



Champions for
Social Care
Improvement

inspection report

Boarding School

St Andrews

2a Free School Lane

Cambridge

CB2 3QA

15th March 2004

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

St Andrews

Address

St Andrews, 2a Free School Lane, Cambridge, CB2 3QA

Tel No:

01223 360040

Fax No:

01223 358046

Email Address

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

Undefined Owner 01

Name of Head

Mr Mervyn Martin

NCSC Classification

Boarding School

Type of school

Date of last boarding welfare inspection

Jan'01

Date of Inspection Visit		15th March 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of NCSC Inspector	1	Lindsey Blickem	098780
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mark Robinson	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection			

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

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

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

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

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

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

This document summarises the inspection findings of the NCSC in respect of St Andrews.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

St Andrews is a small independent school registered with the Department of Education and Skills providing Further and Higher Education for predominantly students from abroad.

The age range of pupils within the school is 14 to 19+ with all students being housed away from home. Adult students are permitted to arrange their own accommodation whilst the school provides care and accommodation for those pupils who request or require it.

St Andrews provides three boarding houses managed by a house warden being supported by their partner if present. Wardens are relieved occasionally from duty by tutors employed by the school.

Two meals per day are provided to boarders, breakfast and dinner, leaving students responsible for their own lunch. At weekends boarders are required to prepare their own main meals.

The school also provides host families for students of all ages and is responsible for supporting and maintaining these placements.

St Andrews provides recreational and social opportunities for students as well as pastoral and access to health care as appropriate.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The staff/ pupil relationships were excellent.

The boarding provision is of a very high standard. The boarding houses are comfortable and well maintained.

The communication regarding the care of the pupils between all staff members throughout the school was excellent.

The catering within each boarding house was also excellent.

The school's pastoral approach to the care and welfare of the students was commendable.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

A more robust day-to-day maintenance procedure should be adopted with clearly defined route from requirement to repair and completion.

Recruitment records should be harmonised and centralised adopting the requirements detailed in this report.

The school should make available or indicate where students have access to drinking water.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The standard of care offered to students of St Andrews is very high. The students reported being well cared for by both the school and House wardens. The House wardens were particularly impressive as was the standard of accommodation in all three houses. The school should consider providing an appropriate amount of respite for all House wardens particularly as they were an extraordinarily valuable resource within the school.

St Andrews is an efficiently run boarding school which takes seriously its duty of care to the students. The unique style and type of independent boarding provision that it provides a specifically tailored care regime for the students accommodated there.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

[illegible]

NA

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	40	The shower in Lyndwode should be repaired	1 month
2	40	Decoration to Lyndwode 1 st floor ceiling toilet should be improved	2 months
3	25	Drinking water provision to be improved for the students.	Immediate
4	38	The schools recruitment and vetting procedure should be harmonised and made compliant with Standard 38.2.	Immediate
5	23	A senior staff member should systematically review boarding records.	1 month

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	40	Clear maintenance procedure could be developed and implemented.
2	34	The school should consider providing wardens with a regular evening off work in addition to what is already in place.

*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	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NA
Group discussion with ancillary staff	NA
Group discussion with Gap students	NA
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	NA
Visits to lodgings	YES
Individual interviews with pupil(s)	YES

Date of Inspection	15/03/04
Time of Inspection	09:30
Duration of Inspection (hrs.)	42
Number of Inspector Days spent on site	3

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**

15

TO

20

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

31

Girls

34

Total

65

Number of separate Boarding Houses

3

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

The 4-point scale ranges from:

- | | |
|-------------------------|--------------------|
| 4 - Standard Exceeded | (Commendable) |
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"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
A clear, concise statement of the school's boarding principles and practice was in place and made available to all appropriate persons on request. The detail given within this document in relation to the operation of the school was very good.		

Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence	Standard met?	3
<p>The school has in place a robust anti bullying policy, clearly stating the procedure that should be followed should an incident of bullying arise.</p> <p>There was no evidence of any problems with relation to bullying in the school during the course of the inspection. The atmosphere in all areas of the school was harmonious, pleasant and respectful.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	100	%

Standard 3 (3.1 – 3.9) The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	3
<p>The school has in place a clear policy on child protection. All members of staff spoken to were clear about their responsibilities in relation to child protection matters.</p> <p>The communication between the school and the boarding staff was excellent and student welfare was a priority.</p>		

Standard 4 (4.1 - 4.7) The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
<p>The pastoral approach made by the school lends itself to a minimum amount of disciplinary intervention being required on a day-to-day basis. The staff in the boarding houses have an excellent relationship with the young people in their care and deal with issues at an early stage to avoid escalation of any issue.</p> <p>The school clearly has a 'bottom line' and disciplinary action is taken appropriately. The school does not employ traditional sanctions rather using a warning system and this reflects the adult nature of the school.</p>		

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>There is a complaints policy in place but all students spoken to reported that they had nothing to complain about in the boarding environment.</p> <p>Students also reported that if they did have concerns they knew who to approach and were confident they would be listened to.</p> <p>Students are able to comment on the boarding provision through a formal review process.</p>		
Number of complaints, if any, received by NCSC about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>The school has an on going sensitive programme of PHSE through the General Studies course included in the academic curriculum including matters relating to sexual health, drug awareness, safety and alcohol misuse.</p> <p>There were clear restrictions in place for boarders in relation to smoking and alcohol use in the boarding houses.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>The young people are registered with the local doctor and are encouraged to attend surgery as required. The can make the appointments themselves or these can be made by various school staff on their behalf.</p> <p>Records of individual health needs were evident in the pupil records in houses. The health needs of individual boarders were well known to house staff.</p>		

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

3

There is clear management and leadership of each individual boarding house by the house staff and also a direct line of accountability and communication to the Accommodation Officer and the Principal. Each individual with a responsibility for boarding was clear about their role and the expectations of their specific duties.

Standard 9 (9.1 - 9.3)

The school should be capable of satisfactorily managing crises affecting boarders' welfare

Key Findings and Evidence

Standard met?

3

The excellent communication and pastoral care in the school lends itself to effective management of crises. The levels of management and accountability in any decision making process was clear and effective.

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 is an appropriate policy of separation of gender and age in the boarding houses although males and females share the same building there is a reasonable distinction of areas populated by boys and girls.

The boarding provision throughout the school was of a similar high standard.

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

There is a reasonable promotion of social and sporting activities available for students to take part in although there did not appear to be a high demand by boarders for this provision.

The school introduced a more comprehensive system of risk assessments for activities during the inspection.

Until greater demand is placed on the school for more activities, the school should endeavour to continue with the current practice of adopting a balanced and appropriate amount of effort to this process. The pupil survey revealed that a majority of boarders believe there is either just enough or good access to activities they enjoy. The school may wish to undertake its own survey to further explore this matter.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?**

3

The boarding houses are small enough for the individual needs of the boarders to be expressed and listened to on a daily basis. There is a more formal review system to support the day-to-day communication that is open to all students. The evidence available during the inspection demonstrated that boarders views are responded to and listened to appropriately.

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

The school does not operate a prefect system due to the unique nature of the boarding provision.

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

Boarders have a wide range of people they can approach including an independent listener although house staff seem to be the first port of call for students to take their issues and concerns to.

All staff had an excellent rapport with the students and demonstrated a sound pastoral approach.

The school would benefit from promoting the independent listeners role further.

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?

3

There were accessible and well-stocked first aid boxes situated throughout the boarding provision. There was an adequate number of qualified first aiders present within the boarding provision.

Accidents to boarders were appropriately recorded in the boarding houses using specifically designed forms.

Standard 16 (16.1 - 16.3)

Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.

Key Findings and Evidence**Standard met?**

3

Ill pupils are accommodated and supervised in the boarding houses and medical provision is available if required through the local GP services. Staff in the houses are easily accessible throughout the day and night.

The communication between the boarding houses and schools in relation to boarders health needs was excellent.

Standard 17 (17.1 - 17.8)

Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence**Standard met?**

3

The excellent relationships between the boarding staff and boarders lends itself to issues relating to health and welfare being addressed proactively and effectively.

Individual pupil's health and welfare needs were well known to staff members with boarding responsibilities and appropriately recorded on pupil files.

Standard 18 (18.1 - 18.6)

Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Key Findings and Evidence**Standard met?**

3

The school has a multi cultural environment with a diverse population of pupils from different ethnic and cultural backgrounds, the school brings these pupils together in a commendable fashion. The environment within the school was respectful and friendly.

There was no apparent discrimination of any pupil or groups of pupils in relation to gender, sexual orientation, culture or religion evident during the inspection.

Standard 19 (19.1 - 19.6)

Boarders are enabled to contact their parents and families in private.

Key Findings and Evidence**Standard met?**

3

All boarders had access to a mobile telephone and enough private space to be able to make a private telephone call to friend and family and most pupils had access to email within the boarding house. Each boarding house had a telephone available to them with limited privacy.

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?	3
All boarders were able to lock their bedrooms if they desired. No boarders reported any issues or problems in relation to security and all boarders were of an age where they took responsibility for their own finances and personal space and possessions. The school and boarding house provided a safe for the use of boarders if required with appropriate records maintained.		

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
The process for inducting new boarders was effective and realistic and sensitive to the particular needs of the young people. All staff members spoken to were clear about their role in inducting new boarders and were sensitive to situation faced by pupils.		

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?	9
No guardians were appointed by the school.		

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?	3
The accommodation officer and principal had good knowledge of the day to day running of the boarding houses. There was no evidence that a designated senior officer had reviewed boarding records. Complaints and risk assessments were well managed by the school.		

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?	4
The variety and quality of meals made available to boarders was excellent. The mealtimes were relaxed and friendly affairs with boarders enjoying the experience. Individual choice was catered for where possible and the house wardens should be commended for satisfying such a diverse mix of tastes and cultural needs.		

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
<p>The access to drinking water within the boarding houses is limited to one filter jug in the house staff's private kitchen. Access to drinking water within the teaching areas was also limited. Greater access to drinkable water should be made available to students.</p> <p>Students were able to make their own snacks within the boarding houses and appropriate equipment was made available for their use.</p>		

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
<p>Good records were made of fire alarm test and drills within the boarding houses. Each house should clearly record emergency lighting tests. The emergency fire fighting equipment had been tested and monitored appropriately. Fire drills were conducted for the benefit of all new boarders.</p>		

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
<p>No onerous demands were placed on boarders.</p>		

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

Standard 29 (29.1 - 29.6)

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

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

The school introduced a new risk assessment tool at the time of the inspection for all off site activities, this may include activities with high risk although the school did not routinely provide students with these types of opportunities as there were no staff available who were qualified or competent to supervise such activities.

Standard 30 (30.1 - 30.5)

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

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

Pupils had access to a wide range of local amenities and there were few restrictions placed on boarders in relation to contact and access to the world outside. The students were relatively well travelled and confident individuals.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence

Standard met?

3

The level of staff supervision outside teaching times was excellent. The house wardens provided round the clock cover within the boarding house and were accessible during the day or night. The students were relatively independent and took care of a majority of their personal needs calling upon the house wardens when required. The wardens kept a close eye on boarder's movements and were aware of their whereabouts when not in the boarding house.

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence

Standard met?

3

The communication between the school and boarding house was excellent and boarders who went missing for any period of time were quickly identified and appropriate monitors were put in place. Emergency contact details were well known to staff and boarders and used appropriately.

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
The house wardens were available during the night and boarders could access them by using a bell to the warden's living area located in the boarding house.		

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?	3
House wardens have clearly recorded expectations upon them contained within handbook. The house wardens were clear about their role and reported being inducted appropriately at the beginning of their employment. The house wardens had received training in first aid, fire prevention and food hygiene. The access to further educational opportunities was limited and the school should consider offering the house wardens specific boarding training. The one house warden responsible for the Hills Road site had a slightly different situation in regards to support relating to time off from boarding duties. The school should consider providing occasional evening cover to provide house wardens with an appropriate break from duties.		

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
The house wardens were provided with a handbook entitled 'House Warden Information' detailing written guidance for wardens relating to boarding practice and policies specific to the operation of the school. The policies relating to the school were clearly written with appropriate processes and information in place.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
The staff and boarder relationships were excellent. The students repeatedly commented positively on their relationship with the house wardens and the school should be commended for the mature, effective and constructive relationships cultivated and maintained between school staff and the student body.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Boarders enjoyed an appropriate amount of privacy and independence given their age and understanding. The house wardens did not patrol the premises nor was there any evidence that boarders privacy was violated. The level of supervision within the house was appropriate and accepted by students.		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The school should consider adopting a checklist for staff recruitment files and harmonising the different staff recruitment systems within the school. The checklist should be identical to the requirements listed in standard 38.2.</p> <p>The school had ensured that all new staff had a Criminal Records Bureau (CRB) check in place although the current system was not conducive to the requirements of standard 38.2. Specifically records of interviews, application forms/CVs were not always in place.</p>		

Standard 39 (39.1 - 39.4) The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
Key Findings and Evidence	Standard met?	3
All new members of staff employed by the school were required to have a CRB check in place prior to having contact with students. Visitors to the boarding house were appropriately greeted, supervised and monitored by the house wardens during their time in the house.		

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 boarding accommodation provided was of a very high standard. It was warm, clean and well presented and had a homely atmosphere. Every effort was made to make the students feel comfortable. A variety of rooms were available allowing students the provision to share if required. Fixtures and fittings were of a high standard and the students obviously had a good respect for the accommodation.

One shower in Lyndwode was not working and should be fixed as soon as possible, there was also some need for decoration in the adjoining toilet on the first floor. One small piece of flooring in the kitchen needs repair.

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

Boarding accommodation was primarily reserved for the students residing in it. Visiting was allowed with supervision and permission from the warden. Visiting between rooms in the boarding houses was allowed, but clear guidelines were enforced with regards to visiting between genders.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
The standards in this requirement were met fully. The bedrooms were warm clean and well looked after and individual to the people using them. Laundry of bed linen was done on a regular basis.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
All students have a quiet area to work in. They can access the internet in the social areas using the house computer or by connecting their own computers. The rooms were light and airy and engendered good working / study practice.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
The pupils had access to adequate washing and toilet facilities, some with en-suite facilities in their rooms. Some repair is required in Lyndwode as detailed in standard 40.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
The boarding houses are available and supervised throughout the day and boarders would change in their own rooms as and when they need to.		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
The indoor recreational areas offer a good range of facilities. TV, video, games consoles etc are all part of everyday relaxation and use. Good co-operation was observed with regards to choice of entertainment amongst the student body in the house. There are limited outdoor recreational areas around the houses. The gardens are the reserve of the house staff although they do invite the students into their gardens for occasional events such as barbeques.		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>No hazards were evident in the houses or within the school premises. The school reported that they regularly review risk assessments in place for the buildings.</p> <p>The school may wish to look at the windows at the Hills Road site and assess whether they require window restrictors.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>If pupils fall ill they are accommodated in the houses and referred to the local GP services.</p> <p>In cases where quarantine provision might be needed suitable arrangements would be made.</p> <p>The warden provided boarders with close supervision within the boarding houses when ill.</p> <p>There was good communication between the main school site and the boarding house when pupils were ill.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
<p>Laundry is provided on a regular basis in the houses by the house staff and students reported that it is carried out efficiently and carefully. The pupils in some houses have access to do their own laundry but choose not to most of the time.</p>		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
<p>The local shops are very near and students have very good access to these facilities.</p> <p>Photocopying is not provided for the students by the school but advice is given as to where it can be obtained.</p>		

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

3

Two host families were visited during the inspection and the standard of care and accommodation in both houses were very high.

The host families were provided with an appropriate level of support by the school and the arrangements for the students in host families were reviewed regularly and were evidently suitable for the students' individual needs.

The school should consider adopting the same recruitment and vetting procedure for host families as for staff members. The checks in place at the time of the inspection were good although assessed against the current standards applied to vetting would lack credibility.

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

Not applicable, at the time of the inspection the school was not responsible for organising off-site short-stay accommodation.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Lay Assessor

N/A

Signature

Date

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 15TH March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible			
No	Standard	RECOMMENDED ACTION	Timescale for action
1	40	The shower in Lyndewode should be repaired	See below
2	40	Decoration to Lyndewode 1 st floor toilet ceiling should be improved	Being done now
3	25	Drinking water provision to be improved for the students	Done
4	38	The school's recruitment and vetting procedure should be harmonised and made compliant with Standard 38.2	As attached
5	23	A senior staff member should systematically review boarding records	As attached

The shower in Lyndewode cannot be repaired and needs to be replaced. This is a substantial job (involving replacement of a wall as well as a lot of dust and noise) which we feel should not be carried out during the time when students are in residence and preparing for exams. The first suitable date to carry out the work is the week after the end of term, 21-25 June. A builder has been booked for that week.

At the moment there are 4 working showers for 13 students.

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

NO

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

YES

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 20th April 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

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

NO

Head has declined to provide an action plan

NO

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 HELENA MARTIN of ST. ANDREWS confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name	<u>HELENA MARTIN</u>
Signature	<u>Helena Martin</u>
Designation	<u>DIRECTOR</u>
Date	1 APRIL 2004

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature _____

Designation _____

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.