counsellor is aware of child protection procedures and has a good working knowledge of the school, having worked there previously herself. Information



about the counsellor is given to all pupils through the school organiser and through posters. However, inspectors did encounter some boarders who were unaware of the counsellor's existence. It is suggested that she is introduced to new pupils as part of their routine induction to the school.

The school's Quaker ethos is one of tolerance and acceptance of difference. The school has a high proportion of overseas boarders from all over the world. The Head of Boys' house has put up a map with pins in representing all the countries where boarders come from and include such places as China, Hong Kong, Uganda, Morocco, Germany and Slovakia. Supporting pupils from such diverse backgrounds obviously necessitates a significant amount of support, both practical and emotional, to ensure that boarders remain happy and productive during their time at the school

From discussions with boarders and key staff, and observations during this visit, it seems that school responds well to enabling overseas pupils to integrate while still enjoying aspects of their own culture and speaking their own language if there is someone available to speak with. The school provides cooking facilities for pupils to cook food to their liking at weekends as well as trying to provide this within the set menu during the week. Although it has not been necessary recently, the school has a history of ensuring, for example, that any Muslim pupils can have access to food at the appropriate times during Ramadan and provides areas for prayer.

Pupils who need significant linguistic support are catered for within the International Centre, where they have lessons with teachers who help them to improve their language skills.

A few overseas pupils said they had encountered some racist comments from other pupils but this appeared to be mainly from day pupils rather than from boarders. This may be an area where the school needs to do more work to promote cultural diversity and understanding within the day pupil population.

At the last inspection there was some evidence of unequal rules for boys and girls. Happily, pupils were not reporting that this is an issue this time and these inequalities have been removed.

# **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 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)

**The Commission considers Standards 12 and 19 the key standards to be inspected.**

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

**12 and 19**

Quality in this outcome area is **good**.

**The school's approach to eliciting views of boarders is satisfactory. Support for boarders to maintain contacts with family and friends is good.**

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

The school has a Boarders' Council which meets periodically. Views from boarders are fed through representatives on this council to the Deputy Head who actions any suggestions. Inspectors found that knowledge of the council and its role was not universal in the boarding group and there was some scepticism about it because of the infrequency with which it meets, although there had been a meeting during this term. Minutes from the meetings were found to be very brief and did not reflect any progress on issues that may have arisen previously. However, it was clear that some issues that had been raised

have been acted upon, certainly in relation to improving the food, availability of fruit and making a new kitchen so that boarders can prepare their own food. Recently the Girls' Boarding House has had a comments box put into the kitchen to provide another means for views to be shared, either anonymously or not. Some girls said they were pleased about this and had already used it. Some boys felt that this might be useful in the Boys' House too.

Inspectors, therefore, felt that the standard was met but efforts should be made to improve understanding of this mechanism for eliciting views and recording and circulating the minutes widely would aid this.

The school enables contact with parents, relatives and friends through a variety of means. There are public telephones, email facilities and pupils are allowed to keep their mobile phones so that they can make and receive calls.

There is no censorship of these communications and privacy is provided for in public phone booths so that pupils can speak freely. There are also telephone numbers for Childline advertised within these booths.

From pupil files it was evident that Form Tutors and/or house staff are good at getting in touch with parents if there is a problem or concern with any young person.

# 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)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

**The Commission considers Standard 51 the key standard to be inspected.**

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

**40, 42 and 44. 51 is not applicable.**

**Boarders have good quality accommodation for sleeping and relaxation.**

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

Boarders at Ackworth have generally good accommodation. Most rooms are shared by only one other occupant and there are a small number of single rooms. The living accommodation is pleasant and there is plenty of choice for boarders about where they can go to relax in their limited free time. Since the last inspection, an area of the Boys' House has been updated and the school now has a good kitchen, dining room, TV room and Pool room which is used by girls and boys to prepare their own food and relax together. Boarders reported that they like using this area, although the girls did complain that they couldn't use it after they have signed in during the evening because then they cannot leave the Girls' House.

Boarders reported that the houses are warm and generally clean, although some boys did say that the younger boys' bathroom gets quite dirty at times. During this visit, inspectors did not find this to be the case however. The boys' house was upgraded just before the last inspection and there is a plan for the same to be done in the girls' house. This has not yet occurred and there is no clear timetable for the improvements to be made. The girls' house is generally acceptable however.

Both houses are protected by a keypad system for the doors to prevent access by unauthorised visitors. Day pupils are generally not allowed to use the boarding houses but some day girls have access to the house because their lockers are sited there. This was identified as a problem at the last visit and continues to be a problem. It also means that day pupils have knowledge of the keypad combination to access the Girls' Boarding House, which is undesirable.

Sleeping accommodation was found to be acceptable. Boarders reported that they are warm enough, new winter duvets having been bought recently and that the space within bedrooms is adequate. Boarders can personalise their own rooms as they wish. All rooms have the facility for the safe storage of valuables with a locker under the bed needing only a padlock to make it secure.

Bathrooms in the Girls' House and the younger boys' accommodation were found to be clean and tidy, if a little drab. Pupils reported that the showers are usually hot and there are no significant problems with queues in the mornings or at other key times. For the older boys, the refurbishment has provided each room with an ensuite bathroom which is much more pleasant and is valued by the boys.

At the last inspection visit, it was noted that one part of the Girls' House is open to day pupils and that boarders have to pass through an area used by day pupils to reach their bathroom. This problem has not been resolved and continues to cause some difficulties particularly during early mornings.

# 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 is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

**The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.**

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

**1, 23, 31, and 34**

**Management of the school is generally effective but some systems that support this could be improved.**

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

The school has a brochure given to new boarders 'Welcome to Boarding' and indicates its ethos throughout the school in its policies, outlining its approach to pupils whether they are boarding or not. One consideration may be to produce the leaflet for new pupils in alternative languages so that some of the overseas pupils can easily refer to some of the important information in that document during their crucial first weeks at the school.

The school has a thorough approach to risk assessments. There are general risk assessments for every type of activity undertaken within the school, including school trips and sports activity. If pupils have significant individual needs that have to be taken into consideration, these are also recorded on individual files well as on general risk assessment files. One warden has recently been trained to be a competent person for fire safety. The school's risk assessment is about to be updated following this.

The Deputy Head has a clear role in terms of monitoring such things as complaints and accidents within the school and demonstrated a good overview of what is going on within the school. Inspectors had some concerns, however, that some of the deficiencies within the recording systems would make this open to some information going missing or being forgotten. Recommendations have therefore been made with this in mind.

Inspectors were impressed with the level of adult supervision within the boarding houses. Older pupils carry out very little supervision without a member of staff being present. For example, in the Girls' House on the first evening of the inspection visit, there were three staff available once the girls had finished their evening prep. In addition, there are school staff taking prep and the Master on Duty who patrols the grounds, looking after security and making sure there are no problems with boarders who may have visited the village or are outside going to and from the library or sports centre. Pupils confirm they value this by saying there is always someone to talk to if there are problems.

Boarding House staff have access to Inset training offered within the school, either in house training such as First Aid training offered by the school nurse or through external bodies such as the Boarding Schools Association. Staff told inspectors about various courses they had attended. Staff files were examined to determine the extent of this. Unfortunately, files were found to have few records of training. Some records are kept centrally but these were difficult to access during the inspection. It would be helpful for Heads of the Houses to keep records of training in order to inform planning and staff development in relation to boarding. One member of house staff, who had recently come to the school, had no record of any induction into the house on file; in particular, it was not clear whether the recommended briefing on child protection had

occurred. It is strongly recommended that recording of training for boarding staff be recorded on individual files. Another suggestion is that House staff use opportunities for exchanges perhaps with sister Quaker schools to learn and share ideas for approaching their work.



# 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

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	X
<b>14</b>	3
<b>18</b>	3
<b>27</b>	X
<b>43</b>	X
<b>46</b>	X

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	X
<b>40</b>	3
<b>42</b>	3
<b>44</b>	3
<b>45</b>	X
<b>50</b>	X
<b>51</b>	N/A

# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	3
<b>8</b>	X
<b>9</b>	X
<b>10</b>	X
<b>23</b>	3
<b>31</b>	4
<b>32</b>	X
<b>33</b>	X
<b>34</b>	2
<b>35</b>	X
<b>52</b>	X

Are there any outstanding recommendations from the last inspection?

YES

### 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	BS3	Briefings regarding child protection should be given to ancillary staff and to older boarders as appropriate. The House Master and Mistress should also receive more detailed training in child protection.	
2	BS4	The system for recording punishments should be clear and consistently used in every case.	
3	BS5	The system for recording complaints, their outcomes and actions taken in response should be improved.	
4	BS26	The effectiveness of fire safety systems should be monitored more effectively. The fire door identified during the inspection must be made effective against fire.	
5	BS37	Staff must knock before entering boarders' bedrooms.	
6	BS38	Recruitment procedures need to be tightened up, particularly in obtaining references for all staff.	
7	BS44 BS41	The problem of day pupils accessing areas of the Girls' House still needs to be resolved.	
8	BS47	All electrical equipment should be safety tested to ensure it is safe for use by boarders.	
9	BS1	The school should consider providing the 'Welcome to Boarding' leaflet in languages spoken by overseas pupils.	
10	BS34	Training for boarding staff should be recorded on individual files for ease of reference.	

## **Commission for Social Care Inspection**

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