



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Dean Close School

**Dean Close School
Shelburne Road
Cheltenham
Glos
GL51 6HE**

Lead Inspector
Mr Mike Williams

Announced Inspection
18th October 2005 03:00

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

| Reader Information | |
|---------------------|---|
| Document Purpose | Inspection Report |
| Author | CSCI |
| Audience | General Public |
| Further copies from | 0870 240 7535 (telephone order line) |
| Copyright | This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI |
| Internet address | www.csci.org.uk |

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 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

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

| | |
|---|---|
| Name of school | Dean Close School |
| Address | Dean Close School Shelburne Road Cheltenham Glos GL51 6HE |
| Telephone number | 01242 522640 |
| Fax number | |
| Email address | |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | The Revd Tim Hastie-Smith |
| Name of Head | The Revd Tim Hastie-Smith |
| Name of Head of Care | Mrs. Vivien Burroughs |
| Age range of boarding pupils | 13 - 18 |
| Date of last welfare inspection | November 2002 |

Brief Description of the School:

Dean Close Senior School is a co-educational boarding school providing care and education for a total of 285 boarders (including 24 flexi boarders). It has a total of 188 day pupils. The school operates within a Christian family ethos and aims to provide a framework for pupils to learn to live as a community.

Boarding accommodation is arranged across six boarding houses in separate buildings across the school site.

Boarders are full boarders, although it is possible for some day pupils to board flexibly under certain circumstances. A few day pupils are attached to boarding houses and may board for up to two nights a week.

The school also takes boarders from overseas and there is a designated member of staff who oversees the overseas scholars. Special arrangements for assistance with language and guardians are in place.

The school is situated quite close to the centre of Cheltenham in extensive private grounds. It has good access to local transport networks, leisure facilities and community amenities.

SUMMARY

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

This inspection was carried out by a lead inspector from the Commission, a Boarding School Professional Inspector (BSPI) and a probationary BSPI. It was carried out over the course of two days. (Another inspector and a pharmacist inspector from the Commission looked specifically at the 'Being Healthy' standards identified.) Before the inspection, a survey was carried out with the boarders and pre-inspection information was received from the school. Several written responses were received from parents and relevant authorities written to, such as the school doctor and fire safety officer. The inspection programme included tours of the boarding accommodation and school, meetings with different groups of boarders and boarding staff, and inspection of relevant records. This inspection was carried out at the same time as the Independent Schools Inspectorate (ISI) inspection of the school: in other words, it was a joint ISI/CSCI inspection.

What the school does well:

Generally, the inspectors found that the Headmaster's comment to them - that in the school "Everybody is unique and equally valuable" - was borne out in the school's boarding practice. And that the tangible outcome of the school's Christian ethos is a very caring boarding community. Indeed, one of the parents - that the inspectors received a response from - wrote in summary that: "Above all they produce an atmosphere that is caring and in which each child really does feel valued."

Specifically, the inspectors found that the school promotes boarders' health and have appropriate health records in place. They do not have a bullying problem and effectively respond to child protection allegations. Any punishments are given out fairly. The school has a reasonable standard of fire precautions and respects boarders' privacy. Most houses are protected from access by the public and boarders are generally protected from safety hazards. The school provides good activities and free time for boarders and boarders do not experience inappropriate discrimination. The school secures boarders' views and has particularly good staff and outside support available to boarders. Boarders can maintain private contact with their parents and families. Overall, boarders are provided with satisfactory accommodation. A statement of boarding principles and practice is available to parents, boarders and staff. There is clear leadership of boarding in the school and boarding is organised so it contributes to boarders' welfare. Boarders are adequately supervised by staff day and night, and staff follow clear boarding policies and practice.

What has improved since the last inspection?

The Commission's last full inspection of the school was in November 2002. A follow-up inspection was carried out in June 2004 and found that all the recommendations from the full inspection had been fully actioned. And this inspection found that the one recommendation from the follow-up inspection – regarding the shower and bathrooms in Fawley house - had been actioned, but has now arisen again as a shortfall.

The most notable improvements since the June 2004 inspection are the refurbishment of Tower house, completed in September 2005, and the introduction of non-resident matrons.

What they could do better:

(See report's recommendations.)

They could address minor shortfalls found in relation to:

- Medical treatment and first aid
- Care of and accommodation for ill boarders
- The quality of catering
- The parents' handbook not including the parents' complaints procedure
- The recent fire safety officer's report
- Staff recruitment and checks
- Adults not employed by the school living within boarding accommodation
- Houses' security from public intrusion
- Medical centre safety hazards
- Security of boarders' possessions
- Adequate maintenance of the older houses
- Toilet and washing provision
- And matrons' supervision and appraisal

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 or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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, 24 & 48

(The Commission considers Standard 6 the key Standard to be inspected.)

Minor shortfalls in relation to medical treatment and first aid, care of and accommodation for ill boarders, and catering mean that some of the above 'Being Healthy' outcomes are not completely met.

EVIDENCE:

The Commission considers Standard 6 – Boarders' health is promoted – the key 'Being Healthy' standard to be inspected. This was inspected in part through the ISI inspection of the school's personal, social and health education (PSHE). It was also inspected through one of the inspectors case tracking a complaint – about the school's handling of an instance of alcohol abuse by a group of boarders - brought to their attention by one of the boarders' parents. The inspector found that staff know the school's policy on the appropriate response to alcohol abuse by boarders and followed that policy in practice.

The Commission's pharmacist inspector found evidence of appropriate health records in place, including a concerns list highlighting pupils' allergies and illnesses, and clear health plans for pupils with specific health needs.

In terms of medical treatment and first aid, the pharmacist inspector saw evidence of pupils attending medical appointments and being supported by staff in doing so. The school employs three registered nurses in the medical centre and a local GP is the school medical officer. Pupils are able to choose whether they see a female or male doctor. The inspector, however, found a

number of shortfalls that will be detailed in a separate letter to be sent to the school. (They relate to: first aid boxes, non-prescription 'household' medication protocols, storage of medicines in the medical centre and the houses, the contents of medical cupboards, statutory warning signage for oxygen stored, assessment of pupils who self-medicate, medical records in the houses, accident books, and written consent for administration of non-prescription 'household' medicines and first aid.)

The sick rooms in the medical centre are homely and well furnished, but the pharmacist inspector identified some shortfalls in relation to care of ill boarders and accommodation for sick pupils that will also be detailed in the above letter. (They relate to: space within the medical centre, access to one of the sick rooms, and a written protocol covering situations when boarders are sleeping in the medical centre overnight and boarding staff have to take a boarder to hospital.) The inspectors were told that there are plans to improve the school's medical facilities.

One of the inspectors shared with the catering manager the overall result of the boarding survey, which showed that only 39% thought the food was even average. Boarders spoken with said that breakfast was quite acceptable on the whole (with Sunday brunch particularly popular) and that lunch was of an acceptable standard and the amount of food plentiful. Most boarders said that the problem was mainly supper, but that this had improved since the boarders' survey was carried out in September. The catering manager confirmed that as much money is now being put into evening meals as into lunches – hence the improvement. Menus are rotated on a three weekly cycle and there are winter and summer menus. The school operates a food committee. However, the inspectors found that there is too much processed/pre-packaged food being served and more thought needs to be given to food presentation. The food facility was inspected by Environmental Health in October 2004 and found to be generally satisfactory.

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, 22, 26, 28, 37, 38, 39, 41 & 47

(The Commission considers each of these 12 Standards looked at the key Standards to be inspected.)

Boarders are 'Staying Safe' as a result of the school meeting the standards for countering bullying, response to child protection allegations, use of discipline, and respecting privacy, but not as a result of minor shortfalls relating to complaints, fire precautions, staff recruitment and checks, adult access to and security of accommodation, and safety.

EVIDENCE:

The overall result of the boarders' survey was that 72% reported never being bullied. Boarders spoken with reported that there is little evidence of bullying

in the school and that all age groups have relatively harmonious relationships. One of the inspectors saw that bullying was something that boarding staff look out for, when one of them asked if they could see what one boarder – who they suspected might be being bullied – said about bullying in their boarders' survey.

The school's Senior Mistress is the designated staff member for child protection. She was working with Social Services and the Police at the time of the inspection after making a child protection referral. Through training and the school's child protection policy, staff (and prefects) at the school are aware of basic child protection issues and procedures, and the school's Chaplain is fully aware of the limits on confidentiality necessary for child protection.

The overall result of the boarders' survey was that the highest percentage (35%) reported that most of the time punishments are given out fairly, with the second highest percentage (31%) reporting that they are almost always given out fairly. Boarders spoken with said that they were treated as equals, but understood where the boundaries were and would not cross them as the sanctions were suitable deterrents. The school has a Code of Conduct booklet and all major punishments are dealt with by the Second Master; these are logged, detailing the offence and action taken. Minor misdemeanours are dealt with in-house, while pastoral case meetings are held for students who are not responding to the usual discipline.

The Senior Mistress keeps a record of serious complaints. From tracking the previously mentioned complaint – brought to the inspectors' attention by parents – the only shortfall found in relation to responding to complaints was the absence of the parents' complaints procedure from the parents' handbook.

(Any educational guardians used by boarders at the school are arranged by their parents, not the school.)

A September 2005 fire safety officer report – that was only received by the school one week before this inspection – found that "In general the school has a reasonable standard of fire precautions". However, a few specific shortfalls were identified in the report. The school reported that they are planning to address these, along with staff's use of wedges to prop open fire doors. Boarders practise fire drills that are recorded (although in some cases these records lacked detail).

(The accommodation of children other than pupils rarely happens and when it does – for example, in relation to school sporting fixtures – the 'temporary' boarders from the visiting school are supported by their own staff.)

In relation to privacy, boarders spoken with said that staff knock on dormitory/bedroom doors before entering and some boarders use door locks when dressing/undressing and have their own keys to their rooms.

The recruitment process for all staff working with boarders is mainly kept in records in the bursary. An inspection of a sample of these records found that Criminal Record Bureau (CRB) checks are carried out on all staff, but staff sometimes took up their employment prior to satisfactory clearance being received. It was difficult for the inspectors to check whether the school's system for recruiting staff included all the necessary checks, as different aspects of personnel information – for example references - are stored in different places. Centralisation of all personnel records would enable the school to more easily verify whether they had carried out all the checks. Letters formally offering posts to successful interviewees do not specifically state that all such offers are subject to receipt of satisfactory CRB clearance and references. The inspectors pointed out to the school that the Bichard Inquiry Recommendations – following the Soham murders - have turned the spotlight on this standard, and gave the bursar a copy of the Commission's draft policy and guidance on CRB checks relating to boarding schools.

The only shortfall noted regarding adult access to boarders and accommodation was the absence of a written agreement between the school and an adult not employed by the school but living in the same building as boarding accommodation (the husband of one of the housemistresses, who had been CRB checked).

Fawley and Shelburne boarding houses were both seen to be protected from access by the public with their key code door security and CCTV monitoring the outside of the houses. Tower and Gate houses are relatively secure from public intrusion by virtue of their location in the centre of the school. But Brook Court, on the edge of the school grounds, was not using its key code security door and as the school is an open campus and a venue for some public events – such as the Cheltenham literature festival on at the time of the inspection – this compromises the security of the accommodation and encourages theft.

In the bursary, the inspectors saw and were satisfied with the school's health and safety policy and risk assessments regarding the boarding houses and grounds. The bursar is the person responsible for Health & Safety matters. Through tracking the above mentioned complaint, the Brook Court houseparents reported that ground floor windows have had restrictors and bars put on at various times, but boarders always find a way of removing them. The gate at the side of the house – which hid boarders from view if they came out of the windows – has been removed and the area lit. Windows on the first floor of the medical centre do not have window restrictors and there was a key in the door to the first floor flat roof, making it accessible to pupils.

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

(The Commission considers Standard 18 the key Standard to be inspected.)

Through their access to a range of activities and through not experiencing any inappropriate discrimination, boarders are 'Enjoying and Achieving' at the school.

EVIDENCE:

The overall result of the boarders' survey was that 45% reported the range of activities was 'good' and 23% reported it was 'very good'. Activities include use of the excellent sports facilities, such as the gym, swimming pool and all-weather pitches, and access to music facilities. Some activities for boarders – such as riding and climbing – involve outside instructors not on the school staff. A weekend leisure co-ordinator arranges a varied programme of events/trips, such as ice-skating and a trip to the Clothes Show, which are variously subscribed. The Head of Boarding is aware that some staff and boarders feel that the weekend activities programme needs revamping. The bursar approves risk assessments for organised trips and hazardous activities. One inspector visited one of the houses the Sunday before the inspection, to speak with boarders about their experience of weekend activities: they enjoyed having the option to have some free time.

Although the school has a strong Christian foundation and ethos, boarders of other faiths are welcomed and not discriminated against. The Chaplain has found that boarders of other faiths often attend voluntary Christian activities. The tangible outcome of the school's Christian ethos is that the school is a caring community where, as the Headmaster said, "Everybody is unique and equally valuable." Boarders remarked that respect for one another was a

“plus” of the school. Some special activities are organised for students from overseas, for example the Chinese New Year is celebrated.

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

(The Commission considers Standards 12, 14 & 19 the key Standards to be inspected.)

Boarders are 'Making a Positive Contribution' as a result of the school's commendable practice in relation to staff and outside support to boarders and their good practice in relation to securing boarders' views and parental contact and telephones.

EVIDENCE:

Boarder's views are secured through house and prefects meetings, the food committee and weekly tutorials. Issues raised are considered and acted upon if reasonable (the school cited examples of changes made as a result of listening to boarders' views). For example, boarders in Shelburne house have regular year group committee meetings that feed into house committee meetings. And Tower house prefect system includes the allocation of a prefect to each year group as mentor, taking issues to prefects' meetings when appropriate.

Boarders spoken with all agreed that there were plenty of people to talk to, and the overall result of the boarders' survey was that boarders identified their friends, their tutor and their parents as the top three people they would be happy to talk to if something was worrying them at the school. In addition houseparents and matrons and the chaplaincy team are available to provide support to boarders. And all boarders were aware of the school's independent

listener and counsellor, and the Headmaster makes a point of going into houses and speaking with boarders.

The overall result of the boarders' survey was that boarders' mostly use their own mobile phone to make a telephone call at the school. Boarders also have access to a public phone – some displaying telephone numbers of relevant outside agencies, such as Childline and the school's independent listener - in their houses. Some of these phones lacked privacy and were not working or were unreliable, although the school reported that they have had no complaints about this. There are also public phones around the school. In addition, most boarders enjoy access to email in their houses (generally wireless connections to boarders' own laptops, but Gate house does not currently have this facility) and can send and receive post easily. In these ways, boarders maintain private contact with their parents and families.

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 & 44

Overall, boarders are provided with satisfactory accommodation, but minor shortfalls in the school's protection of boarders' possessions and toilet and washing provision mean that boarders do not completely 'Achieve Economic Wellbeing'.

EVIDENCE:

The issue of theft was reported by boarders and parents before the inspection. The school explained that an intruder who stole a number of the boarders' laptops had now been imprisoned for these offences. Despite the bursar's recent efforts to address this, some boarders still do not have a lockable space, although they do have a lockable room. In some cases, lockable drawer keys are missing or boarders do not have lockable facilities. However, those boarders with lockers that could be locked often chose not to lock them, so boarders themselves could take more care of their possessions on their open campus. Boarders spoken with during the inspection did not perceive theft to be an issue at present.

On aggregate, boarders are provided with satisfactory accommodation. There is a clear disparity in the standard of the boarding accommodation, with Gate boys house the 'poor relation' to Tower boys house, and Fawley girls house the 'poor relation' to Shelburne girls house. Therefore Tower and Shelburne – refurbished 2005 and newly built 2002 respectively – exceed the standard for boarding accommodation and Gate and Fawley fall below it. (Turner Hall – annexe to Fawley house – was refurbished 2002.) This is generally recognised, however, by both boarders and the school and there are plans to refurbish the school's older boarding accommodation, as well as the modern

Brook Court, so that they can be brought up to the standard of the other houses. Despite their poorer facilities, the boarders in the older houses expressed a clear sense of house-identity and pride in their houses. Until refurbishment can take place, it is important that the school adequately maintains the older houses – for example, in terms of heating and washing provision – and to this end the inspectors will be passing on to the bursar a list of maintenance items brought to their attention to check that they are in hand.

Minor shortfalls in the toilet and washing provision in the houses scheduled for refurbishment are on the inspectors' list of maintenance items, such as showers not working or needing individual temperature controls and an insufficient number of toilets or toilets without working locks. There is also an issue about bathroom and shower privacy and bath usability in the medical centre, which is also scheduled to be refurbished.

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, 10, 31, 33, 34, 35 & 51

(The Commission considers Standards 34 & 51 the key Standards to be inspected.)

Only one minor shortfall in relation to the supervision and appraisal of matrons prevents 'Management' of boarding at the school from being completely effective.

EVIDENCE:

The school gave the inspectors a copy of their prospectus, their handbooks for staff (with a section on boarding & pastoral care) and parents, and the Boarding Schools' Association booklet on Being A Boarder that they give to boarders. The school's statement of boarding principles and practice is on display in each house and in each house handbook.

Boarding in the school is led by the Head of Boarding who is Housemistress of Fawley house and the school's management structure for boarding and the pastoral care of boarders.

The majority of boarders are full boarders and there is a limited number of day boarders – who can stay two nights a week - so that the boarding houses are busy at weekends and boarders' welfare is not compromised.

The typical number and structure of a House staff group is: resident housemaster/mistress (and their wife/husband), who are also teachers at the school; one or two resident tutors (assistant housemasters/mistresses); a resident or part-time matron; and two or three non-resident duty staff. So boarders are adequately supervised by staff day and night, as there are usually two or three staff sleeping in each House at night. There are a number of boarding house communication books in operation to ensure information is passed between all relevant parties. And there is a system of staff meetings – such as weekly housemasters meetings, daily meetings of housemasters with duty tutors - relevant to the management of boarding.

Housemasters/mistresses are responsible for training staff in boarding duties, whose induction is facilitated by written guidelines, shadowing staff and Boarding School Association conferences. For example, one of the resident house tutors received a half-day induction from the housemistress before beginning their duties, and the housemistress then worked alongside them for their first couple of duty evenings. The school operate a staff appraisal scheme on a two-year cycle and the process embraces pastoral as well as academic and extra curricular commitment: staff's boarding duties are assessed with input from the Head of Boarding and housemasters. Matrons, however, do not receive formal or recorded supervision or appraisal.

The staff looking after boarders follow boarding policies and practice clearly laid out in the staff handbook.

(None of the boarders are placed in lodgings.)

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> |
| 6 | 3 |
| 7 | 3 |
| 15 | 2 |
| 16 | 2 |
| 17 | X |
| 24 | 2 |
| 25 | X |
| 48 | 2 |
| 49 | X |

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

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

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

| ACHIEVING ECONOMIC WELLBEING | |
|------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 20 | 2 |
| 40 | 3 |
| 42 | X |
| 44 | 2 |
| 45 | X |
| 50 | X |

SCORING OF OUTCOMES

Continued

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 3 |
| 8 | 3 |
| 9 | X |
| 10 | 3 |
| 23 | X |
| 31 | 3 |
| 32 | X |
| 33 | 3 |
| 34 | 2 |
| 35 | 3 |
| 51 | N/A |
| 52 | X |

Are there any outstanding recommendations from the last inspection? NO

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 | BS15 | The school should address the shortfalls in medical treatment and first aid detailed in the letter to the school from the Commission's pharmacy inspector. | 31/01/06 |
| 2 | BS16BS48 | The school should also address the shortfalls in care of and accommodation for ill boarders also detailed in the above letter | 31/01/06 |
| 3 | BS24 | The school should continue their efforts to improve the quality of catering | |
| 4 | BS5 | The school should include the parents' complaints procedure in the parents' handbook | 31/01/06 |
| 5 | BS26 | The school must address the specific shortfalls identified in the recent fire safety officer report, and staff's use of wedges to prop open fire doors | 31/01/06 |
| 6 | BS38 | The school must address the minor shortfalls reported in relation to staff recruitment and checks | 31/01/06 |
| 7 | BS39 | The school should have a written agreement with any adults not employed by them but living within boarding accommodation | 31/01/06 |
| 8 | BS41 | The school must ensure that all houses are secure from public intrusion | 31/01/06 |
| 9 | BS47 | The school should address the safety of the windows and one door on the first floor of the medical centre | 31/01/06 |
| 10 | BS20 | The school should ensure that each boarder has | |

| | | | |
|----|------|---|--|
| | | a secure place to keep personal valuables | |
| 11 | BS40 | The school should adequately maintain the older houses until their refurbishment can take place | |
| 12 | BS44 | The school should address the shortfalls detailed regarding toilet and washing provision | |
| 13 | BS34 | The school should ensure that matrons receive formal and recorded supervision and appraisal | |

Commission for Social Care Inspection

Gloucester Office

Unit 1210

Lansdowne Court

Gloucester Business Park

Brockworth

Gloucester, GL3 4AB

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI