

# inspection report

Boarding School

## **St Catherine`s School**

Station Road

Bramley

Guildford

Surrey

GU5 0DF

18th, 19th and 20th October 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 Catherine`s School

**Address**

Station Road, Bramley, Guildford, Surrey, GU5 0DF

**Tel No:**

01483 899605

**Fax No:**

01483 899606

**Email Address**

schooloffice@stcatherines.info

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

Corporation of Cranleigh and Bramley Schools

**Name of Head**

Mrs A Phillips

**CSCI Classification**

Boarding School

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

1997

<b>Date of Inspection Visit</b>		18th October 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Ms R Coler	075511
<b>Name of CSCI Inspector</b>	<b>2</b>	Mr J Croft	
<b>Name of CSCI Inspector</b>	<b>3</b>	Mrs C Clarke	
<b>Name of CSCI Inspector</b>	<b>4</b>	Mrs G Yates	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Mrs M Rodgers	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MRS A PHILLIPS	

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## 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 Catherine`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.
<p>The school's statement of purpose states:</p> <p><i>"The staff aim to:</i></p> <p><i>Provide sound academic teaching up-to-date facilities and a wide range of extra curricular activities;</i></p> <p><i>See each girl as an individual and encourage her to see herself as an individual as well as one of a group;</i></p> <p><i>Give our pupils enough confidence and guidance to help them develop fully their own talents and abilities both in and out of the classroom;</i></p> <p><i>Foster the personal, spiritual, cultural and physical development of our pupils as well as their academic development;</i></p> <p><i>Encourage our pupils to keep the School's Traditions and treat everyone with respect and courtesy;</i></p> <p><i>Encourage each girl to develop skills of leadership and a sense of responsibility towards others;</i></p> <p><i>Provide sound advice and guidance on further education and careers;</i></p> <p><i>Create a safe and health school environment, in which our pupils can be happy and enjoy their education;</i></p> <p><i>Develop a strong partnership between staff and parents in the process of educating their daughters."</i></p>

## **PART A      SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

- The school's management team had a proactive approach based on the principle of continuous self-improvement, which supported the school's development effectively.
- The employment of teaching and boarding staff was exemplary and provided detailed information about every action taken in respect of their employment.
- There was a very full range of activities programmes for both the week and weekends. Pupils reported that they found activities to be interesting and enjoyable.
- The school had a good system of consultation which was used throughout the management and development of the school to inform reviews of practice and development of the school.
- The standard of range of meals provided by the school was found to be exceptionally good. This view was supported by the pupils who reported positively about the food and meals provided.
- The recreational facilities provided by the school were found to be of a high quality.

### **WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**

- The main area that the school should improve upon is ensuring that there is a robust recruitment procedure in place and recorded for all ancillary staff employed at the school.
- Another area of development should be the ways in which Health and safety issues are identified and managed at the school. It is suggested that this area of practice should be given a greater profile to ensure that the standards required by Health and Safety legislation are met consistently.

### **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

The inspectors found that the school and pupils were open and helpful throughout the inspection and would like to thank them for their support in completing the inspection. Inspectors considered that the school was well run with strong leadership and are being provided to staff and pupils alike. The school managed to create a warm and friendly atmosphere where an open culture was backed by strong procedural guidance and support. The inspectors were impressed by the willingness of the management team to embrace suggestions and deal with any deficiencies highlighted by the inspection.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

<b>The grounds for any Notification to be made are:</b>

<b>IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION</b>					

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	BS15	It is recommended that all housemistresses be trained in the administration and storage of medication.	By the 31 March 2005
2	BS16	It is recommended that risk assessments be undertaken regarding the water temperatures throughout the school to prevent scalding. This is especially necessary within the school's medical centre.	By the 14 January 2005
3	BS16	The wheelchair in the medical centre should be checked on a six monthly basis and maintained as required.	As from the 01 January 2005
4	BS19	A more formal mobile telephone policy should be developed from the existing informal policy.	By the 31 January 2005
5	BS25	Drinking water outlets throughout the school should be properly labelled in order to prevent confusion.	By the 31 January 2005
6	BS25	Refrigerator temperature in boarding house common rooms should be completed daily.	By the 31 January 2005
7	BS25	Potable water supplies to Keller boarding house common room pupils should be reviewed.	By the 31 January 2005
8	BS26	Fire Safety arrangements throughout the school should be reviewed as detailed in Standard 26.	By the 31 January 2005

9	BS36	The Commission asks that they be kept informed about the findings of the Head Mistress enquiries into pupils' comments in some boarding areas that they did not feel able to ask for assistance after lights out.	By the 28 February 2005
10	BS38	Ancillary staff recruitment records must be audited to ensure these contain all the necessary documents.	By the 31 January 2005
11	BS39	The written contracts in place for the partners of staff living on site should include information in relation to the school's staff code of conduct in respect of pupils.	By the 31 January 2005
12	BS47	The school is recommended to ensure staff vigilantly check that wires are not left trailing across the bedroom areas.	By the 01 January 2005
13	BS47	It is recommended that the school should regularly monitor the water temperatures and display a warning notice to inform users of any possible danger.	By the 01 January 2005
14	BS47	Drinking water faucets should be clearly labelled.	By the 01 January 2005
15	BS47	The school should risk assess vulnerable areas, with the view of fitting window restrictors.	By the 01 January 2005
16	BS47	It is recommended that the school review how all toothbrushes are stored.	By the 01 January 2005
17	BS47	COSHH training is recommended for all ancillary staff.	By the 28 February 2005
18	BS47	The school should, using the Health And Safety Executive guidelines for the management of swimming pools, develop a written policy and procedure in line with the requirements of the HSE for when outside groups use the pool during school holidays and some week-days.	By the 31 January 2005

#### 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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1	BS5	It would be helpful to add information to the parent's guide about how parents can obtain the school's policy on complaints and inform them that should they make a complaint the policy would be sent out as a matter of course.
2	BS14	It would be beneficial to complete for the school to fully action their plans to increase the contact, and publicity within the school, about the role of the independent listener, as some pupils were not clear about this person's role.
3	BS18	The school should continue to develop cultural awareness and anti-discrimination practices throughout the school especially in relation to whether welfare plans are necessary for inducting a particular overseas student.
4	BS29	Risk assessments regarding high-risk activities could be expanded further to provide greater detail of how the assessment is reached and specify how to minimise any potential risk.
5	BS37	It is suggested that management review with boarding staff in some areas how they enter pupil's bedrooms to remind them of the code of practice that should be followed.
6	BS45	The school is advised to check that the repairs to toilet locks be undertaken as a matter of urgency.

\*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

**PART B****INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	18/10/04
Time of Inspection	9.00
Duration of Inspection (hrs.)	96
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**

18

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

0

**Girls**

138

**Total**

138

**Number of separate Boarding Houses**

5

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)      |
| 3 - Standard Met        | (No Shortfalls)    |
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| 1 - Standard Not Met    | (Major Shortfalls) |

"0" 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.

## 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
In several school documents there were written statements about the aims of the school. The Traditions of the school, namely courtesy, consideration, orderliness and punctuality were used to underpin the school's ethos and values and were used in every day school life; for example in considering the behaviour management policy. Pupils were clear about what the aims of the school were and in general found them to be satisfactory.		

### Standard 2 (2.1 – 2.6)

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

Key Findings and Evidence	Standard met?	3
<p>The school had a bullying policy and this was known by pupils and provided in writing to parents within the parent's handbook.</p> <p>The policy gave clear information about what bullying is, signs of bullying and what any person should do if they were concerned that bullying occurred. It is suggested that the policy be developed further to include information about adult bullying.</p> <p>Young people were clear that the bullying procedure would be followed by staff if bullying occurred and in general stated that they were confident that staff would deal with any bullying effectively.</p> <p>The school had in effective systems in place to monitor any bullying that occurred whereby the teacher in charge of the PHSE programme had a management role when dealing with any bullying incident that arose.</p>		

**PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**

96

%

**Standard 3 (3.1 – 3.9)**

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

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

3

The school had a comprehensive child protection policy, which is suggested to include the length of time in which a referral to the child protection team must be made. The policy should also inform staff that any child protection concern should be discussed with Surrey County Council's Child Protection Assessment Team before the school takes any action and require the school to ask the child protection team for a written conclusion to any child protection referral made.

The school's management demonstrated an understanding and commitment to ensure that child protection is well implemented within the school; for example all staff interviewed were confident when asked about the child protection procedures and the inspectors were confident that staff would respond to child protection concerns appropriately. The school also had a whistle blowing policy for staff.

Staff were appropriately trained in child protection with the next full staffs' training day being planned for in January 2005.

**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 school's Rewards and Sanctions Policy (behaviour management policy) linked to the school's "Traditions" and as such any punishments that occurred would be related to how a pupil had transgressed these. Examples of this in practice were provided in the behaviour management policy. The policy makes clear that rewards are linked to behaviour and confirmed that the School Pupil Council had input to the development of these. The school also notes that any sanctions given should be "*constructive and linked to the offence committed*". The policy should clearly identify the group of non-permissible sanctions outlined in Standard 4.4 of the National Minimum Standards for Boarding Schools.

Records of any major punishments were kept in a suitable book.

Pupils generally reported that staff were fair when they gave punishments.

**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

The school had a written Complaint Policy and Procedure, which covered how to deal with differing levels of complaints from minor concerns to major issues. A letter was sent to all new parents outlining how they could receive a copy of this procedure and confirming that their concerns would be taken seriously and dealt with appropriately. The management recognised that the procedure should also document that potential complainants can take their concerns to CSCI at any time and would be making amendments to the procedure following the inspection. Therefore no recommendation is made about this matter. The Parents Handbook provided guidance about which person should in general be contacted about a particular concern e.g. a parent should contact the sister about any medical concerns they might have. It would be helpful to add the information about how parents could obtain the school's policy on complaints and assure them that should they made a serious complaint this policy would be sent out as a matter of course. The Head Mistress confirmed that this occurred as a matter of course but it was considered helpful to provide parents with this information. The Student Handbook provided information about who pupils could make a complaint to. The management agreed that the information would also be updated with the detail of how to contact CSCI. As before no recommendation will be made about this matter but it would be helpful to provide. The Head Mistress confirmed that the school had not received any major complaints in the last five years and generally resolved any concern made to them at stage 1 of the procedure. She also confirmed that outcomes of any discussions were kept on file and parents received written detail of the outcomes of these discussions. Some of these documents were viewed and considered satisfactory.

**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

There is a full programme of Personal Health and Social Education in place for pupils. The programme includes topics such as drugs, substance abuse, sex education, HIV and aids. Discussion groups build on topics that the pupils have covered in lessons to give them the opportunity to talk through issues. There is a less well-developed programme in place for staff members.

**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**

Each pupil has a medical record with a current photograph on the front. Contained within the records are the medical details, treatment and parental consent. A running record of all medical incidents is recorded on the back of the medical record card. There is a daily record sheet, which outlines treatment given within the medical centre. Records are stored in a locked cabinet in the medical centre.

## 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

There were clear management and development arrangements, which promoted welfare being well organised, reviewed and monitored throughout the school, this was supported by regular meetings, training and the board of governors. Policies and procedures were updated annually and considered in the light of new relevant legislation.

The School's Pastoral Governing Committee met twice yearly to review all aspects of the school's pastoral care provision and provide support for the senior management team.

The school implemented a self-assessment programme, which assisted in reviewing the school's practices in all areas of its operation working on a basis of self-improvement.

Feedback from all parties, such as pupils. Parents and staff formed part of this self-improvement programme that was therefore considered to form the basis of a quality assurance system within the school.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

3

The school had a detailed crisis management policy and a separate abridged version for staff accompanying pupils on trips, which gave guidance on emergency contact numbers and services. This was found to be a positive way in ensuring staff were adequately informed and had ready access to support if a crisis should occur. There were also appropriate procedures in place to deal with emergency evacuations and when intruders might be on site.

<b>Standard 10 (10.1 - 10.5)</b> <b>The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The organisation of the boarding houses was well-arranged and provided appropriate protection and separation of boarders by age. The school had initiated a change in separation of boarding units in the main house, which were under trial in this term.		

<b>Standard 11 (11.1 - 11.6)</b> <b>There should be an appropriate range and choice of activities for boarders outside teaching time.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
There was a very full range of activities programmes for both the week and weekends. Pupils reported that they found activities to be interesting and enjoyable. There were suitable arrangements to monitor pupils' access to the internet and comments from pupils stated they considered there were sufficient numbers of computers to meet their needs.		

<b>Standard 12 (12.1 - 12.2)</b> <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
There were various formal meetings for pupils to air their views, e.g. Boarding committee, school council, food meetings and weekly house meetings. Boarders considered that they were able to put their views to the school and there was good evidence in meeting minutes of the school responding to these issues. It was also positive to note that the school undertook an annual pupil questionnaire to gauge pupils' views and this was used by the senior management team to contribute to school development plans.		

<b>Standard 13 (13.1 - 13.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The Head Girl and Prefects were chosen by staff in relation to their ability to fill different roles. Once a prefect pupils were supported by appropriate members of staff. Prefects were aware of school policies and confirmed that they were provided both with induction and the opportunity to shadow previous post holders before taking up their role; these people also supported them during their first term in position. Pupils were appreciative of the support they received from Boarding House Prefects.		

**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?****2**

In general pupils reported that they felt able to discuss their concerns/ problems with staff and that the systems in place supported young people being able to air their views. One issue was drawn to the attention of inspectors, which the school responded to appropriately.

It would be beneficial to complete their plans to increase the contact and publicity within the school about the role of the independent listener, as some pupils were not clear about this person's role.

## **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**

Medication was being handled appropriately in the school.

All medication was stored securely. Medication was supplied and kept in its original labelled container as received from the pharmacy. Any medication sent home to parents was also supplied in its original labelled container.

Medication requiring cool storage was kept in a locked medication refrigerator. Temperature monitoring records were not being kept of this refrigerator and so the school could not demonstrate that the medication had been stored correctly and was fit for use.

Clear records were kept of the administration of prescribed and non-prescribed household remedies, together with the reason for the administration of non-prescribed medications. A specific list of household remedies, agreed by the doctor, was kept in the school. There was no means of auditing the usage of medication in the school, as there were no records of the receipt or medication or of any medications supplied to parents or returned to the pharmacy for disposal.

Medical records contained signed parental consent for treatment. A separate consent form for school trips and holidays are obtained from parents. Instructions and prepared medication in original containers for use in the case of emergencies for pupils who have known medical conditions are pinned to the House Mistress notice board.

The House Mistresses are all first aid, and Epipen trained. It is recommended that all housemistresses be trained in the administration and storage of medication.

Pupils had access to dental and optical services if required.

**Standard 16 (16.1 - 16.3)**

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

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

The Medical centre had 24-hour cover. Staff had use of a flat within the medical centre for on call duty.

There is a single room for children who need to be isolated and a ward with four beds. Both rooms were comfortable and well furnished. Children cared for within the medical centre were said to be checked regularly and the local GPs practice accessed if necessary. An allocated GP visits the school weekly. Children were able to see the GP on their own or with the assistance of the nurse.

The bathroom in the medical centre is the access route for the fire exit and fire escape. The Nursing Sister explained to the inspector that the bathroom is to be changed to incorporate a corridor to the fire escape and access from the ward. The hot water from both the bath and sink was very hot and it is recommended that a risk assessment be undertaken to prevent scalding. The wheelchair in the medical centre should be checked on a six monthly basis and maintained as required.

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Pupils who have identified health problems had clear records kept within the medical school. Instructions, photographic identification and emergency medication were placed on the notice board for housemistresses. The medical staff could be contacted 24-hours per day. The school reported that there was good liaison with the local GP practice and this was confirmed to CSCI by the GP practice. Welfare issues affecting pupils were discussed in the weekly house and staff meetings. Confidentiality of information relayed during these meetings was observed by an inspector attending one such meeting.		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school recognised the need to check that pupils from overseas would be able to make best use of the facilities of the school and would be able embrace the school ethos, for example the school assessed that new pupils would be able to access the school curriculum. There was good provision to meet a range of cultural needs and discrimination was not found to be an issue within the school. As the school has a steady population of overseas full boarders it is suggested that the school continue to this area of practice and especially welfare plans are necessary for inducting overseas students.		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was a range of facilities available for contact with parents, family and friends including telephone booths, e-mail and post. Young people reported that they mainly had the use of their own mobile phone and reception was said to be generally good. It is recommended that the informal mobile telephone policy be formalised.		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Pupils were all provided with lockable facilities and it was positive to note that the music block had lockable facilities for large and small instruments.		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was full programme of induction, which included 'sleep-overs' in the boarding unit, induction by sixth formers and a buddy system from the next year up. In addition pupils were provided with information brochures produced by the School and Boarding Schools Association. Parents were also provided with a published information booklet about general information regarding boarding for the first time to assist them in making this change. Induction of older pupils was less formal and in view of the fact that there are a number of overseas full boarders should be kept under review. However, no pupil reported that she had not been inducted but did report that staff and other pupils went out of the way to assist them in their first few months of boarding. It was also positive to note that the school was considering the issues of transition within the school especially where following the first year the pupils joined the main school from the first year annex building.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>This standard is not applicable to the operation of the school. It was positive to note that the management kept under review the efficacy of any guardians appointed.</p>		

<b>Standard 23 (23.1 - 23.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Monitoring of records was found to be satisfactory. Most of the monitoring was undertaken by the Head of Boarding/ Deputy Head who efficiently ensured that records were checked on a regular basis; the Bursar reviewed other records, such as accident and incident forms.</p>		

**Standard 24 (24.1 - 24.8)**

**Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.**

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

Meals provided for the pupils were balanced and varied with a vegetarian option is always available. The Catering Manager was aware of pupils who had particular food allergies. There was a team approach to catering and the members of the team were seen to be working together to attain a good level of service provision for example the team were working with a new system and this has taken time to bed in. New counters and a carousel for returned trays had been installed recently. There was both a walk in fridge and freezer. Temperatures at the time of inspection had been recorded and food temperatures taken. The freezer is due to be maintained shortly. There were three ovens in the kitchen and considering the number of meals prepared this appeared low. All chefs bar four newly employed have received basic food hygiene training and this is to be updated annually. Load handling and health and safety training had been arranged. The dining room has been recently refurbished by the external contractors and was bright with an atmosphere that was conducive to enjoyable eating. There was adequate hand washing facilities within the kitchen. A first aid kit was available for minor accidents. Pupils reported that they were generally satisfied with the meals provided and inspectors were impressed by the standards of food served throughout the three-day inspection.

**Standard 25 (25.1 - 25.5)**

**Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.**

**Key Findings and Evidence****Standard met?****2**

There is drinking water and snacks are available throughout the houses within kitchens, which were served by appropriate equipment such as toasters, refrigerators and microwaves. Vending machines for soft drinks and snacks were also available. Drinking water outlets should be properly labelled in order to prevent confusion. Refrigerator temperature records were not available and should be completed. For a trial period Keller boarding house common room had been developed and basic arrangements were made for pupils to access washing up facilities and water for kettles. Pupils were found to access water for making hot drinks etc. by collecting water from the bathrooms and washing up was being done in the bathroom sinks. The deputy bursar has agreed to check the water facilities in Keller boarding house. In other boarding houses well-equipped areas were available.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There were ad-hoc arrangements for fire safety. Fire records were kept in a loose bound file compiled by the school. There were only two fire practice records completed since January 2004. Records of false alarms were readily available. Testing of the alarms and emergency lighting system were not tested weekly as recommended. Annual fire tests by a registered company were recorded and pupils and staff reported that they understood the school's fire procedures.</p> <p>Some fire doors were warped and did not close properly. In the light of the above information the school is asked to again request visit from the fire department to discuss overall fire safety. The inspectors will also make such a request.</p> <p>The school has reconsidered its position in relation to fire safety and is investigating how they can employ a company to assess the premises and act in advisory role. This action is considered to be necessary to ensure the fire safety precautions are up to date and satisfactory.</p>		

**Standard 27 (27.1 - 27.3)**  
**Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was no evidence of onerous demands being put on boarders. As part of the staff meeting the inspectors observed members of staff raising issues regarding the welfare of pupils who it was felt were finding the pressure of both work and external activities difficult.</p>		

**Standard 28 (28.1 - 28.2)**  
**The welfare of any children accommodated at the school, other than pupils, is protected.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>This standard is not applicable to the operation of the school.</p>		

**Standard 29 (29.1 - 29.6)**

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

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

Risk assessments were in place for all high-risk activities. These were considered adequate but could be expanded, for example to provide greater detail of how the assessment is reached and how to minimise any potential risk.

A specialist company was employed to arrange trips to foreign countries and this company carried out risk assessments and supplied guides who led the expedition.

**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**

There was evidence that pupils were well informed about local facilities and events and were encouraged to participate in these where appropriate.

## 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 were clear about who was in charge of them at any given time. Prep was suitably organised and managed. Inspectors found that there were sufficient numbers of staff on duty and satisfactory arrangements to cover absences. No pupil, parent or member of staff stated they were concerned about staffing levels.

### 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

Permission to be able to go off site had to be provided by parents and if going to another pupils home had to include a phone call from these parents. Signing in and out books were used for all pupils and staff made sure that this occurred even where pupils were attending on site facility.

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Night supervision arrangements were satisfactory		

<b>Standard 34 (34.1 - 34.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarding staff had appropriate job descriptions that were reviewed on a regular basis and at times at the instigation of staff. The school had a staff appraisal system, which was being re-launched in the coming term and would include aspects of boarding practice. Therefore no recommendation is made about this matter.</p> <p>Induction for new staff took place and was considered well organised. It is suggested that records of induction are kept in an individual's training file.</p> <p>There was also evidence that regular staff supervision took place both as a group and on an individual basis.</p> <p>Staff were encouraged to participate in BSA training and were provided with other regular in-house, and external, training opportunities. It is recommended that the school give greater consideration to the PHSE topics for pupils within staff training programmes.</p>		

<b>Standard 35 (35.1 - 35.4)</b> <b>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was a written staff handbook and all staff were provided with copies of policies and procedures. Any updates to these procedures were provided to staff when these were published for use within the school.</p> <p>There was also a suitable disciplinary policy and staff support systems were in place should an allegation be made about an individual.</p>		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>In the main the inspectors found staff relationships with boarders to be sound. Pupils could talk to a range of staff and accessible independent people and most comments received from pupils were warm and affectionate about staff. Where issues of staff practice were considered to be in need of improvement the school had recorded action they had taken in respect of these matters.</p> <p>There were a few comments pupils that they did not feel able to ask for assistance after lights out. However, there was no substantive evidence to support this. The Head Mistress was concerned by this information and agreed to take immediate action to address the issue. The Commission asks that they be kept informed about the findings of the Head Mistress enquiries.</p>		

**Standard 37 (37.1 - 37.2)**

**Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.**

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

During the inspection pupils' privacy was found to be upheld well and pupils reported that generally staff upheld the principle in respect of privacy. However, there were a few occasions where pupils reported in questionnaires that staff knocked and walked straight in. It is therefore recommended that management review this area of practice with staff to ensure staff practice is always consistent with the school's policy and procedure in relation to privacy.

**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**

The school's recruitment practice in respect of boarding and teaching school staff was found to be exceptional. There was detailed paperwork about all aspects of recruitment and vetting of individuals living and working at the school.

However, the recruitment records regarding ancillary staff were lacking. For example references, applications in some cases, and job descriptions were not on file. Immediate action must be taken to rectify this matter. The school management team assured inspectors that this would be actioned straight away.

The school had not received evidence from the school's catering company that all staff had been CRB checked. The school were aware that the company was a registered body and could undertake such checks.

The school were retrospectively checking all staff with CRB. This action is welcomed by the inspection team. It was also positive to note all cab drivers were checked.

**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**

Ancillary staff did not work unsupervised with pupils. The pupils' rooms were cleaned during school lesson time. Maintenance programmes for pupils bedrooms and boarding houses was undertaken during the school holidays and repairs during the school day.

There were written contracts in place for the partners and adult children of staff living on site. This agreement should include information in relation to the school's code of conduct in respect of pupils.

**PREMISES**

**The intended outcomes for the following set of standards are:**

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

**Standard 40 (40.1 - 40.8)**

**Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.**

**Key Findings and Evidence**

**Standard met?**

3

The boarding accommodation provided satisfactory lighting and heating in the bedrooms and bathrooms.

The bedrooms were clean and tidy, and the furnishings were of a suitable standard, including facilities for locking away personal possessions. The accommodation furniture was well maintained and in good order.

Disabled access to the accommodation is provided through the use of ramps and push pad door release buttons. At the time of inspection the school did not accommodate any girl with a disability.

**Standard 41 (41.1 - 41.8)**

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

**Key Findings and Evidence**

**Standard met?**

3

Boarding accommodation was reserved for the use of designated boarders.

The school took security extremely seriously and had good relations with the local police service. Pupils reported that they felt secure in the building and knew what to do in response to an intruder alarm.

The management is advised to review the security of some ground floor windows.

Security lighting around the site and keypads on every building assisted in developing a safe environment.

<b>Standard 42 (42.1 - 42.14)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Some of the sleeping accommodation has recently been refurnished with suitable furniture of a good standard. There is a rolling programme to replace the furniture in all of the sleeping accommodation. The bedrooms were suitably carpeted throughout and kept clean.</p> <p>Bedrooms were well decorated and personalised by the girls through displaying posters and family photographs. There was adequate storage space for the girl's possessions in their bedrooms.</p> <p>Girls who were new to the house were able to choose their roommates after the autumn half term.</p>		

<b>Standard 43 (43.1 - 43.2)</b> <b>Suitable facilities for both organised and private study are available to boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>All bedrooms are equipped with private study provision for the girls. At the time of the inspection some girls were found to be studying quietly.</p>		

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was adequate toilet and washing facilities in the accommodation, most of which was easily accessible to the girls.</p> <p>The bathrooms were found to be clean and well ventilated. Facilities for hand washing and drying were available. It is very positive to note that the school is developing a programme to upgrade these facilities further.</p>		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>There were suitable changing areas throughout the school, some were in need of refurbishment and the school should check that all locks on toilets are in good working order. During the inspection the school undertook a check with young people about which toilets and bathrooms locks were not in order and lists of those needing repair were provided to the Bursar. The school is therefore advised to check that these repairs be undertaken as a matter of urgency.</p>		

**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?****4**

There was a good array of recreational facilities, such as sports hall, squash courts, drama hall, music block, computer room, swimming pool, tennis courts and lacrosse pitches, which were seen to be in full use during the evening inspection.

Boarding common rooms were equipped with a range of facilities such as table tennis and pool table and games. Pupils reported that they considered the school's recreational facilities met their needs.

**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**

It was noted by the inspectors that most bedrooms were clear of dangers however, some of the bedrooms had multi-gang sockets with trailing wires, one of which was dangling in the air. The inspectors were informed that these were due to be PAT tested in the near future. The physics lab technician is trained to undertake PAT testing of electrical equipment and pupils are given a notice to complete to ensure that they get electrical equipment that they bring into the school tested. The management team recognised that additional electrical sockets were necessary throughout the dormitory areas and had plans to increase the numbers of sockets over the coming year. Therefore no recommendation is made about this, however the school is advised to ensure that staff vigilantly check that wires are not left trailing across the bedroom areas.

The bathroom in the Barbara Platt accommodation had a washing machine and a tumble drier in use. It is recommended that the school consider moving these machines to a more suitable area.

The water temperatures in the bathrooms were very hot. It is recommended that the school should regularly monitor the temperatures and display a warning notice to inform users of the possible danger. Drinking water faucets should be clearly labelled.

There are a variety of windows used in the accommodation. Some windows had unrestricted openings, which access could be easily gained, especially on the ground floor. It is recommended that the school risk assess vulnerable areas, with the view of fitting window restrictors.

It was noted by the inspectors that one bathroom had many toothbrushes and tubes of toothpaste lying loose on a shelf above the sinks. This is considered to be a health risk, and it therefore is recommended that the school review how all toothbrushes are stored to prevent cross contamination.

There is a programme of works for the grounds and maintenance staff in place and a team approach to maintenance inside and outside of the main building. Ground and Maintenance staff acknowledged the good working relationship with the bursar and assistant bursar who manage these services. External contractors are used to maintain the swimming pool, and for more extensive maintenance works. A budget is available for the purchase of equipment necessary for the performance of tasks undertaken by maintenance and grounds staff. Equipment is maintained and the Head Groundsman informed the inspector that he keeps records of all such activities. COSHH training is recommended for all ancillary staff.

It was noted that the swimming pool is let to outside groups during school holidays and some week days. The school should, using the Health and Safety Executive guidelines for the management of swimming pools, develop a written policy and procedure in line with the requirements of the HSE.

**Standard 48 (48.1 - 48.4)**

**Suitable accommodation should be available for the separate care of boarders who are ill.**

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

Within the medical centre there is a ward for up to 4 pupils and a separate single room for those that need isolation. This accommodation was comfortable and homely. There is 24-hour cover for sick pupils provided by the nursing staff. Within the medical centre there is a flat for the use of the duty nurse on call.

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There were suitable laundry facilities and the laundry management were efficient with no pupil reporting that high numbers of items were mislaid or ruined. There were also satisfactory procedures in place for dealing with bodily fluids.		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There was a stationery shop on the premises and local shops within walking distance of the school, which met the pupils' needs.		

<b>Standard 51 (51.1 - 51.11)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
This standard was not applicable to the operation of the school		

<b>Standard 52 (52.1 - 52.8)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
If a new venue is to be used this is checked by staff before any pupil excursion and a written assessment produced about the premises.		

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_**Date** \_\_\_\_\_**Lead Inspector** **Ms R Coler** **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 18<sup>th</sup> 19<sup>th</sup> and 20<sup>th</sup> October 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

YES

Comments were received from the Head

YES

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

YES

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

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 the 22 February 2005, 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.**

THE TIMESCALE FOR THE SCHOOL TO PROVIDE COMMENTS TO THE COMMISSION HAS BEEN EXTENDED AS THIS REPORT WAS RECEIVED JUST BEFORE THE CHRISTMAS SCHOOL HOLIDAYS. NORMALLY THE COMMISSION ONLY GIVES ONE MONTH FOR COMMENTS TO BE SUBMITTED.

**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

NA

Head has declined to provide an action plan

NA

Other: &lt;enter details here&gt;

NA

### 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.

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

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