

inspection report

Boarding School

St Swithun`s School

Alresford Road

Winchester

Hampshire

SO21 1HA

1st 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 Swithun`s School

Address

Alresford Road, Winchester, Hampshire, SO21 1HA

Tel No:

01962 835700

Fax No:**Email Address****Name of Governing body, Person or Authority responsible for the school**

St Swithun`s School

Name of Head**CSCI Classification**

Boarding School

Type of school**Date of last boarding welfare inspection**

09/10/04

Date of Inspection Visit		1st November 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Fiona Armfield	075686
Name of CSCI Inspector	2	Jill Blanchard	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Angela Tear	
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.			
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		DR. HARVEY	

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 Swithun's School.

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

The report will show the following:

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

INSPECTION VISITS

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

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

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

St Swithuns school is a senior day and boarding school for girls situated on a 45-acre site on the outskirts of Winchester. It is within easy reach of the town, transport and motorway networks. At the time of the inspection there were a total of 238 boarders and 243 day pupils. Boarding pupils are between 11-18 years and are accommodated within 6 boarding houses on site. St Swithuns is a church of England foundation but girls of other denominations and faiths are welcomed.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The school scored consistently well in all areas, which broadly included welfare, policies, procedures, organisation and management, welfare support to boarders, staffing and premises. In addition to this there were eleven standards where a commendation was awarded. The systems to minimise and manage bullying were very well developed and extremely low levels were reported. There was a clear culture of accountability and proactive management of the boarding service. Boarding accommodation was of an exceptional standard, with a new house built on site in September 02 and extensive refurbishment of two other houses in August 04. Continual programmes of maintenance were applied. The Sanatorium was spacious and appointed to a very high specification. Relationships between staff members and boarders were positive and respectful. The school went to great lengths to ensure that new boarders were reassured in the early stages of admission and support for overseas boarders was highly sensitive and appropriate.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Few issues were identified. Some minor policy revision was required. A number of regular checks and practices that took place needed to be evidenced more clearly, including some on recruitment files. A system was needed for pupils in sickbay to summon staff in an emergency. The hot water system in one house required further investigation and any necessary temperature safeguards applied.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Despite this being the first inspection of St Swithuns against the new National Minimum Standards for Boarding Schools, the majority of the 48 standards assessed were fully met and there were 11 key areas of commendation. All shortfalls identified were minor in nature.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

[illegible]

NA

No	Standard*	Recommended Actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action 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 child protection policy includes the details of the Commission so that staff members are able to contact them if they have concerns about school practices or the behaviour of colleagues.	30/01/05
2	BS15	The person giving medication always signs against the record to evidence this.	30/11/04
3	BS15	Permission for the giving of non-prescription medication is sought. Regular audits of stocks of medication and records in houses are evidenced in writing.	30/02/05
3	BS16	Regular supervision of boarders in sickbay beds is evidenced. A system is installed or used to enable boarders to summon assistance promptly from sickbay without having to call or leave their bed.	30/01/05
4	BS38	All necessary checks on recruitment files are evidenced clearly.	30/11/04
5	BS47	The hot water in the toilet sinks in Leroy is investigated and any necessary temperature safeguards applied.	30/11/04

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
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*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	NO
• Environmental Health	NO
• 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	NO
Group discussion with Gap students	NO
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	NO
Individual interviews with pupil(s)	YES

Date of Inspection	1/11/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	23
Number of Inspector Days spent on site	3

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:**AGE RANGE OF BOARDING
PUPILS****FRO
M**

11

TO

17

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

0

Girls

238

Total

238

Number of separate Boarding Houses

6

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

The Inspector was able to view a variety of literature and prospectus material making up the statement of boarding principles and practice. All relevant areas were covered fully. Regular review was evident and literature reflected the practice at the school accurately.

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?

4

The Inspector viewed an effective policy, known and implemented in practice and accessible to boarders and parents. The policy covered the definition of and measures to prevent and respond to bullying. Staff benefited from recent training sessions to discuss and develop strategies for dealing with bullying. This involved working with both victims and perpetrators. The Headmistress stated that messages were also reinforced with pupils in a number of ways through assemblies and lessons. In questionnaires the vast majority of pupils said that they were never or hardly ever bullied. On the rare occasions bullying did occur it usually took the form of name calling or 'teasing'. Pupils gave several examples of how bullying had been dealt with promptly and effectively. Many said they felt that managing bullying was a strength of the school and this was commendable.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

95

%

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 Inspector viewed a full policy in line with Area Child Protection Committee procedures, known to staff. The Headmistress was charged with the responsibility of liaising with Social Services. Staff reported having received recent training in October 04 and all had a good level of awareness in relation to keeping young people safe and methods of safe care. Senior pupils were briefed on how to handle sensitive information. The child protection policy did not contain the contact details of the Commission and this should be added to inform staff of their ability to contact the Commission if they have any concern about school practices or the behaviour of colleagues.

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

The Inspector viewed a range of information on behaviour and punishments known to and understood by boarders. The vast majority of punishments were considered to be fair and reasonable. Rewards were also used to acknowledge achievements or acts of kindness and thoughtfulness. Girls in positions of seniority understood that they were not allowed to give out punishments. Other pupils identified Senior girls to be helpful and supportive. Major punishments were recorded in writing and a log seen detailing action. Central records of sanctions were held in each house and records viewed showed them to be appropriately imposed.

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

A policy on responding to complaints was available to both parents and boarders and included all relevant information including the contact details of the Commission. Central records of complaints were seen and were satisfactorily tracked. Records were kept and appropriate responses given without delay. Pupils understood how to complain but commented that issues were always resolved informally.

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?	3
<p>There was a policy on drugs and alcohol misuse which boarders understood, and other information relating to health education. Elements of personal, health and social education were covered in various ways in the curriculum and through house discussions and guest speakers. Boarders reported that this was a very helpful way to learn.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<p>The Inspector saw full confidential records of individual health and welfare needs including parental consents and all other relevant information. Records identified the person with parental responsibility and information such as allergies, drug reactions and medical conditions. Information was held confidentially.</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?

4

The school had worked hard since the last inspection on developing their leadership and management of the practice and development of boarding. Clear lines of accountability were in place and regular meetings held between the Deputy head, Senior housemistress and key staff. Each house had its own development plan and this was commendable. The governing body monitored welfare provision through the submission of regular reports by the Headmistress. Senior staff members were well experienced and qualified.

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

A full policy was viewed and included information on a range of foreseeable crises. Protocols for action emerging from the policy were clear and evidently based upon what was reasonable in all circumstances to safeguard and protect the welfare of boarders concerned.

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?

4

Whilst key areas in some older houses were due to be refurbished in the rolling programme of maintenance, provision was generally of an equally commendable standard across the houses. Principles and practices across houses were reported by pupils to be uniform. Areas were well separated for boarders of different ages.

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?****4**

Pupils reported available free time and a wide range of sporting and other activities on offer, including internet access, yoga, Karate, riding, diving, tech, dance, art and cooking. Trips included bowling, cinema, ice-skating, meals out and shopping. End of term activities and other treats were particularly looked forward to and pupils in each house stated that they often had opportunities to vote for favourites or take part in leading special events. The vast majority of pupils were very complimentary about the programme of activities on offer and this was commendable.

Standard 12 (12.1 - 12.2)

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

Key Findings and Evidence**Standard met?****4**

Through discussion with staff, pupils and reviewing pre inspection information a number of opportunities for consultation were evident. These included weekly house meetings, and regular forums. Pupils stated that they could contribute views informally by speaking to staff on a daily basis. Examples were given to the Inspectors of how pupils had been involved in decisions regarding the furnishings and decoration in two of the houses and this was commendable.

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**

There were a variety of opportunities for pupils to take on leadership and responsibility for others in which they were supervised and guided by staff. All pupils understood the powers and duties associated with different roles and this did not involve the giving out of punishments. Selections made by staff were deemed by pupils to be very suitable. Girls in positions of responsibility understood how to deal with and manage sensitive information.

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**

The majority of boarders understood that they could talk to any member of staff about concerns they had including tutors attached to the houses. Details of the schools independent person were provided for boarders. Contact with the independent listener was always confidential. The bursar confirmed that the independent listener was in receipt of a Criminal records bureau check. The nurse through the visiting GP could make referrals to counselling or specialist support services.

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?

2

Staff at the school reported the opportunity to undertake first aid training. Two nurses were on site at the Sanatorium offering 24-hour cover. A visiting GP held two morning surgeries per week. Routine medical appointments were organised by parents but emergency and specialist practitioners were available and local to the school. The Inspectors viewed appropriate accident and injury reports. Medical records were kept confidentially. The nurses were not signing against medication given. Parental authorisations covered emergency intervention but not the giving of non-prescription medication. Although staff reported the regular audit of medical cabinets and medication in houses, this was not always apparent from the records.

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**

Parents commented on the positive care and attention their children had received when admitted to the Sanatorium. Communication was reported to be very good. The nurse said that she checked on boarders in sickbay regularly but was not keeping a written log of these checks. The keeping of a log to evidence supervision retrospectively was needed. Although the design of the building made supervision of boarders in sickbay relatively easy there was no way for boarders to summon assistance in an emergency without calling or leaving the bed. The nurse stated that a simple system should be able to be installed in the sick bay rooms to enable this to occur, particularly useful 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 were no boarders with special education statements or special welfare needs. However, staff spoken to had a common understanding of the need to operate sensitively with certain individuals. The house staff members were well experienced in dealing with issues such as homesickness, bereavement and personal stress. Parents and boarders commented on the quality of this support and said that communication about welfare issues was good. Links with external health professionals existed by referral through the visiting GP.

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?****4**

The principles of equal opportunities were explicitly stated within the equal opportunities policy and implicit within other procedures and documents. Pupils were able to reflect upon the culture of acceptance at the school and understood the need to offer value and respect to others irrespective of difference. The Head teacher stated that the individual religious and dietary requirements of boarders could be met. The Chaplain had links with a key Senior pupil and met regularly to discuss issues of social, educational, emotional and cultural integration of overseas students. In addition to offering tuition in English as a second language he had a high level of cultural awareness and sensitivity. Social programmes were coordinated, which included community outings and services to the community, and this was commendable.

Standard 19 (19.1 - 19.6)

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

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

Pupils confirmed that it was possible to contact their families and parents in a number of ways including letters and e-mail. A number of private telephones were available in boarding houses with helpline numbers publicised, but most pupils used their mobile phones. Parents commented that communication from the school about any relevant welfare issues was good.

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
Pupils said that they were able to bring money, possessions and valuables in to school. Lockable spaces were available to every boarder. Personal items were respected and no theft was reported.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	4
Boarders spoke positively about their experience when new to the school and confirmed that they had been given suitable written information in relation to boarding in addition to being able to visit. Parents also commented very favourably upon this. There were a range of systems operating through which new boarders were linked with experienced pupils for guidance and reassurance. In one house an entire peer group was operating alongside the Housemistress to support and encourage a particular individual and this was commendable.		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The school did not participate in the provision of Educational Guardians and subsequently this standard did not apply.		

Standard 23 (23.1 - 23.4) The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
Key Findings and Evidence	Standard met?	3
The Inspector was satisfied that the school monitored risk assessments, complaints, accidents and major punishments. Relevant central files were seen and examples of action taken as a result of trends were given. An intranet system between houses was used and had great potential to enable the necessary oversight of all boarding practice.		

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?	3
The Inspectors took four meals in total including breakfast, lunch and supper, spoke with the catering Manager and viewed menus. Menus were varied and balanced with a wide choice of hot and cold meals and vegetarian options. Lunch was the main meal of the day. The dining room was spacious and well equipped. Catering staff members at the school were appropriately trained and there were no outstanding recommendations of the most recent Environmental Health inspection undertaken in September 04.		

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?	3
There were a number of well-appointed kitchens available to boarders and stocked with snacks to have outside of main meals including bread, cereals, fruit, milk, juice and water.		

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
The emergency evacuation procedures were displayed throughout the school and boarders had an appropriate awareness of these. There were no outstanding recommendations from the fire service and fire drills and tests and checks of fire safety equipment were being carried out regularly.		

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?	9
No onerous demands could be identified and subsequently this standard did not apply.		

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
The school did not look after or provide supervision and welfare services to any children other than it's own boarders. Subsequently this standard did not apply.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	3
The Inspector was able to view a risk assessment and protocols for the use of the swimming pool. Other high-risk activities took place in centres with properly qualified staff. The Inspector viewed evidence of the verification of qualifications, registrations and licences. Parental permissions were obtained.		

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**

Televisions, safeguarded internet access, newspapers and magazines were available to boarding pupils. Shopping trips occurred in addition to visits to community facilities and the provision by pupils of services to the community. The majority of boarders went home at the weekends.

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

Boarders and staff reported staffing levels to be sufficient at all times, including weekends. There was always a minimum of two identified staff members on duty in each boarding house who were visible and accessible. Emergency back up was available and sickness was covered from staff within the team or teachers on the school side.

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

From discussions with staff and viewing records it was evident that boarders were always properly supervised in relation to their age when leaving the school site. The responsibilities of gap students were appropriate. Boarders showed the Inspectors signing in and out books and understood how to use them.

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
A number of staff slept in houses at night, all of which were accessible to pupils in an emergency. Boarders were able to alert them promptly through the use of doorbells outside staff quarters.		

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
Staff confirmed that they were provided with job descriptions that reflected their duties. There was good evidence of a suitable induction process being operated for newly appointed staff. Appraisal systems were in place. Many training opportunities were offered to staff through the Boarding School Association including qualifications, seminars and conferences.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
The Inspectors viewed a wealth of information available to staff on boarding policies and practice and on the operation of the wider school. Emphasis was placed on the safeguarding of the welfare of pupils. A clear disciplinary procedure was available.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
In discussion groups pupils reported that staff looked after them well and managed disagreements quietly and fairly. Inspectors observed pupils approaching staff confidently to make requests or to seek time and attention. The majority of pupils were extremely complimentary about relationships with staff in their questionnaires and this was commendable.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Pupils stated that all staff members were respectful of their private space and personal belongings. No unnecessary intrusion was apparent through supervision. No privacy issues were reported.		

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
From an audit of personnel files across the spectrum of staff it was evident that a range of relevant recruitment checks were undertaken. However, there were some difficulties. The Inspectors could not find evidence of telephone call follow-ups on written references. One verbal reference from the most current employer was not evidenced on file. Verification of qualifications was not always apparent. Whilst it was accepted having spoken to the Headmistress that the checks had occurred, it is imperative that a written record is made. The Headmistress stated that this would occur at all times in future and that a checklist would be located at the front of files to prompt this action.		

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
Written agreements between the school and any adult living on site but not employed by them existed and the Inspectors viewed an example of one. From an audit of personnel files it was evident that staff employed by the school had appropriate Criminal records bureau clearance. Visitors were given identity badges and the appropriate degree of supervision.		

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?

4

Both parents and boarders were very complimentary about the commendable standard of accommodation and investment in refurbishment. Boarding houses were spacious, extremely well appointed, maintained and decorated to a high specification. Furniture was modern and well kept. Internal areas were clean, well lit, heated and ventilated.

Standard 41 (41.1 - 41.8)

Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence

Standard met?

3

Although the school site was open and accessed at times by the public boarders did not report any intrusion on their space or accommodation. Living and sleeping areas were for the exclusive use of boarding pupils. Coded locks protected all of the houses and staff members were ready to challenge the presence of any unauthorised visitor. Visitors to the main school were given identity badges and the necessary supervision.

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?	4
Bedrooms and dormitories were maintained to a commendable standard, well decorated, carpeted and furnished. Parents and boarders commented this upon. There was no overcrowding. Adequate storage and desks were apparent. Many boarders felt justifiably proud of their bedroom areas, personalising them extensively and taking care in showing the Inspectors their efforts and designs.		

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 were a number of areas in the boarding houses and on site where private study could occur. However, prep generally took place within bedrooms or dormitories. Both were well equipped and furnished for this purpose.		

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
All houses had accessible and private toilet, shower and bathroom facilities. Many boarders had their own sinks in their bedrooms. In the newer or refurbished houses these were of a very high standard. They were not inappropriately shared at the same time by boarders of different ages, and queues were not reported.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
There were a number of changing rooms of varying specifications and sizes at the school. Some were in need of refurbishment and were due to be invested in as part of the rolling programme of maintenance and modernisation at the school. However, boarders stated that they were permitted to change in their own bedrooms and dormitories.		

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
From a tour the Inspectors noted that there was a choice of indoor and outdoor recreational areas in addition to safe areas to be alone and enjoy privacy. This included 2 generously proportioned indoor pools, spacious house common rooms, kitchens and quiet rooms. Boarders said they only visited staff accommodation through arrangement and invitation.		

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?**

2

The Inspector viewed an appropriate health and safety policy in addition to risk assessments for the site and its buildings. First floor windows had restrictors fitted. Boarders understood which areas were out of bounds. The Inspector noted that water coming from a sink in one house toilet was extremely hot and recommended that this be investigated and any necessary action taken.

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?**

4

The Inspector viewed a spacious and well-equipped sanatorium on site with three sick bays, office area, surgery, toilet, washing facilities and staff quarters. The accommodation was of a very high standard and this was commendable.

Standard 49 (49.1 - 49.3)

Adequate laundry provision is made for boarders' clothing and bedding.

Key Findings and Evidence**Standard met?**

3

Many boarders reported taking laundry home at the weekends. However, there were a number of well-equipped laundry rooms for boarders to undertake their own clothes laundry. Storage facilities were provided for freshly clean clothes and bed linen. Beds were changed weekly.

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

Staff and pupils confirmed that personal and stationary items could be brought from home, purchased at the school, or on shopping trips in town.

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?**

9

The school did not arrange lodgings. Subsequently this standard did not apply.

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**

The Inspector undertook an assessment of documents and preparation files for trips away including a recent trip to a study centre. Full consideration had been given to appropriate accommodation, and in ensuring that it provided the range of facilities required. Staffing levels and welfare issues for pupils were properly considered. Risk assessments and parental permissions were present.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**

Signature

Date

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

We would welcome comments on the content of this report relating to the Inspection conducted on 1 November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

NO

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 8 December 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NO

Head has declined to provide an action plan

NO

Other: <enter details here>

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____
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 _____
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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