

inspection report

Boarding School

St Georges (Ascot)

Ascot

Berkshire

SL5 7DZ

22nd November 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 George's (Ascot)

Address

Ascot, Berkshire, SL5 7DZ

Tel No:

01344 629901

Fax No:

01344 629901

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

Ms Grant Peterkin

Name of Head

Ms Grant Peterkin

CSCI Classification

Boarding School

Type of school

Senior Girls Boarding School

Date of last boarding welfare inspection

22.11.00

Date of Inspection Visit		22nd November 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Susan Cledwyn-Davies	074511
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Mrs Lynne Heath	
Name of Lay Assessor (if applicable) 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	
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		MRS GRANT- PETERKIN	

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 Commission for Social Care Inspection (CSCI) 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 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 St Georges (Ascot).

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.

Excerpt from the Prospectus

'St George's is a girls' independent boarding and day school with approximately 300 girls aged 11 – 18. The school operates as an Educational Trust administered by a Board of Governors, is a member of the Girls' School Association and is ISJC accredited.

Situated in beautiful countryside near Windsor Great Park and opposite Ascot racecourse, we enjoy 30 acres of grounds and a magnificent view over woodland. The school is less than 30 miles away from London and is close to Windsor and Eton. Ascot High Street can be reached on foot in five minutes while the railway station is less than a mile away.'

There are approximately 150 boarders from age 11 to 18. Younger girls are accommodated in dormitories with 2 – 6 beds, fourth and fifth form girls move to smaller rooms with desks for private study. The sixth form live in purpose built accommodation with single, and some double, study bedrooms.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school has a good reputation for providing good pastoral care. Feedback from parents and pupils confirmed this. Staff are committed to good care and are supported by Senior management.

The provision of food and drinks is excellent. It is responsive to pupils and provides good choice. The amount of fruit and water dispensers is very good.

The upgraded accommodation is of a very high standard.

The inspectors found this to be a happy school.

Communication between the school and parents is good.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The upgrading of older accommodation is important. Pupils understand the reason for delays but notice the difference. Updating some common rooms is also important.

Moving the sanatorium to better more private accommodation will be a real advantage.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection was positive, pupils were relaxed and open in their responses and staff demonstrated as committed and friendly. The boarding side of the school is popular with girls and parents.

There are very few recommendations made and advice given.

The inspectors concluded that the school was providing a good service to boarders.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

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 school has a whistleblowing policy.	1.4.05
2	BS15	That parental permission be obtained for each individual non-prescription medicine.	1.4.05
3	BS38	That recruitment records include the interview record.	1.2.05

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	BS18	That there is an equal opportunities policy.
2	BS20	That all pupils should be advised and encouraged to take care of their valuables.

*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	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	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	NA
Individual interviews with pupil(s)	NO

Date of Inspection	22/11/04
Time of Inspection	10AM
Duration of Inspection (hrs.)	74
Number of Inspector Days spent on site	8

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**

10

TO

18

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

0

Girls

146

Total

146

Number of separate Boarding Houses

4

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) |
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"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
<p>There is a comprehensive prospectus given to all parents and prospective pupils. Within this is a formal statement of the aims of boarding and further practical information.</p> <p>There is a further statement within the pupils' handbook given to all pupils. Staff are given within the boarding handbook the statement of boarding principles and practice. Information is replicated appropriately within each format.</p> <p>In discussion it was noted that the sanatorium staff are detailed as a qualified paediatric Sister and 2 resident nurses. Following a change of staff this detail does not now include 2 resident nurses. This is to be amended as soon as possible.</p>		

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?	2
<p>There is a clear statement from the school that bullying is not acceptable behaviour. A definition of bullying is given and pupils are encouraged to speak to an adult. The bullying policy for staff includes considering both the victim and bully.</p> <p>Pupil questionnaires reported that bullying happened occasionally and was from pupils of the same age. The questionnaires were organised using a shortened lesson which pupils interpreted as free time. Pupils did not all choose to attend, only half of the pupils completed the questionnaire. The presumption being that they were satisfied with the school.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	20	%

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?****2**

The Head of Boarding is the Child Protection officer and has attended a training course run for child protection officers. There is a very good awareness of the need for good child protection awareness and she has been ensuring that all staff including housekeeping and maintenance staff received awareness training. This training is ongoing and the inspectors also advised revisiting some staff. This was the first time that household staff had been included and some staff, in discussion, were unclear.

There is a comprehensive child protection policy that has been newly updated. It was advised that some of the sections that are repetitive are amended. Within this it was asked to change the wording to ensure that any referral regardless of the Head being available would be passed to the Social Services Dept within 24 hours. It was agreed that this would be amended.

There is a need for a clear whistleblowing policy. This makes it clear to all staff that they have a responsibility to report any concerns or allegations and at the same time are protected by the school from retribution.

There was also discussion about making sure that any staff living on the premises had, within their agreement, an understanding that if the member of staff was suspended pending investigation then they would also be asked to leave the accommodation for that period. The bursar will ensure that the contract clearly states that.

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**

There is a school procedure detailing staff approach to discipline and guide to awarding of punishments. The relevant guide is part of the pupil handbook and boarders' handbook.

Records of school punishments were kept and monitored termly or more if required. The senior boarding mistress and the Head monitored boarding house records including punishments weekly. These records were available to inspectors and demonstrated that punishments were used infrequently.

Pupil questionnaires reported that punishments were always fair to mostly fair, 4% reported often unfair, no pupils reported always unfair.

Discussions with pupils noted that punishments were reported as fair.

Prefects did not give punishments.

Records were kept centrally of major punishment records.

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 full complaints procedure available to Parents and pupils. In discussion with pupils they were aware of how to complain and who to complain to.</p> <p>In the case of dissatisfaction with the Headmistress's investigation of a complaint then appeal is made to the Governors and a sub committee would hear the appeal.</p> <p>A central record of complaints is maintained. Records demonstrate that complaints are investigated within a reasonable time and that complaints are taken seriously.</p> <p>The change of name to CSCI within the parents' complaints procedure will be altered in the near future.</p>		
Number of complaints, if any, received by CSCI 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?	4
<p>There is a whole school programme entitled personal social education and citizenship. The Senior Boarding Mistress is running this. The course develops as girls go further up the school introducing age relevant topics. The course covers all major risks to health plus other topics to encourage the pupils to develop self-respect and respect for others.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>Individual boarders health records are being developed. Consideration is being given to using computerised records on a stand-alone computer. Records were kept of individual pupils.</p> <p>One group of girls were concerned about confidentiality of their records and this was noted to the Head and Head of Boarding.</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

The Headmistress prepares a termly Governors report. This latest report was seen and contained pastoral issues as well as academic. It was suggested that the report should have a specific section for boarding issues including statistics of amount used, eg day girls staying over. It was agreed that this would be included.

There is a member of the Governors committee with special interest in boarding.

The Pastoral Senior Mistress is Head of Boarding and responsible for boarders welfare. Each housemistress is responsible for a certain area and reports directly to the Head of Boarding.

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

This is an area that the school is developing both policies and training. A committee has been set up to prepare a strategy The assistant bursar has experience of major crises procedures and is part of this committee. Emergency equipment is being purchased and emergency plans prepared. In the near future there will be a mock major emergency to see how well the procedures work.

The depth of preparation and consideration being given to this important area impressed the inspectors.

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
<p>There are four boarding houses; each accommodates certain ages. Within the houses are separate units. There is a policy to update the boarding accommodation. The updating is of good standard using good quality furniture and fitments. Some of the accommodation needing refurbishing is of poorer quality and it will be very helpful when all of the accommodation is improved.</p>		

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
<p>There are a number of activities available. Pupils were generally satisfied or very satisfied with the options. During closed weekends there are outings arranged to places of interest.</p> <p>More adult support is given to younger pupils with arranged activities in the evening. Clubs and societies are arranged after the school day by academic staff.</p>		

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
<p>There are a number of ways for pupils to contribute their views. These include representatives on the school council that meets termly. Pupils reported that items brought to the council are taken seriously and changes are made.</p> <p>Pupils also have representatives on the Food council. Views of pupils are also taken into account and alterations are made to the food service</p> <p>Informally views are sought via housemistresses and from regular house meetings plus through the tutor system.</p> <p>Pupils confirmed in discussion that their views are considered.</p>		

Standard 13 (13.1 - 13.7)

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

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

Prefects' role is to assist with order during spaces in the academic day e.g. lunchtimes, in Chapel. They have no right to administer punishments instead operate with respect.

Prefects are given an induction including written guidelines for practice. There was no mention of prefects' role and responsibilities within the pupil handbook and this would be amended.

The Head girl meets with the Head weekly. In discussion with prefects it was suggested that they would also like to occasionally join this meeting. The Head agreed that this could be helpful and would involve other prefects in some of the meetings.

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**

In discussion with pupils and from the pupil questionnaires pupils have a number of adults to whom they can turn.

Each boarder has a housemother who is available in the evenings. Each pupil has a tutor who provides a focus during school time.

There is an independent listener, Auntie Jo, who has recently started. She is developing her role in the school. The telephone contact number is advertised by all the telephones and given to all pupils in their school diary. In conversation there has been some contact by pupils. There is a preliminary contract between Auntie Jo and the school. This is to be developed to include reporting back to Governors' basic statistics e.g. number of contacts and time involved. Auntie Jo plans to attend during the next Autumn term to introduce herself to the new pupils.

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 is a qualified sister and resident first aid qualified housemistresses to assist. There is access to a local surgery with regular surgeries twice a week in the school plus access to dental and optical services.

Information is requested from parents prior to boarders entering the school. This includes consent for emergency treatment or operation if necessary. The relevant medical history is asked for.

There is no specific permission given to administer non-prescription medicine. It is recommended that this permission be given for each non-prescription medicine used.

There is a medical protocol given to all staff. The rationale for administration of non-prescribed medicine is included.

House staff keep a Mum's Box of non-prescribed medication. Records of administration are kept in a duplicate book and the records returned to the medical centre. This record should include the date, time, amount and reason given as well as pupil. The Mum's box should be locked away, it was noted during inspection that this was not always happening.

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**

Boarders are able to stay in the medical dept and a staff member will stay with them. There is no allocated staff during the evenings and weekends, staff operate an on call system. When a child is unwell at these times they may be able to go to their own room if they have a single room, frequently when a parent is advised of the illness then they offer to collect the pupil and take them home. If the pupil needs to stay in the medical dept then staff cover is provided and alternative arrangements are made with other staff to cover houses.

Boarders spoke of being able to access help at night.

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**

There has been some work to start producing welfare plans for appropriate pupils. The staff are to be commended on their efforts. There is a clear evidence demonstrated that staff are aware of health and personal problems and provide substantial assistance as necessary. This was confirmed by response from parents, which praised the pastoral care of the school, and from pupils who felt cared for.

Following discussion with staff the changes to welfare plan records were agreed. The plan will include a summary of the problem, date of meeting/discussion plus people involved, agreed actions and date of review.

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?****2**

In practice there was no inappropriate discrimination observed or noted by pupils, staff or parents. Within the policies and procedures there is a statement within the parents handbook but is no equal opportunities policy. Advice is given that an equal opportunities policy both for staff and pupils is good practice.

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Pupils have a variety of ways to contact their parents. There are telephones available for use of pupils. These phones vary according to their privacy; the younger pupils phone has limited privacy.</p> <p>All pupils are able to have a mobile phone. There are suitable restrictions by age and responsibility and these are clearly stated in the pupil handbook.</p> <p>All pupils are able to access a computer and have an E – mail address. The school has a system of forwarding E- mails following a computer check for certain words. There was a request from pupils for direct access.</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
<p>Some boarders' pocket money is kept by Housemistresses in a locked cupboard. Mostly pupils keep their own money and access the banks for extra money.</p> <p>Each pupil has a locking cupboard or drawer. The locking cupboard in the older furniture is more inconvenient but possible. New furniture is being purchased with a locking cupboard. Instructions are given to all pupils to take care of their property. It was noted during the visit that pupils are not always keeping their valuable locked away. If money goes missing this then puts the suspicion on other pupils and housekeeping staff. Welfare advice is therefore given to encourage all pupils to be more careful with their valuables.</p> <p>The PSEC course includes management of money and security, the Bursar offered to assist with this section to further reinforce this advice.</p>		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>New boarders spoke well of the induction part of which is giving each girl a St George's teddy bear.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	0
<p>No guardians are appointed by the school therefore this standard is not applicable.</p>		

Standard 23 (23.1 - 23.4)

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

Key Findings and Evidence**Standard met?**

3

Risk assessments and accidents are monitored by the Bursars Dept. Major punishments and complaints are managed and monitored by the Head with the Governors oversight.

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

There is a very varied menu provided. There are choices of hot and cold food and pupils largely help themselves and can have any combination of food. On a daily basis a lunchtime and supper there are always jacket potatoes, soup, salads plus 2 hot meals one of which is vegetarian. Breakfast has a large selection and is again self-service, including a hot meal, cereal, toast, various rolls and breads, exotic fruits and hot drinks including fresh coffee and hot chocolate. The pupils spoke well of the food provision and that comments to the food council resulted in changes to the menu if possible.

Pupil questionnaires echoed this positive view, only 4 pupils out of 84 marked the food as average, the remainder marked food provision as usually good or usually very good. The pupils were split approximately 50/50 between good and very good. This is very good scoring for a boarding school with pupils from a wide variety of backgrounds and expectations.

The bursar noted that the Governors are active in their support for good food provision and that the budget is good.

There was a comment from a group of older pupils that they finish prep later and then the choice could be reduced in the dining room. This comment was accepted by the Head and would be checked.

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?**

4

There is increasing provision of bottled chilled water following requests from pupils. There are also drinking water taps.

Kitchen areas are provided for the older girls and sixth form. These areas are stocked with snack food i.e. bread, butter, milk etc as well as daily supplies of fruit. Pupils spoke of the snacks being very good, especially the amount and variety of fruit.

Younger pupils have access to the snacks and their housemistress provides hot drinks.

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>There is a proactive approach to Fire prevention. The school has had a recent fire Inspection and is in the process of working through the outstanding work.</p> <p>Fire drills and routine fire alarm testing takes place. Pupils spoke of taking part in fire drills and being aware of safe practice. In discussion as part of the fire practice the member of staff in each house does not go round all of the rooms before leaving the building. It was suggested that a form of fire monitor to check that all rooms were empty e.g. the responsible adult would be helpful. This comment was made for discussion.</p> <p><i>The school had been advised that in the event of a fire, staff on duty should be told to leave the building at once and not go round dormitories. In practice it was felt that all housemistresses would instinctively check the rooms before leaving, even though the Fire Brigade had said that this was inadvisable.</i></p> <p>Staff training in evacuation has taken place.</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>Boarders are supported and while there are periods where demands are made staff are supportive.</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>This standard is 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**

High-risk activities are generally organised by specialist academic staff and run through agencies or established centres. Risk assessments are prepared and monitored by the Deputy Head. The risk assessments were not kept for more than half a term after the activity, in discussion it was agreed that the risk assessments would be kept for at least three years.

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**

Newspapers are available in the library and in houses for older pupils. Television is present in each of the boarding areas.

Pupils are able to access the high street shops within appropriate guidelines for each year group. Pupils accepted these guidelines as reasonable.

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

There is satisfactory cover provided for boarders outside teaching time. The rota is arranged at the beginning of each term.

Pupils had access to staff. Staff noted that there was sufficient staff and that the staff team worked together.

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

School staff or parents escort pupils to medical appointments.

When away on trips there is a staff presence/escort that are contactable.

Any taxi companies used by the school are all CRB checked and known to the school.

There is a signing out system for pupils leaving the site that is used and known to pupils.

It was noted during the inspection that pupils using the sports hall had socks on their feet when running around. It was noted that pumps/sports shoes would be safer.

The inspectors discussed the use of junior house staff to cover the swimming pool during the summer. There are always at least 2 adults by the pool when girls are using the pool. Both of the junior staff provide the lifesaver cover and can be on duty together. The Head of boarding tries to allocate one housemistress plus one junior housemistress. The junior staff are 18 – 19 and behave responsibly, it was simply the responsibility that they held. The above thoughts are shared with the Head.

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

Staff accommodation is close to specific boarding areas.

There is a staff rota that clearly states who is on duty. Pupils knew how to contact staff in an emergency. The Sister organises cover for sick pupils and appointments and advises the Head and academic staff.

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

All staff have job descriptions and are clear about their role and responsibilities. The induction training programme is present plus support from experienced staff for new staff.

There is an appraisal system for experienced staff and all new staff are closely supervised and supported.

Opportunities are available for external training courses and staff attend these.

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
<p>All staff are given up to date written guidance. This guidance has been updated.</p> <p>There is a clear view of the role of boarding and the need to provide a positive caring environment. This was demonstrated within staff interviews and from pupils' feedback.</p>		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
<p>Pupils spoke well of relationships with housemothers and with the Head of Boarding. This was reflected in comments received from pupils in the questionnaires. These comments included</p> <ul style="list-style-type: none"> • <i>A house mistress you can trust</i> • <i>House mistress is very nice</i> • <i>House mistress is fantastic, best ever,</i> • <i>2 house mistresses'have been great since I changed to boarding.</i> • <i>Lucky to be in a school with such a great support system.</i> <p>There was one new housemistress who was taking some time to settle in, pupils noted this and the Head of Boarding is supporting and managing this member of staff.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<p>Staff are respectful of pupils privacy. This was noted in discussion and in observation.</p> <p>There was an incident reported to inspectors when a member of staff had been overly intrusive and the Head of Boarding would be following this matter up.</p>		

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 recruitment procedure is generally sound and there is a responsible approach.</p> <p>The Head has now started to keep her interview records but it is important that all interview records are kept with the recruitment file. There was discussion of a standard format that would help to ensure that all areas are covered.</p> <p>It was also suggested that a recruitment record is kept, and on one occasion a reference had not been received but this had not been followed up.</p> <p>The inspector was advised that the school is updating contracts so the more recent members of staff do not have a contract. This is hoped to be shortly available.</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
<p>CRB checks were made and there was a responsible approach to managing queries and storage.</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

There is a proactive approach to enabling pupils to attend the school. Recently special markings have been placed on stairs etc to assist one pupil.

The boarding accommodation is well lit and heated. Maintenance and repair is organised by the Bursars Dept. On observation repairs were made promptly, staff and pupils were happy with the service.

It is aimed to update all of the boarding accommodation over time.

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?

4

There are combination locks on all of the outside doors. Pupils and staff know the number combination. All are reminded not to share this number with anyone. Whenever there is an incident and a possibility that an outsider knows the number then the number is changed immediately. The inspectors witnessed this as well as hearing of swift action in similar incidents.

There is an identity card system operating from the school office during the working day. The identity labels given last 24 hours. The visitors' book is maintained and use encouraged in the entrance hall.

Security cameras monitor outside the buildings.

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 sleeping accommodation is satisfactory, feedback from pupils was positive while acknowledging that the upgraded accommodation was greatly improved.

The sleeping accommodation shows a gradual increase in size and range of facilities. Pupils saw this change as fair.

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

There are facilities for study in the boarding area plus use of all classrooms. In the evening there is access to one computer room, the libraries and craft areas.

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 toilet and washing facilities are generally satisfactory. There were minor points as followed reported back to the Head for consideration/action.

- In the 4th form boarding area there are toilets without washing facilities.
- Provision of more bath mats or an alternative as bath mats become too wet after continual use.
- The shower on the upper floor in Knatchbull is poor.
- There was feedback from the younger girls to consider sensitive lighting for pupils going to the toilet at night.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence**Standard met?**

3

The modern gym block has changing facilities attached. The swimming pool has older facilities that pupils tend not to use, preferring to change in the school and go to the pool changed. It is hoped to improve the pool by providing a roof and better facilities.

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

There are a range of recreational areas to use including computer room, libraries, sports fields, sports hall with supervision for younger pupils, the pet shed, theatre and music practice rooms and swimming in the summer with adult supervision.

There is access to the dormitory/bedroom area and common rooms. Pupils were observed to move freely and knew the restrictions applied both in areas to go and times.

There are common rooms for most years. The junior girls share a common room. As observed during the inspection there are 2 areas that are poorly served.

Firstly the junior common room is large and appears unwelcoming. The inspectors were advised that some money has been allocated to this area from the friends of St Georges' committee.

Secondly the lower sixth common room. This is one large room containing the kitchen area and washing machine as well as the lounge and TV. When the washing machine is on then the noise makes listening to the TV very hard. Day girls also use the room during the day. The amount of washing and mess on the side made this room appear to be a utilitarian area not a comfortable lounge. There are plans to update this area and provide a separate washing machine and these plans are strongly encouraged. Staff will look at this area in the interim.

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
Risk assessments are completed by the Bursars dept. termly.		

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>The accommodation is adequate. There is one bedroom with 4 beds, separate bathroom, and lounge/separate bedroom. There is a surgery with medication storage. There was a need for controlled drug storage and the cupboard was ordered during the visit. To be put in place on delivery. The area is old and narrow in design; the decoration and furnishings are comfortable.</p> <p>The accommodation is in the centre of the school and on occasions pupils have spoken of the lack of confidentiality because people can overhear. This was confirmed to the inspectors.</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>The laundry provision is satisfactory. Pupils spoke of prompt return of their personal laundry. Staff also spoke well of the service and the co-operation given by laundry staff.</p> <p>The accommodation is adequate, with sufficient and well working machinery. There was discussion about reorganising the clean storage and ironing area to provide a clear dirty and clean area.</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
Pupils are able to visit the school shop that is open most days a week. There is also access for boarders to the shops in Ascot, arrangements varying according to age.		

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?	0
This standard is not applicable.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	3
When organising school trips educational agencies are used that check all accommodation prior to use. Successful accommodation is used again if possible.		

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** _____ **Signature** _____**Date** _____**Lead Inspector** Sue Cledwyn-Davies **Signature** _____**Date** 24/12/04

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 22 November 2004 of St George's Ascot and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

St George's Ascot was very appreciative of the way in which this inspection was handled and is pleased with the conclusions.

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

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, _____ of St George's Ascot confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I, _____ of St George's Ascot 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.

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