



Making Social Care  
Better for People

# inspection report

**BOARDING SCHOOL**

**Sir Roger Manwood School**

**Sandwich  
Kent  
CT13 9JX**

*Lead Inspector*  
**Mark Blesky**

*Announced Inspection*  
**6th February 2006      09:30**

The Commission for Social Care Inspection aims to:

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

## Reader Information

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

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

Those outcomes are:

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

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

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

# SCHOOL INFORMATION

<b>Name of school</b>	Sir Roger Manwood School
<b>Address</b>	Sandwich Kent CT13 9JX
<b>Telephone number</b>	01304 613286
<b>Fax number</b>	01304 615336
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Sir Roger Manwood`s School
<b>Name of Head</b>	Mr C R L Morgan
<b>Name of Head of Care</b>	Mr C R L Morgan
<b>Age range of boarding pupils</b>	11-18 years
<b>Date of last welfare inspection</b>	4 <sup>th</sup> February 2003

## **Brief Description of the School:**

The Sir Roger Manwood School is located in Sandwich near to the seaside towns of Deal, Thanet and Dover. It provides education and flexible boarding for fifty boarders between the ages of eleven to eighteen years. The boarding provision is organised in two separate houses within the school grounds, one for girls and one for boys. Each house has a resident houseparent, matron and tutor in addition to non-resident house tutors. The school aims 'to provide a caring, bright and stimulating environment wherein young people can feel secure, develop friendships and grow happy in themselves with the ability to enjoy life'.

The boarding houses are set in large pleasant grounds which offer facilities such as playing fields, Astroturf area for hockey, five-a-side football and tennis courts, an open air swimming pool, IT facilities, arts and music rooms, drama studio amongst others.

# SUMMARY

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

The school was visited over a three-day period two full days of inspection with an additional meeting being held before the inspection visit.

Both the Boarding houses were visited throughout living areas and sleeping areas.

The Lodge was visited in the company of two girls and the Grange toured in the company of two boys.

Both boarding houses were well decorated and furnished throughout, some maintenance is needed and either part of an ongoing program of repair or being assessed for attention. Both boarding houses are older buildings and as such need constant maintenance. That said maintenance; boarding and domestic staff had obviously worked very hard to have kept the house in this good order.

Boys and Girls accommodation is in separate areas of the school grounds and are markedly different buildings. Comparison of these two buildings was made and the view taken that both boys and girls are adequately provided for within the different houses.

Questionnaires were completed before the initial visit by the Inspector. The Headteacher explained that staff had given out the questionnaires for the boarders to complete privately and then each boarder had placed their questionnaire inside a sealed envelope in order that staff members were not aware of the contents. Children later confirmed that they were able to complete the questionnaires confidentially.

Meals were taken over two days with different sets of randomly assembled boarders.

Food prepared was of good standard adequately prepared and presented. Choices are available either for vegetarian options or alternate choice. The boarders catering committee meets to provide opportunities for boarders and catering staff consider any review of the current provisions.

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

The school provides well for the boarders by establishing clear unpinning principles and philosophies towards good care practices.

Throughout the inspection the boarders were spoken to about all manner of activities within the school. Typically boarders were complimentary of the school and stated that they had opportunities to meet regularly with school staff to contribute to school management.

Discussions with the Headteacher and senior staff clearly evidenced a committed and progressive attitude towards childcare within the boarding. The Business Manager has been given a very broad remit by the Headteacher, in this role the Business Manger is able to look into any aspect of the running of the boarding house and feedback any concerns or views where changes need to be made.

The Inspector viewed this broad and far reaching remit as evidence that the Headteacher is committed to continuing to develop even if this means challenging attitudes and traditions that are typically present in boarding environments.

The Headteacher has in this manner attempted to enhance the valued traditional working practices of the school whilst considering developments to enhance boarding care and welfare.

This fundamental principle was acknowledged by the Inspector to have enabled the school have provided the good standard of care throughout boarding care practices.

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

The school has introduced many new documents, policies and procedures to enhance welfare practice. New documents sampled were insightful practical and if appropriately followed will ensure care practices continue to develop. Meetings and discussions with the Headteacher, senior managers and boarding staff demonstrated a clear understanding of the care of boarders and the schools ethos and philosophy.

All staff members were supportive of the inspection and any advice or recommendation given.

The appointment of key staff and introduction of care roles has clearly been beneficial and resulted in innovative thinking and willingness to include and empower boarders and staff in the running of the school.

School councils, meetings, questionnaires and meeting with senior staff are all viewed as positive developments within the boarding care.

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

Some areas of the school would clearly benefit from refurbishment or replacement, but generally these elements were of a minor nature. Fire Safety practice would benefit from being more robust, with a review of the medical practices.

The boarding council and committees that are attended by boarders are beginning to lose direction. The perception of the boarders in this area appeared to suggest that confidence in these forums is being lost. The school senior staff were concerned to hear this and will be looking at strategies to invigorate these sessions.

There was some evidence that individual house staff members are interpreting the schools principles different from house to house. While this is common and typically a valued method to individualise the house, this does not seem to have been warmly received by the boarders. A large proportion of boarders expressed some dissatisfaction regarding the different manner in which the houses are run.

It was reassuring to note that the Headteacher, Deputy Head and the Business Manager will specifically address this matter and inform the Inspector of their actions.

Therefore at the time of writing this report this matter is in hand and the Inspector would not anticipate further involvement other than to oversee the schools response.

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

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



# **DETAILS OF INSPECTOR FINDINGS**

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# Being Healthy

## The intended outcomes for these standards are:

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

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

6, 15, 24 25,49

The school has designed, and follows, an appropriate policy on countering major risks to health, including substance abuse.

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required. There are individual records for boarders, containing relevant health and welfare information provided by parents and recording significant health and welfare needs and issues. These include any significant known drug reactions, major allergies and notable medical conditions, and this information is available to staff likely to administer medication or treatment to those boarders.

Meals are provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs. Meals provided for boarders are nutritious, reasonably balanced, and adequate in frequency, hygiene and temperature.

Boarders have a choice of main dish at main meals, including a vegetarian choice.

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. Snacks and cooking/heating facilities are available and boarders stated their satisfaction with provided facilities.

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

Boarders in the girl's house prefer to do some of their own laundry and the school has provided facilities to meet this request.

Recommendation: NMS 15.9

Both Houses to ensure that medical staff obtain copies of both the Royal Pharmaceutical Society guidance and a copy of the British National Formulary (BNF).

All boarders keeping and administering their own medication are assessed as sufficiently responsible to do so. Global risk assessment should be completed to consider self-administration and specific risk assessment on a case-by-case basis.

A running balance of all "household remedies" is kept wherever in the school they are administered.

**EVIDENCE:**

Records were sampled to detail responses to medical needs within the school. All boarders are registered with the local GP and dentist.

First aid and minor illness is addressed by the respective matron for each house and more immediate or serious matters are referred to the local GP.

Both matrons are first aid trained and would typically deal with minor ailments. Major emergencies and disasters are addressed within the staff handbook and this has the details of contact person's and procedures, should such an emergency arise.

Meals were taken with groups of children over two days and an adequate menu and choice was available of suitably prepared and served food. Children spoken to were complimentary regarding the food.

Access to food and water are achieved in both boarding houses.

The laundry facilities are provided to ensure each boarder is able to have appropriate clothing washed and cleaned at reasonable times. All staff members that stay for meals eat the same food as the boarders and therefore have regular opportunities to ensure meals are adequate.

Discussion with boarders identified some dissatisfaction with the provided meals; however the systems in place (food council) and the interest the Head Teacher takes in these matters, should provide adequate provision for any representations by dissatisfied boarders.

# Staying Safe

## The intended outcomes for these standards are:

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

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

2,3,4,5,22,26,28,37,38,39,41,47

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

The school follows, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Boarders and boarding staff are aware of emergency evacuation procedures from boarding accommodation. Details of all Health and Safety matters are published within the Policy Statement: Health and Safety document compiled 01/01/05 and due for review 01/09/06.

A dedicated Health and Safety officer is appointed to ensure activities are appropriately monitored and planned. Any residential activities in which the school accommodates and looks after children other than its own boarders, (e.g. residential holiday activities) provide satisfactorily for the supervision, welfare and protection of those children while accommodated by the school. This does not apply where another organisation is responsible for the children. Staff supervision of boarders avoids intruding unnecessarily on boarders' privacy. Some boarders stated that staff have entered their rooms at times without given them the opportunity to respond and cover themselves. This was isolated to one house and the Head Teacher was made aware. Boarding accommodation is reserved for the use of those boarders designated to use it, and protected from access by the public. A dedicated staff member is responsible for Health and Safety and liaises with outside contractors and consultants. Health and Safety risk assessment is also carried out to ensure risk is minimised for both boarders and staff. Some fire doors were noted to be wedged open and boarders confirmed this is a common occurrence. In the lodge it was noted that the clothes drying rack attached to the ceiling on a pulley is positioned over the cooker. Although at the time no risk was present this was seen as presenting an unnecessary fire risk. Mains plug (multi-plugs) were seen by most boarders beds and presented risk of overloading and the trailing wire presents a trip hazard and damage to this wire was present.

Recommendation: NMS 26

Fire Doors are not to be wedged open and if these need to be open for access or supervision suitable approved means should be deployed in accordance with Fire Safety.

The Lodge should re-site either the cooker or the clothes drying rack to avoid unnecessary risk of fire.

Recommendation: NMS 28

Multi-plug mains extensions should be more robustly supervised to avoid overload or damage and reduce a trip hazard.

Recommendation: NMS 37

Staff to ensure that they knock at all times before entering the boarder's room outside of any emergency.

## **EVIDENCE:**

An anti-bullying policy has been designed by the school to minimise episodes of bullying and address any episodes appropriately. This policy was examined and detailed an insightful policy with elements for boarder, teacher and parent. A revised child protection document has been produced by the school and along with procedure is designed to minimise risk to children. This document

details the core elements of child protection defining and considering behaviours and signs indicative of abuse. Details of how to respond and those responsible are also included with detailed guidance of action to be taken in the best interests of the child.

Discussion with the Deputy Head confirmed that he was aware of expectations of the schools practice and the wider practices of the professional agencies.

A behaviour and discipline policy is written by the school and contained within the staff handbook. Punishment is also contained within the guidance and all sanctions are recorded in punishment books to ensure adequate monitoring by the school is achieved.

The school operates a complaints policy for both boarders and their families to access if they need to make formal representation.

The practice and policy allows both for informal attempts at resolution and a formal structured procedure. Discussion with boarders confirmed that most complaints tend to be of a more minor nature and boarders were typically confident that staff would address matters satisfactorily.

The policy in the staff handbook makes clear that complaints are taken seriously and the Headteacher can review each and every complaint.

Guardians are not formally appointed through the school.

The Health and Safety officer for the school, Mr Garton, oversees all matters of safety and fire prevention within the school. In October 2005 a Health and Safety Consultant carried out a Fire Safety inspection.

Privacy is upheld by boarding staff to ensure supervision of boarders is by appropriate patrolling and availability in boarding accommodation rather than by intruding inappropriately.

Staff are aware that this should be in a way to avoid embarrassing boarders at sensitive times such as dressing/undressing, changing, bathing or showering. Boarding accommodation was toured and both houses provided security from public intrusion. Staff members and boarders spoken to confirmed that security is upheld and any stranger entering a boarding area is challenged by staff.

# Enjoying and Achieving

## The intended outcomes for these standards are:

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

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

11,18,43,46

The school provides a satisfactory range and choice of activities for boarders out of class time, throughout the year for both indoor and outdoor events as appropriate.

Boarders have appropriate access to school sports, recreational and hobby facilities outside class time. There are sufficient appropriate supervised activities for any boarders remaining at school when most boarders have returned home (e.g. at 'exeat' weekends, half terms or holidays). Currently only day pupils are allowed to have bicycles in school.

Consideration should be given to allow boarders to have bicycles; parent's staff and the boarders should be consulted to revise this area.

School documents demonstrated a commitment to equal opportunities and avoidance of inappropriate discrimination of all forms with specific guidance. Suitable facilities for both organised and private study are available to boarders. There is appropriate, suitably lit and reasonably quiet provision for both organised prep and boarders' private study, either in or near to dormitories, and elsewhere in boarding houses. Wireless broadband has been fitted to both boarding houses which was very good to see. Boarders spoken to looked upon this as a major improvement. Although this provision is still being developed risk assessment will need to be commenced to ensure safe and appropriate use of computer and internet is achieved. Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.

Recommendation: NMS 46

That risk assessment is carried out on the provision of the wireless internet and the findings considered towards suitable supervision with safeguards to counter risks of access to inappropriate material.

Recommendation: NMS 11

That consideration is given to boarders having bicycles following consultation as above, parental agreement and an agreement of appropriate conditions to ensure safety and control.

## **EVIDENCE:**

A tour of the school and discussion with boarders and staff confirmed that there is adequate provision for activities. Boarders are able to partake in the schools structure team games and activities, chose their own hobby of interest or enrol in an outside school club or organisation.

A range of facilities are made available around the school to include a sports hall and grounds, swimming pool, snooker/pool table tennis etc. Boarders spoke to the Inspector and made clear in questionnaires that they would like to have bicycles in school similar to day pupils. Boarders were understanding that parents, school staff and safety measures would need to be agreed before this could occur.

Conversations with senior staff confirmed that this matter would be given serious consideration and the boarders informed of the outcome.

Policy and procedure incorporates matters of discrimination with supporting policies dealing specifically with Race Equality, and Ethnic minorities. An example of a minor incident was noted in a sanction book where discriminatory language had been appropriately addressed by the school.

Private and group facilities were noted in boarding houses for study, boarders spoken to stated that they used both areas and also chose to use common rooms or the library to study. A large number of the boarders have their own laptops and are now using the newly installed wireless internet facilities.

Although some development in these areas will continue to extend coverage and availability, the boarders clearly welcomed this facility.

There is a range and choice of common room or other recreational areas available to boarders outside school time, in the evenings and at weekends, enabling separation of genders, age groups and activities as boarders wish, and including provision for quiet relaxation and quiet activities.



# Making a Positive Contribution

## The intended outcomes for these standards are:

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

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

12,14,19,21

There are formal opportunities (e.g. school councils, meetings, surveys) for boarders to express views on relevant aspects of boarding provision, either directly or through representatives. Staff confirmed that these views are taken into account in the development and practice of boarding. Each boarder has at least one member of staff to whom he or she can turn to for personal guidance or with a personal problem. This would typically be the Houseparent/Matron or House Tutor.

Welfare policy provides that boarders may take a personal or welfare concern to any member of staff in the school, not solely their designated house or tutor staff, and including staff of both genders. The policy guidance includes a 'parental' consideration for ensuring individual house staff responsible for the boarders are always consulted to ensure support is consistent.

The Health and Safety senior staff meet regularly to consider both general and specific Health and Safety matters and risk assessment.

Currently no boarder is present at this meeting (although some consultation opportunities exist). The Inspector and the Business Manager agreed that a senior boarder could be present to contribute and represent any boarding views.

Boarders are enabled to contact their parents and families in private. Their contact with parents and visits by parents to their children at school, at reasonable times, are facilitated within the school.

Boarders have access to a telephone to contact parents in private at reasonable times without having to seek permission from, or inform, staff. Telephones are provided and a large number of boarders are also in possession of personal mobile phones. Additionally email facilities exist.

There is an appropriate process of induction and guidance for new boarders and this includes a published handbook, which includes information about boarding routines and rules, and key information. There are arrangements (buddy system) for new boarders to have guidance from more experienced boarders.

Recommendation: NMS 12

That a senior boarder is identified and is present at a Health and Safety senior staff meeting to both contribute and represent views of the boarder.

That a system is designed for use by the boarders to raise areas of repair/maintenance directly with the Business Manager to ensure Boarders as well as staff members are able to raise their (perceived) priorities for attention.

The Headteacher, Deputy and Business Manager to meet with both houses following the inspection to look at issues of current consultation and committees to determine if confidence can be restored.

### **EVIDENCE:**

There is Boarding Council that meets twice per term to discuss matters of boarding with additional meetings regarding specific matters i.e. food council, boarders meetings. Some boarder's expressed limited confidence in the functions of the boarder's council to effect change both in the questionnaires and in person. The boarding staff have noted limited attendance by the boarding representatives at the Boarding Council meetings, which typically achieves full attendance.

Senior staff spoken to articulated their concern and wishes to raise confidence and ensure boarders feel appropriately empowered to contribute.

Both senior and junior boarders are represented in this forum to ensure a range of boarders can contribute. Questionnaires are also completed and the findings of these are addressed by the senior staff and Headteacher. The school is currently devising a means to include parents in a survey of the school boarding.

The revised website for the school may offer both parents and boarders additional information and opportunities to consider and provide feedback to the school.

Telephone areas are provided by the school in both houses, email facilities, letter-writing materials are also made available.

New boarders are supported in their induction into the school by older responsible boarders and are supported in the school area by individual tutors and by matrons and Houseparents in individual houses.

Guidance on school rules is given to both parents and boarders in order that they can quickly become familiar with the schools routines and rules.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

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

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

40,42,44,45

The boarding houses (including dormitories and living areas) and other accommodation provided for boarders is appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained. It was noted and warmly received to note that boarders had been able to decorate and maintain their personal space with such a freehand. Although staff are vigilant to ensure this is not abused boarders had clearly spent time and care decorating their areas. Individual bed covers furnishings and possessions made the boarding areas a very colorful area, which the boarders clearly valued.

Some areas are either undergoing maintenance or being assessed for this and the programs for attention appeared to have been appropriately prioritised for attention.

Boarding houses and other areas for boarders are clean and well maintained. The standard of decoration of boarding houses and other areas for boarders is clearly well kept with care and attention from staff. Some furnishings are looking a little old and worn, but these are largely being addressed appropriately within routine replacement schedules. There was no indication that these areas would overly compromise care practices.

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy, although some attention is needed to refurbish.

Changing facilities used by boarders have adjacent and suitably private toilet and washing provision.

Recommendations: NMS 40

Repair/redecorate boy's showers and toilet.

Replace sink plugs on sinks.

T-Bar (common room) needs repair/redecoration urgently.

Fridge in Common room needs repair/replacement to a door component to ensure operation within its designed parameters and does not compromise Health and Safety.

The ironing room linoleum floor is made safe from presenting a trip hazard.

Recommendation: NMS 40

That a system is developed to enable boarders to make a written record of areas that need attention, repair or maintenance in the houses.

That the Grange is scheduled for urgent maintenance as detailed within the report to ensure acceptable standards are maintained.

## **EVIDENCE:**

The boy's shower rooms are in need of attention and repair one shower was leaking and the paintwork was badly peeling (particularly on the windows) Similar one of the boy's toilets needs urgent repair for very unsightly peeling paintwork (on pipe work)

The 'T-bar' (a room for common room activities and snacks) is in need of urgent attention. This room is clearly suffering from damp and as such large areas of the room were displaying exposed brickwork and damp areas. This room did have a dismal appearance and not a place that had any obvious appeal. Paint was loose or peeling adjacent to food preparation areas and this must be addressed expeditiously. The fridge for use in this room for snacks had broken seals, which would compromise refrigeration; clearly this is a Health and Safety matter that needs to be addressed.

The ironing room has an old linoleum floor cover, which is peeling, and coming away from the floor, this presents as a trip hazard and needs repair or replacement and making safe.

Toilets and washing facilities are provided with areas for changing for sports and recreational activities.

# Management

## The intended outcomes for these standards are:

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

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

1,8,31,34,51

A suitable statement of the school's boarding principles and practice is available to parents, boarders and staff. This is within the schools handbook guidance is also included within parents and borders documentation. The statement covers the aims and organisation of boarding at the school, admission criteria, outline of facilities and welfare support services for boarders, any special religious or cultural aspects of the school, and relates as appropriate to relevant school policies and practice. The staff supervising boarders outside teaching time were assessed by the school to be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

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.

The school does not arrange external lettings.

## **EVIDENCE:**

The statement of the school's boarding principles and practice was evident and followed in practices and procedures that were both observed in practice and documented. The principles and ethos of the school were noted to be observed and underpin many areas of the policy and procedure of the school.

The management structure provides clear management and leadership of the practice and development of boarding in the school. This structure is also present within the day-to-day boarding welfare (Houseparents/Matron/House Tutor) and a chain of command was noted to be appropriate and provide a supportive structure for the boarders.

Supervision of the boarders within the separate boy's and girl's houses are structured in principle to the same level. However, boarders felt that interpretation by the House Staff/Tutor of supervision differed in significantly in practice. It appeared that the boys perceived a higher and less desirable level of supervision than the girls.

Interestingly both boys and girls stated that a higher level of supervision existed in the boy's house.

Boarders in the boys house, whilst understanding on the need for care and control, felt that some of the methods of supervision and rules were baseless and they could not understand why differences existed in the two houses and felt that there was an inequality in opportunities.

The Inspector was spoken to directly by boarders on this matter and handed a record made by pupils of their views and feelings regarding this matter.

The Inspector took this matter very seriously and whilst the records made by the pupils did not contain serious welfare concerns, it did contain significant views and feelings of the boarders, which need to be addressed.

The Inspector urgently arranged a meeting with the Headteacher and senior staff to discuss this matter in detail.

The Headteacher, Deputy Head and Business Manager also took this matter very seriously and immediately discussed a manner in which this could be appropriately addressed.

The Inspector was confident from this discussion that matters would indeed be addressed and agreed with the school to write to the Headteacher following this inspection to consider a way forward.

Throughout the inspection at the school, staff were interviewed and records sampled. This activity evidenced that staff members have appropriate guidance and were sufficiently aware of their duties and responsibilities. Staff members were clearly mindful of the schools ethos, philosophy and the importance of the boarder's welfare.

# SCORING OF OUTCOMES

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

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

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

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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	3
<b>7</b>	X
<b>15</b>	2
<b>16</b>	X
<b>17</b>	X
<b>24</b>	3
<b>25</b>	3
<b>48</b>	X
<b>49</b>	3

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

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

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

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

# SCORING OF OUTCOMES

## Continued

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



Are there any outstanding recommendations from the last inspection? No

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action
1	15	<p>Recommendation: NMS 15.9</p> <p>Both Houses to ensure that medical staff obtain copies of both the Royal Pharmaceutical Society guidance and a copy of the British National Formulary (BNF).</p> <p>All boarders keeping and administering their own medication are assessed as sufficiently responsible to do so. Global risk assessment should be completed to consider self-administration and specific risk assessment on a case-by-case basis.</p>	30/05/06
2	26	<p>Recommendation: NMS 26</p> <p>Fire Doors are not to be wedged open and if these need to be open for access or supervision suitable approved means should be deployed in accordance with Fire Safety.</p> <p>The Lodge should re-site either the cooker or the clothes drying rack to avoid unnecessary risk of fire.</p>	30/05/06
3	28	<p>Recommendation: NMS 28</p> <p>Multi-plug mains extensions should be more robustly supervised to avoid overload or damage and reduce a trip hazard.</p>	30/05/06
4	37	<p>Recommendation: NMS 37</p> <p>Staff to ensure that they knock at all times before entering the boarder's room outside of any emergency.</p>	30/05/06
5	46	<p>Recommendation: NMS 46</p> <p>That risk assessment is carried out on the provision of the wireless Internet and the</p>	30/05/06

		findings considered towards suitable supervision with safeguards to counter risks of access to inappropriate material.	
6	11	Recommendation: NMS 11 That consideration is given to boarders having bicycles following consultation as above, parental agreement and an agreement of appropriate conditions to ensure safety and control.	30/05/06
7	12	Recommendation: NMS 12 That a senior boarder is identified and is present at a Health and Safety senior staff meeting to both contribute and represent views of the boarder. That a system is designed for use by the boarders to raise areas of repair/maintenance directly with the Business Manager to ensure Boarders as well as staff members are able to raise their (perceived) priorities for attention. The Headteacher, Deputy and Business Manager to meet with both houses following the inspection to look at issues of current consultation and committees to determine if confidence can be restored.	30/05/06
8	40	Recommendations: NMS 40 Repairs/redecorate boy's showers and toilet. Replace sink plugs on sinks. T-Bar (common room) needs repair/re-decoration urgently. Fridge in Common room needs repair/replacement to ensure operation within its designed parameters and does not compromise Health and Safety. The ironing room linoleum floor is made safe from presenting a trip hazard. That a system is developed to enable boarders to make a written record of areas that need attention, repair or maintenance in the houses. That the Grange is scheduled for urgent maintenance as detailed within the report to ensure acceptable standards are maintained.	30/05/06

## **Commission for Social Care Inspection**

Kent and Medway Area Office

11th Floor

International House

Dover Place

Ashford Kent

TN23 1HU

National Enquiry Line: 0845 015 0120

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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