



Making Social Care  
Better for People

# inspection report

BOARDING SCHOOL

**Malvern Girls College**

**Malvern Girls College**  
**15 Avenue Road**  
**Malvern**  
**Worcestershire**  
**WR14 3BA**

*Lead Inspector*  
Dawn Taylor

*Announced Inspection*  
14th November 2005      09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SCHOOL INFORMATION

<b>Name of school</b>	Malvern Girls College
<b>Address</b>	Malvern Girls College 15 Avenue Road Malvern Worcestershire WR14 3BA
<b>Telephone number</b>	01684 892288
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<b>Email address</b>	head@mgc.worcs.sch.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Malvern Girls College (1928) Ltd
<b>Name of Head</b>	Mrs Philippa Leggate
<b>Name of Head of Care</b>	
<b>Age range of boarding pupils</b>	<b>11 –18 girls</b>
<b>Date of last welfare inspection</b>	November 2002

**Brief Description of the School:**

Malvern Girls College is located in a residential area of Great Malvern, where the College occupies a number of sites and properties within a few minutes walk of each other. The College is predominately boarding. At the time of the inspection, 283 pupils were on roll, of whom 225 were full boarders, 4 were weekly boarders and the other 54 pupils were day pupils. The College welcomes boarders, day girls and international pupils and all are made equally at home in an integrated community. The boarding structure is designed to meet the differing needs of girls, as they grow older. Each stage has a different set of objectives that build on what has gone before. There is one junior house, two middle school houses and two sixth form houses.

# SUMMARY

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

This was a full inspection by the Commission for Social Care Inspection (CSCI) covering the National Minimum Standards for Boarding Schools carried out jointly with the Independent Schools Inspectorate between 14<sup>th</sup> –16<sup>th</sup> November 2005. It serves as an audit against the National Minimum Standards for Boarding Schools and demonstrates that the College exceeded the standards in sixteen areas, met the standards satisfactorily in thirty areas and partially met the standards in two areas. Four areas were not applicable.

The inspection took place over three days and was undertaken by two CSCI Inspectors and a Boarding Sector Professional Inspector. Morning and evening routines were observed in the girls' boarding accommodation and meals were taken with pupils. Records and policies were examined and pupil groups and key members of the staff team were interviewed.

Letters were sent to parents and professionals asking for feedback on the College. Pupil questionnaires were completed by boarders prior to the inspection.

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

The Headmistress and her staff promote an enriching boarding experience with an emphasis on the personal development of pupils. A clear statement of the College's boarding principles and practice, and comprehensive policies and procedures supports this. The organisation of boarding is regularly reviewed and monitored to ensure effective operation and to provide appropriate protection and welfare support to all pupils.

Observed relationships between the children and the boarding staff were positive and the overriding atmosphere in the College ensures that the children are happy and confident. The staff team work hard to create an environment where children are able to flourish and become self-assured. The warm, friendly and comfortable atmosphere created in all the boarding houses is exceptional. Much evidence was also seen where the older girls are encouraged to help and nurture the younger girls, creating a supportive community.

There are policies and procedures in place that promote the safe welfare of pupils, which are known to parents, boarders and staff and which are implemented successfully in practice.

The College provides a high standard of boarding accommodation. All accommodation is suitably furnished and provides girls with homely and welcoming environments, which are secure from public intrusion.

Health and safety and all matters relating to fire safety are afforded high priority. All maintenance issues are dealt with promptly and efficiently and the College maintains a good level of cleanliness.

Cultural identity and diversity is well promoted and house staff demonstrated excellent sensitivity in dealing with a wide range of welfare issues. The College ensures that there are numerous opportunities for girls to express their views and that where appropriate action is taken in response.

Boarders have access to a range and choice of activities. There is a healthy balance between good study habits and play, leading to a well-rounded day.

The provision and commitment to the children's meals ensures a rich and varied diet is provided with emphasis on healthy eating.

The College exceeded the Standards in its provision of health care facilities and health education. The high standard of health care facilities and trained staff ensure first aid and minor illness treatment is available to boarders at all times and that significant health and personal problems of individual boarders are identified and managed appropriately. Practice promotes an environment in which girls are able to develop and mature physically, emotionally and mentally.

Good behaviour and initiative are praised and rewarded whilst leadership and teamwork is encouraged. Prefects fulfil their roles responsibly and promote boarder welfare and the values and ethos of the College.

The positive experience of the Inspectors was strongly reinforced by the enthusiasm and praise of both children and their parents.

### **Feedback from parents was positive stating –**

*'Absolutely thrilled with the standards at the College. 100% happy with all areas. Staff are fantastic, professional, attentive, anticipate difficulties but don't over react. Always keep parents informed when necessary'.*

*'My daughter is feeling warm and happy in school. She often calls me telling me that she enjoys life there'.*

*'One of the reasons for selecting this school for my daughter was its strong pastoral care. This has proved to be effective during the first few terms last year when my daughter was settling into school life and coped with puberty. The Housemistresses have been and are very alert to homesickness, tensions between pupils and a daughter's changing body. At all times my daughter*

*and/or I have been able to approach them or the Independent Listener, with confidence'.*

## **Feedback from pupil questionnaires was on the whole positive stating**

### **The best thing about being a boarder is**

*'That you have people support you when you need it'.*

*'There are so many extra activities and things to do'.*

*'You spend a lot of time with your friends'.*

*'The staff are very nice and gentle'.*

*'The house staff are always there to listen to what you have to say and they can always sort it out'.*

*'You can learn to be independent and make more friends from different nationalities'.*

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

The College has developed the protocol for the storage and administration of medication.

The College has continued to develop facilities to ensure the provision of healthy and nutritious meals.

Considerable reorganisation and refurbishment has taken place over the last three years in line with the College's Development Plan. The Sixth Form accommodation in Poulton has been refurbished. A College Shop has opened. Centralised catering has been introduced. The Health Centre has been relocated into the main building.

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

The College Management Team should continue to ensure that staff do not start work at the College before a satisfactory Criminal Records Check has been received at the enhanced level.

Written records of staff vetting checks should be maintained to demonstrate that all appropriate recruitment checks have been undertaken.

The Complaints Procedure should be developed to ensure boarders and their parents are informed by the College of how they can contact the CSCI regarding any complaint concerning their welfare.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.

# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

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

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

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

Boarders' health is sensitively and effectively promoted and relevant health and welfare needs of individual pupils are supported with access to medical, dental and optical services. A high standard of health care facilities and trained staff ensure first aid and minor illness treatment are available to boarders at all times and that significant health and personal problems of individual boarders are identified and managed appropriately. Policies and procedures demonstrate the thoroughness of the College's approach and the seriousness with which it takes countering risks to girls' health.

Boarders receive meals that are nutritious and adequate in quantity and quality. The College effectively promotes healthy eating with the involvement of pupils and caterers.

## **EVIDENCE:**

Topics relating to personal, social and health education are explored with pupils through the College curriculum and informal discussions. Clear written information is made available to all pupils, which gives age appropriate guidance on alcohol, smoking and substance use and misuse. Pupils confirmed that they received information about risks to health both within education time and within the houses. They understood that smoking was prohibited for girls under sixteen years old. Those sixteen and above could smoke off the College

property and when not wearing school uniform. Girls over 18 could consume alcohol off the College premises in moderation, but they understood that they were not to bring the College into disrepute. Staff described practice in line with the College's detailed policies and procedures that ensure that pupils are appropriately supported and individual issues managed sensitively, involving parents where appropriate. Pupils confirmed that they would be happy to talk to staff about health matters.

Individual medical records demonstrated that relevant health and welfare information is gathered from parents before their child enters the College and then regularly up dated, including significant drug reactions, major allergies and notable medical conditions. Identification of the persons with parental responsibility for boarders, contact details for parents and any court orders affecting parental responsibility or the care of the boarder is clearly recorded.

There are appropriate administration of medication procedures and records in place. Medication is stored securely in locked cupboards in the Health Centre and boarding houses. Pupil's medical records are stored securely. Written parental permission is obtained in advance of the administration of first aid and appropriate non-prescribed medication and to seek medical, dental or optical treatment.

There are effective systems in place to ensure that information is passed confidentially between staff to promote consistent practice. Regular communication exists between academic and pastoral staff regarding welfare matters.

Pupils who are sick are separated from others and cared for in the College's new and recently refurbished Health Centre. Pupils described positively how staff looked after them when they were in sickbay.

Staff offer practical and sensitive solutions to individual's medical and emotional needs with the involvement of parents where appropriate. Pupils and staff described how they would help a child who is missing their family and home.

The College Doctors are local General Practitioners from a nearby surgery, which provides cover when the College Doctor is unavailable. One of the College Doctors holds a clinic in the Health Centre every weekday. Additional links exist with outside medical professional services that, with parent's permission, will work with boarders.

The College has recently successfully managed a sensitive change to the dining room arrangements for the middle school and sixth form. All meals for these years are now serviced at a central dining room, from a central kitchen. Meals for the lower middle school are taken in Hatfield House, their boarding house.

Staff and pupils stated that choice and standards of meals have improved. All meals are prepared using fresh produce and the College promotes healthy and nutritious meals, prepared by trained and experienced chefs.

Provision is made for special dietary, medical or religious needs.

Pupils described meals prepared to celebrate key events.

Snacks, fruit and drinks are available throughout the day.

Pupils are able to give feedback with regard to food and mealtimes through a range of forums. Children were able to give examples of how their feedback had resulted in a change to mealtimes. This is an on-going process.

Two certificates were on display, the first was presented by the Environmental Health Officer confirming all standards were met and the second was 'the beataward' that confirms the College provides healthy food choices and excellent standards of hygiene.

All of the boarding houses have small kitchenettes where pupils have access to drinking water and can make themselves snacks and warm drinks.

The College regularly launders boarders bedding and clothing. Washing machines, tumble dryers, irons and ironing boards are available in all boarding houses for pupils to do personal washing

# Staying Safe

## The intended outcomes for these standards are:

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

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

**2, 3, 4, 5, 13, 26, 29, 37, 38, 39, 41, 47**

There are effective comprehensive policies on ensuring the safety and well being of children, which are known to parents, boarders and staff and which are implemented successfully in practice.

There is a comprehensive policy on discipline, punishments and rewards for good behaviour, which is known to parents, boarders and staff and, which is implemented successfully in practice.

Boarders and boarding staff are protected from the risk of fire.

Boarders' safety and welfare during high-risk activities is protected by effective safety measures, which include procedures for assessing risks.

Staff ensure that boarders' personal privacy is sensitively promoted.

The staff selection procedure is being developed to ensure appropriate selection and vetting of all staff and volunteers employed to work with children.

## **EVIDENCE:**

Staff and pupils described good practice for supporting pupils who are being bullied and who bully. This practice was in line with the College's anti-bullying policy, which covers procedures not only for staff but, in the event that a girl was being bullied or was bullying others, what actions pupils and their parents might take. All parents are encouraged to telephone staff whenever they have questions, queries or concerns. Information leaflets are given to all pupils and parents, these include contact details of organisations that would offer advice and support. All important discussions, calls and correspondence from parents are recorded and discussed at staff meetings. These meetings are minuted, and action taken and progress made, reviewed and recorded.

Through the use of quality assurance tools, the College's Management Team monitors levels of bullying and aggression on a regular basis. The College is to be commended on this proactive approach.

Girls confirmed that they had confidence in the staff to ensure that little or no bullying took place. They were able to identify suitable avenues of reporting should they suspect that bullying was happening or if another girl appeared sad or unhappy. This demonstrated a very positive culture of caring towards other pupils.

The Housemistresses offer an open door policy offering support to boarders at anytime. Pupils are helped to develop positive strategies to manage any concerns or issues in partnership with the College and parents.

The child protection policy is consistent with the requirements of Working Together to Safeguard Children and the local Area Child Protection Committee procedures. The College has a designated senior member of staff who takes responsibility for the child protection policy. All staff, including ancillary staff, receive training in child protection.

Pupils and staff were able to describe the College's use of punishments and rewards and felt that they were consistent and fair. A record of punishments and rewards is maintained by appropriate College staff and monitored in College meetings and by the Headmistress. These records demonstrated that the systems in place were effective.

Punishments are generally used with a light touch. More serious misdemeanours are dealt with through School Councils, who evaluate the seriousness of the behaviour and identify an appropriate punishment. These Councils involve pupils and staff relevant to the age of the 'offender'. This process is clearly understood and valued by pupils and is an important strength in maintaining the College's responsible society.

The complaints procedure is available to pupils, staff and parents. Pupils are made aware of their rights to complain through discussions with education and boarding staff, written information and posters displayed on notice boards. Inspectors saw evidence of more informal avenues for complaints and of the use of house meetings to discuss minor matters. Pupils felt that complaints were listened to and taken seriously by staff. They were able to describe individuals within the College and independent of the College who they would contact if they had a concern. The College promotes close contact with parents and welcomes constructive comments, which parents are encouraged to discuss with appropriate staff or the Headmistress. One parent stated '*our daughter is well cared for by house-staff. Whenever we had a concern, it was handled swiftly and carefully*'. A comprehensive record of complaints is maintained by the Headmistress and shared with the Chair of Governors.

The complaints procedure should contain information for pupils and parents on how they could contact the Commission for Social Care Inspection regarding any complaint concerning their welfare.

The College has an Independent Listener who is available for any girl to speak to about any worries or problems. She is available in the boarding houses one evening a week between 7.00pm and 10.00pm. The timings of her visits are displayed on a dedicated notice board.

In addition to the Independent Listener, girls are encouraged to talk to the Chaplain or Sixth Form Listeners.

The College feels that one of the most important ways in which girls can be prepared for the future is to provide them with the opportunity to exercise leadership. The prefect team plays an invaluable role and makes an essential contribution to the development of good working relationships between staff and pupils. Staff and pupils, through a mixture of voting and interviews, select

prefects. Prefects take on specific responsibilities such as faith, sports and community services. There are clear job descriptions and induction, with dedicated staff providing supervision depending upon the Prefect's role.

Fire evacuation procedures are displayed and discussed in each boarding house. Boarders and boarding staff are aware of emergency evacuation procedures from the boarding accommodation. A written record is maintained by appropriate staff of fire drills and equipment checks. An Action Plan has been developed to address outstanding recommendations from the Fire Officer. A copy of this document will be sent to CSCI and the Fire Officer.

There are comprehensive policies and procedures for planning College trips. Risk assessments are carried out and recorded in writing, in relation to identifiably high risk activities for boarders and reasonable measures are taken to minimise unnecessary high risks. Staffing levels are risk assessed before all trips and holidays to ensure appropriate qualifications, levels and genders of staff. Checks are undertaken on staff of organisations and external staff running adventure activities. Prior to College holidays or trips written parental permission is obtained where boarders are to participate in identifiable high-risk activities.

Pupils and staff described and the Inspectors observed practice that promoted boarders' privacy in line with College policy.

Staff recruitment files were sampled. The recruitment process has recently been reviewed and formalised. The centralising of recruitment records and procedures should further support this system. The College Management Team should ensure that staff do not start work at the College before a satisfactory Criminal Records Check has been received at the enhanced level. Written records should be maintained to demonstrate that all appropriate recruitment checks have been undertaken.

Measures to ensure the security of the College from access by the public are in place. Risk assessments are undertaken to ensure that indoor and outdoor areas used by, or accessible to, boarders are free from reasonably avoidable hazards. Assessments of risk are undertaken and reviewed on an agreed basis.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

### **11, 18, 43, 46**

There is a wide range and choice of imaginative activities and trips for boarders to participate in throughout the year.

The College promotes an environment that takes into account the care of all boarders and is sensitive to individual needs.

Suitable facilities for study are available to boarders.

Boarders have access to a range of safe recreational areas, both indoors and outdoors.

## **EVIDENCE:**

Boarders and staff described a range of activities and facilities available to pupils in the evenings and at weekends. House staff co-ordinate particular programmes at weekends and make sure that boarders know what is happening through good publicity material and effective lines of communication. Activities are organised on and off site. The Inspectors observed evening activities that enable children to participate if they wanted to in a structured activity or spend time on their own or in a group entertaining themselves. One parent stated *'Out of school activities and trips for boarders are well organised and cover a wide range of tastes. Day girls can also participate in these trips and this is a definite plus point'*.

Boarders have their own games rooms, sitting rooms and kitchenettes in the evenings and at weekends. One boarder stated *'There are lots of fun things to do in the week and at the weekend they do trips, which are good'*. Another said *'There are many engaging activities that keep us occupied'*.

The College has an equal opportunities policy and is committed to supporting pupils from minority groups. Staff are sensitive to the need to treat each pupil as an individual, and recognise and meet any individual learning or care need. Pupils demonstrated an understanding and awareness of supporting and befriending children with disabilities, from a different cultural background or with different abilities. Staff described how they would meet individual pupils dietary, religious, dress, learning and environmental needs. Girls described the balance between promoting international mixing and accommodating the natural desires of different minority groups to join together. Interviews with staff indicated that they were sensitive to the potential for discrimination but that the cultural dynamics between pupils are closely monitored. Staff are experienced in supporting young people from overseas to settle into the life of the College.

The College has a Christian ethos but is concerned that girls are able to develop their own beliefs and practice their own religion. The full time Chaplain supports all pupils from all faiths and has established strong links with other religions.

Inspectors observed suitable study facilities and staff supervision available to boarders during prep.

Pupils and staff were clear about the practice for supervising boarders' use of and access to areas within the College buildings and grounds. These areas were safe and provided boarders with a range of activities and places they could go on their own or in a group.

# Making a Positive Contribution

## The intended outcomes for these standards are:

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

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

### **12, 14, 19, 21, 30, 36**

Boarders are enabled to effectively contribute to the operation and development of boarding in the College. They have access to information and people to whom they can turn for personal guidance or with a personal problem.

Boarders are also supported to maintain contact with their parents.

Appropriate induction and guidance for new boarders ensures they are able to settle in and feel welcomed.

Information is made available to boarders, which informs them of events in the world outside the College.

There are positive relationships between staff and boarders that promote mutual respect and trust.

## **EVIDENCE:**

The Headmistress and staff are proactive in inviting comments and feedback from pupils. Pupils described a range of forums open to them to express concerns and views, and were able to give examples of recent changes influenced by them.

The Pupil Council, Food Committee, ICT Committee and House Meetings all provided boarders with the opportunity to contribute views on the operation of

the College and the provision of boarding. Agendas and minutes from these meeting were openly displayed and demonstrated the purposeful, proactive nature of the meetings.

The College has an extensive support system to which boarders can turn for advice and guidance over personal matters. A flow chart detailing the contact arrangements for these personnel and details of helpline numbers is available to all pupils. Information regarding helplines and internal/external contact number are displayed in an attractive format on notice boards, by phones and in written information available to boarders. Pupils are able to identify a range of people available to them to talk to. These included people outside College as well as those inside the College. Staff promote the importance of listening to a child and encouraging them to talk or seek others to talk to.

The College has developed a pupil listening service amongst the senior boarders. They receive specific training in listening skills and are supervised by the Chaplain, Independent Listener and other senior staff.

Pupils are encouraged to maintain contact with family and friends through writing letters, sending e-mails and using the telephone. Telephones are available in the boarding houses and girls are allowed mobile phones. One parent stated *'The school often sends letters and e-mails to keep us informed about events in the school'*.

Pupils described effective and established procedures for introducing boarders into the College. New boarders felt the process had been informative and had helped them settle and become aware of rules and routines. Staff described written guidance and initial discussions that would help to make a new pupil feel welcome.

Newspapers and reading material is made available to boarders in each boarding house and in education. Access to local facilities is appropriate to different age groups. Topical issues are discussed with staff and in more formal classroom settings, as well as informally in the boarding houses.

Pupils described positive relationships between boarders and staff and proactive communication between parents and staff. Staff and pupils described, and Inspectors observed a relaxed and caring environment. One parent stated *'we have always found the boarding house staff to be very helpful and supportive both to us and our daughter. They have always been very approachable and happy to discuss any issues as and when they issue'*.

# Achieving Economic Wellbeing

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

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

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

**20, 40, 42, 44, 45, 50**

Boarders' possessions are protected.

Boarder's accommodation continues to improve to meet with National Minimum Standards.

## **EVIDENCE:**

The College has clear written guidance that is known to staff and pupils, which ensures protection for boarders' possessions.

A sound administrative system has been developed for managing the finances of boarders.

All building and development work undertaken at the College is driven by a Development Plan, which is reviewed and up dated on a regular basis with the input of staff and College Governors.

The College has achieved significant refurbishment work over the last three years.

All pupils are part of a House system. Hatfield House caters for the needs of the younger boarders. Girls then move either to The Mount or The Benhams where they will stay through years Lower and Upper 5. Greenslade and

Poulton provide accommodation for girls in the Sixth Form. Pupils and parents were positive about the boarding accommodation facilities. One boarder stated *'The boarding accommodation is very welcoming and warm'*.

The décor and furnishings in the boarding houses created a homely environment and were considered by the Inspectors to be of a good standard. A number of parents responding to letters also expressed satisfaction with the standard of accommodation provision.

Girls took full opportunities to personalise their 'dorm'/room and had adequate storage areas and shelves for belongings. It was evident that the girls and boarding staff work hard to continue to create homily-relaxed environments.

Pupils are able to purchase stationary items and personal requisites from the College shop. Boarders also have access, depending upon their age, to the local shops.

# Management

## The intended outcomes for these standards are:

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

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

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

Detailed written guidance, that includes a College Prospectus, is given to all parents, boarders and staff.

There is clear and effective management and leadership of the practice and development of boarding in the College.

There are detailed effective risk assessments and procedures in place and known to staff to ensure the safety and welfare of pupils.

The organisation of the boarding houses operates effectively and promotes the well-being and safety of all boarders.

Boarders are supervised appropriately at all times.

## **EVIDENCE:**

The College has a range of detailed working documents, which along with other written guidance is sent to all prospective boarders and families.

These documents provide an accurate description of boarding at the College. The College operates in line with policies and procedures that are regularly reviewed and developed.

All information produced for pupils is age appropriate and child friendly. Each boarding house has written information specific to the house and the age of pupils accommodated.

The Governing Body has a clear system for monitoring the College's welfare provision and development. Regular meetings take place that monitor pupil welfare and the provision of boarding services.

The organisation of boarding is clear. It is led by the Headmistress, who has overall responsibility, and the lines of delegation to the boarding and support staff are effective. The head of one of the Sixth Form houses is head of the Faculty of Pastoral Care, directly responsible to the Deputy Headmistress and responsible for leading the development of boarding within the College. Systems of communication and accountability are well understood and contact with senior members of staff is available over twenty-four hours a day.

The College has a comprehensive Health and Safety Policy and Risk Assessment Manual. There are planned responses to a range of foreseeable major incidents or crisis. Staff were able to describe the action they would take to ensure the health and safety of pupils in line with the College's policies and procedures.

The Headmistress and appropriate staff maintain a range of records. These records are regularly monitored and reviewed by the College's Management Team and in staff meetings. Minutes of these meeting demonstrated that the well-being of pupils is promoted.

Sleeping areas, recreational areas, toilets and bathroom provisions are laid out taking into account the age range of pupils.

Staffing at the College ensures that pupils come into contact with staff of both genders. Levels of supervision are generous, no 'thin' staffing times were identified. Boarders described satisfactory means of contacting a member of staff at night.

Staff job descriptions are appropriate and in place. Staff described an established process for inducting new staff.

Staff described clear procedures that are followed in practice, when organising trips and holidays off College site. Action is taken where appropriate to check accommodation, staffing levels, qualifications and checks of staff employed by external companies used by the College.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	4
<b>7</b>	3
<b>15</b>	3
<b>16</b>	4
<b>17</b>	4
<b>24</b>	3
<b>25</b>	3
<b>48</b>	4
<b>49</b>	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	4
<b>18</b>	3
<b>27</b>	N/A
<b>43</b>	3
<b>46</b>	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	3
<b>40</b>	3
<b>42</b>	3
<b>44</b>	3
<b>45</b>	3
<b>50</b>	4

# SCORING OF OUTCOMES

## Continued

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

Are there any outstanding recommendations from the last inspection? Yes

### **RECOMMENDED ACTIONS**

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS38	The College Management Team should ensure that staff do not start work at the College before a satisfactory Criminal Records Check has been received at the enhanced level. Written records should be maintained to demonstrate that all appropriate recruitment checks have been undertaken in accordance with Standard 38.	28/02/06
2	BS5	Information should be made available within the complaint procedure to ensure pupils and parents know they could contact the Commission for Social Care Inspection regarding any complaint concerning their welfare.	28/02/06

## **Commission for Social Care Inspection**

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