



Making Social Care
Better for People

inspection report

Boarding School

Aysgarth School

Bedale

North Yorkshire

DL8 1TF

3rd March 2005

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

Aysgarth School

Address

Bedale, North Yorkshire, DL8 1TF

Tel No:

01677 450240

Fax No:

Email Address

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

The Aysgarth School Trust Ltd.

Name of Head

Mr Anthony Goddard

CSCI Classification

Boarding School

Type of school

Preparatory

Date of last boarding welfare inspection

15/11/200
0

Date of Inspection Visit		3rd March 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mr Michael McCleave MBE	076193
Name of CSCI Inspector	2		
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Ms. Vivienne Wells	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		MR. ANTHONY GODDARD	

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Aysgarth 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.

Aysgarth School, an independent school, is located in the village of Newton Le Willows near the town of Bedale and approximately 15 miles from the county town of Northallerton.

The school is a Christian foundation and has a Board of Governors who are responsible for the appointment of the Headmaster.

The school currently caters for 107 boarders and 13 day pupils aged 8 to 13 years. The school provides full, weekly and flexi-boarding. Full boarding is the focus of the school, and full time boarders are required to spend all weekends in the school apart from leave-out weekends and half terms. Weekly boarders have to spend four weekends per term in school. Flexi-boarders may choose from 1 to 4 nights per week. All boarding provision is located in the main school building.

There are extensive sports playing fields and an indoor heated swimming pool for the pupils to use under adult supervision.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

There is a positive commitment at Aysgarth School in respect of boarding welfare.

The school promotes a strong sense of community and concern for each other.

The children are encouraged to develop as individuals and also to care for each other.

There is a range of staff and external people for those children who board, whom they can turn to for support if they are worried or concerned about any matters.

Parents consulted were very positive about the care and education provided by the school.

Staff have a clear understanding of their responsibilities to protect the children and to keep them safe.

There is strong and visionary leadership from the Head and Deputy Headmaster.

The school has a positive anti-bullying policy.

The Governing body is proactive in all aspects of school life and supports the Headmaster in the development of boarding welfare.

There is a proactive development programme for the facilities at the school especially in boarding, that is supported by the Governors.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

A risk assessment should be carried out on the window in the 2nd floor dormitory that leads out to the fire escape.

The updated accident book produced by the Stationary Office should be used for staff and children.

Administrative systems for potential staff appointments should be streamlined and a simplified pro-forma be used to evidence all required checks.

Consideration should be given to reviewing the agreement in respect of the responsibilities of adults living at the school but who are not employed by the school.

A review of the heating should be undertaken in the attic dormitory and extra storage for clothing should be provided.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Aysgarth is a school that provides an academic environment based on Christian principles and a commitment to high standards of care for the children who board. It is a warm friendly environment that encompasses care, compassion and support for each other.

The staff interviewed at the time of the inspection, cooperated fully and demonstrated a willingness to learn and to improve boarding practice from this process. It was evident that they took their responsibilities for the welfare of the boarders seriously. This approach also extended to the ancillary staff who are proud of being part of the Aysgarth community.

The children who board at the school, impressed as a happy confident group who were open in expressing their views about life at Aysgarth. They spoke positively about the supportive environment they enjoyed at the school.

Information received from parents confirmed their confidence in the staff who care for their children. It was evident from the parents' responses that not only did they value the academic reputation of Aysgarth, but also, that they placed equal importance on the caring ethos of the school.

The inspectors acknowledge the positive approach of the Headmaster and staff as regards this inspection, and of their commitment to use the inspection as an audit of what was required in order to meet the standards.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to: **Local Education Authority**
Secretary of State

NO

NO

The grounds for any Notification to be made are:

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IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Were the Recommended Actions from the last Inspection visit fully implemented?

YES

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	BS47	The window on the 2 nd floor dormitory leading onto the fire escape should be risk assessed.	4/4/05

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
1	BS23	The updated accident book produced by the Stationary Office should be used for staff and children.
2	BS38	Consideration should be given to streamlining the administrative system to evidence the required checks that are carried out on potential applicants for appointment at the school.
3	BS39	A review should be considered of the agreement concerning the responsibilities of staff living at the school, but who are not employed by the school.
4	BS40	A review should be undertaken of the heating in the attic dormitory and extra storage for clothing be provided.
5	BS41	Consideration should be given for a security review of access points to the school.
6	BS45	A curtain should be installed at the entrance to the 1 st Form changing room showers to enhance privacy.
7	BS48	The bathroom facilities for the sickbay should be considered for upgrading as funds become available.

*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

<ul style="list-style-type: none"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • 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	NO
Individual interviews with pupil(s)	NO

Date of Inspection	3/3/05
Time of Inspection	0900
Duration of Inspection (hrs.)	21
Number of Inspector Days spent on site	2

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**

8

TO

13

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

Boys	107
Girls	0
Total	107
Number of separate Boarding Houses	1

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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"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?	4
The school Prospectus and other publications available to students, staff and parents, cover the aims and organisation of boarding, admission criteria, boarding facilities and welfare support services. These documents contain adequate information to reflect the boarding practice at the school. The ethos of the school is very much based on the premise that staff who wish to work at Aysgarth, must not only have appropriate qualifications, but that they must demonstrate a positive commitment towards the care and welfare of the children. This is something on which the Headmaster will not compromise.		

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
There is a policy in place that clearly indicates, bullying in any form will not be tolerated at the school. The boarders spoken to do not identify bullying as being a major concern and the questionnaires received appeared to confirm this. Staff seen by the inspectors demonstrated a positive approach to being alert to the possibility of any bullying that might take place. The prefects have an important role in dealing quickly with any situation that could lead to any unfair behaviour being perpetrated towards any boarder.		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	97	%

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
There is a child protection policy in place that is known to staff. It is also covered in detail within the staff handbook. The Headmaster is the designated child protection officer for the school. A copy of the Area Child Protection Procedures is located in the Headmaster's office. It was evident that the Headmaster took his responsibilities seriously, and he has attended appropriate training events organised by the Social Services Department. Staff spoken to during the inspection, were aware of their individual responsibility to protect the children.		

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 adheres to the philosophy that in a caring and well run community with a positive environment and extensive opportunities for purposeful activity, there will be little need for sanctions. The most common form of sanction may be extra work, a letter of apology, a task such as tidying up a room or detention. The boarders generally felt that sanctions were administered fairly.		

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 has a complaints policy and the Headmaster or Deputy would coordinate any complaint made to the school and ensure that it is responded to appropriately. There are three stages in the policy: <ul style="list-style-type: none"> ➤ Stage 1 Informal Resolution ➤ Stage 2 Formal Resolution ➤ Stage 3 Panel Hearing organised by Governors. <p>The policy needs amending to delete the details of The National Care Standards Commission and be replaced with the address and contact information for The Commission for Social Care Inspection based in York.</p> <p>There is a complaints procedure for the children that is clearly laid out and easily understood. The boarders spoken to were confident that if they wanted to complain about an issue then this would be dealt with fairly by the Headmaster.</p>		
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

The school provides age appropriate personal, social and health education as part of the teaching programme. Staff are aware of the school's policy on alcohol and smoking.

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

There are individual records for boarders, containing relevant health and welfare information provided by parents. These were appropriately maintained and kept secure within the school health centre. The records included identification of the persons with parental responsibility for the boarder, contact details and any specific details about medication being taken.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence

Standard met?

4

The Headmaster provides strong leadership at the school. The Head of Boarding and those staff that are involved in boarding are experienced and committed to providing a high quality of care. The Headmaster meets with the governors each half term to report on all issues concerned with boarding. It was evident from discussion with a governor during the inspection, that the governing body fully supports the Headmaster in improving the quality of boarding provision and the drive to ensure that welfare of the boarders is paramount.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

4

The school has an effective crises management procedure that is known to staff. During the inspection a large number of the boarders were affected by a virus, and the inspectors were able to observe how the Headmaster and staff managed this very difficult situation in a calm and professional manner. The system set up to enable the ill boarders to be cared for whilst the rest of the school operated normally was impressive.

Standard 10 (10.1 - 10.5)

The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.

Key Findings and Evidence

Standard met?

3

All the boarders live in the main school building in dormitories over three floors. There are no major or inappropriate discrepancies in principles or practice of boarding between each of the dormitories. It was evident from observations during the inspection that there are sufficient staff on duty every evening to ensure the safety and well being of the boarders.

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	3
The school provides a satisfactory range and choice of activities for boarders out of class time throughout the year both indoors and outdoors as appropriate. There are extensive playing fields for sporting activities such as rugby and football. The governors have supported the Headmaster for the provision of an Astroturf sport area and funds have been agreed. There are plans to resurface the concrete playground. The boarders have a access to the internet and suitable safeguards are in place to counter the risk of inappropriate web sites being used. A school mini bus is available for trips to places of interest and only authorised staff who have been trained, are able to act as drivers.		

Standard 12 (12.1 - 12.2) Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
A school council comprising of representatives from each form, meets with the Headmaster and senior staff once a term to consider issues about the school. This forum will also consider any issues related to boarding. The children felt that their views are listened to and that this was generally regarded as a good forum.		

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	3
The school does operate a prefect system and they are selected on the basis of their suitability for the duties and responsibilities of the role. Prefects cannot impose any sanctions and their primary duty is to ensure that good behaviour is exists among the children. Prefects are given an induction into their role on appointment, which includes an awareness of the school's anti-bullying policy. The Headmaster supervises the 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?	3
The boarders are provided with a list of appropriate contacts and agencies both within and outside the school, of adults who they can contact for help or advice. This information is located in the School List card issued to all boarders each year. There is a qualified counsellor used by the school. The first point of contact for advice and guidance is generally a school matron or the Housemaster. The boarders also mentioned that they would approach the Headmaster's wife who they felt would provide positive support if they had a problem or concern. The welfare and care of the boarders is a high priority at the school and boarders spoken to were confident that they knew whom they would choose to go to for support and guidance with problems.		

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?

3

There are effective arrangements to secure medical services as required for boarders from a General Practitioner based in the nearby town of Bedale. The school nurse is responsible for ensuring that the health needs of the boarders is met and additionally, she is active in health promotion and health protection at the school. A qualified Physiotherapist is engaged by the school to treat the children who have minor sports injuries. This means that children have rapid access to physiotherapy if required. All staff as part of their duties at the school has completed first aid training. Records are appropriately maintained of those boarders who take medication. Written parental permission is obtained in advance for the administration of first aid and non prescription medication to boarders.

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

Appropriate arrangements are in place to ensure that a member of staff regularly checks boarders, who are ill.

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	4
The Headmaster and staff take their responsibilities seriously in respect of the well being of the boarders. Any child who is experiencing personal stress is provided with appropriate support and care. There was evidence in the case files, to show how the school managed sensitively those situations where individual children were distressed about domestic circumstances at home. These situations were properly recorded and appropriate action plans were in place. It was clearly evident that a boarders received a warm and caring response to difficult and personal problems.		

Standard 18 (18.1 - 18.6) Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
The school policies clearly demonstrate a commitment to equal opportunities and the avoidance of inappropriate discrimination of all forms.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Boarders can use the pay telephones installed in the boarding house and the main school to contact family or friends. Staff confirmed that they actively encourage boarders, in particular those whose parents are abroad, to regularly communicate with their families. The boarders reported that they have to write one letter each week. It was evident to the inspectors that the school is positively proactive in providing the boarders with support and encouragement to maintain regular contact with their families. All boarders have access to e-mail facilities to contact their parents and families in private.		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
Most of the boarders had access to a lockable drawer whilst other boarders brought in a tuck box where they could keep personal possessions. The school does not permit boarders to bring valuables into the school.		

Standard 21 (21.1 - 21.3)**There is an appropriate process of induction and guidance for new boarders.****Key Findings and Evidence****Standard met?**

4

All new boarders are invited to spend at least half a day at the school in the term previous to joining. An overnight stay especially for boarders can be arranged. During the summer term a whole day is set aside for new boys to attend the school in order that they can experience how the school is working and to hopefully make their arrival in September somewhat easier. Every new boy is allocated a "guide", who is of a similar age. The "guide" will meet the new boy at the beginning of the term and remain with him throughout the first few days, to support and befriend him. After two or three days the Headmaster will make arrangements for the parents of the new boy to be contacted by telephone to inform them how their son has settled into boarding life. During this period a meeting is organised by the Housemaster to explain the general routines for all boarders including what to do with laundry, bedtime routines, shower arrangements and house rules. All major rooms around the school are labelled, including teaching staff names. All the new boys are encouraged to wear name badges for at least the first week of term to help staff and the others boys to learn their names as soon as possible. The first weekend of term is regarded as being important for enabling the new boarders to settle in. Trips and activities are organised to ensure that the boarders are fully occupied throughout the whole weekend. Parents are encouraged not to contact their sons until after the first weekend, so that the boarders have a good chance to settle into their new way of life at the school.

Standard 22 (22.1 - 22.4)**Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.****Key Findings and Evidence****Standard met?**

9

The school does not appoint guardians.

Standard 23 (23.1 - 23.4)**The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.****Key Findings and Evidence****Standard met?**

3

The Head and Deputy Headmaster ensure that all records are monitored and any trends identified. Risk assessments are undertaken for all activities and trips away from the school. Samples of these assessments were seen during the inspection and these were found to be appropriately maintained. An old style accident book is kept for staff and a separate record for the children. The newly designed accident book available from the Stationary Office should be used to record all accidents involving staff as well as the children.

See Advisory Recommendations no 1.

Standard 24 (24.1 - 24.8) Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
Key Findings and Evidence	Standard met?	3
The meals provided for the boarders is reasonably balanced nutritionally, adequate choices and quantities were observed to be available at each meal times. Fresh fruit is provided at each meal time during the day. The boarders spoken to during the inspection confirmed that the meals at the school were good. The crockery and cutlery were clean. The dining room and furnishings are suitable and of sufficient size for the numbers of boarders and day boys.		

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
Drinks and snacks are available to boarders in their houses at all reasonable times. During the school day these are available at break and lunch times.		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	3
Boarders were aware of the procedures to follow if an evacuation was required from the sleeping and living areas in the boarding house. There was evidence to indicate that fire drills are carried out in boarding time. All emergency lighting, fire alarms and fire fighting equipment are regularly tested and this is detailed in the appropriate records. There are no significant recommendations of the fire Service outstanding beyond any timescale set by that Service for their implementation.		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
There was no evidence of onerous demands being made on boarders.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
The school does not provide accommodation for other children visiting during term time.		

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
A robust policy clearly specifies the responsibilities of staff who are organising any activities regarded as high risk. Written risk assessments are completed for every activity. Only appropriately trained and qualified staff are permitted to lead such activities or else the supervision remains the responsibility of the organisation that is providing the activity. The Headmaster is responsible all for health and safety issues and ensures that checks for risk assessments prior to an activity taking place have been carried out. Written permission is obtained from parents before a boarder is allowed to participate. The Deputy Headmaster confirmed that only appropriately licensed centres are used to provide activities.		

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
Each common room has a television and the computers that are available enable boarders to access the internet. The school has a secure system in place to prevent access to unsuitable internet sites. The library has a wide selection of daily newspapers, magazines and publications. Appropriate supervision arrangements are in place for boarders who use any local facilities outside the school.		

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

Sufficient staff were on duty to ensure the satisfactory supervision of the boarders. Boarders confirmed that they knew which staff were on duty each day and night. During exeat weekends and half term holidays appropriate arrangements are put in place by the Headmaster and Housemaster to look after any boarders who cannot return home.

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

Staff must comply with procedures when organising trips away from the school. This covers all safety considerations, staff numbers to ensure adequate supervision, transport arrangements, emergency contact telephone numbers and risk assessments. The school operates a 1 to 10 staff to boarder ratio when trips are organised. The school has, and follows, a satisfactory policy for the safety and supervision of boarders during journeys, covering school transport, use of private vehicles and use of taxis or public transport.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
Staff numbers in boarding houses during the evening and overnight were sufficient to ensure the safety and supervision of the boarders. Boarders spoken to knew which staff were on duty in the boarding house.		

Standard 34 (34.1 - 34.7) All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
Key Findings and Evidence	Standard met?	3
There was evidence to confirm that all staff involved in boarding duties has a job description. There are appropriate arrangements in place for the supervision of ancillary staff and gap students working at the school. All new staff undergo an induction process and a mentor is appointed to help and guide the new member of staff in the routines of the school. The Headmaster is responsible for ensuring that child protection guidance is explained to the new staff. There is an appropriate process for the regular review of the performance of each member of staff with boarding duties by the Headmaster or Deputy Headmaster.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
There is an up to date staff handbook that is given to all staff with boarding duties. The guidance adequately covers the school's approach to boarding and the safeguarding and promotion of boarders' welfare, child protection, anti bullying and sanctions policies, responding to boarders' personal problems, the handling of complaints by boarders and parents. A staff disciplinary procedure is in place that includes a provision for precautionary suspension of staff where necessary pending investigation or final decision following allegations.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	4
Throughout the inspection the rapport between the boarders and the staff who care for them was observed to be respectful and friendly. The boarders spoke positively about the staff, and of the trust they had in them to be fair and supportive. The boarders particularly singled out the matrons and the Headmaster's wife for praise. They felt confident that if they had any problems any member of the boarding staff would listen sympathetically.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Staff were observed by inspectors to demonstrate a sensitive approach to their movements within the boarders' personal accommodation areas. This included knocking on doors before entering and being discreet near toilets and shower areas.		

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?	3
The school recruitment procedures are robust and require enhanced Criminal Record Bureau checks to be carried out on all staff, including the spouses of staff and their children who are over the age of eighteen years who live in the boarding house. A telephone follow up is made with the referees of staff who are to be appointed to verify the contents of the reference. It would enhance good administrative practice if a pro forma were used to indicate sequentially which checks have been carried out and when documents are received.		
See Advisory Recommendations no 2.		

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
The school has a policy that boarding staff are not to commence their duties until all checks have been satisfactorily completed. All other staff are also subject to full checks. Ancillary staff can take up their post prior to all checks being completed but are not allowed to have unsupervised access to any children. External contractors working in school buildings are supervised. The families of staff living in the school are informed of their responsibilities and conduct expected of them. It would enhance good practice if there was a written agreement between the school and any adult not employed by the school, but living in the same building as the boarding accommodation, that specifies the terms of their accommodation, guidance on contact with boarders and their responsibility to supervise visitors.		
See Advisory Recommendations no 3.		

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 areas were found to be adequately furnished with good quality beds most of which had been newly provided as part of a refurbishment programme. The dormitories were clean, well ventilated with appropriate lighting. The standard of decoration is good and boarders are able to supplement the décor of their rooms with posters. The attic dormitory reserved for older boys would benefit from extra storage capacity for clothing and a review of the heating of this area should be carried out.

See Advisory Recommendations no 4.

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

The boarding accommodation sleeping areas are for the exclusive use of boarders. There is clear school policy restricting access to school premises and the boarders by people from outside the school. Suitable security measures are in place to prevent unauthorised access by the public to the boarding areas. Although reasonable measures are taken to prevent or deter unauthorised public access to the school buildings, consideration should be given to reviewing the security of access points.

See Advisory Recommendations no 5.

Standard 42 (42.1 - 42.14) Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
The sleeping accommodation is good and not overcrowded. All the beds have adequate space around them for boarders to change comfortably. Most boarders have been provided with new beds that have storage facilities built in thereby freeing up space in these rooms. Boarders can if they wish personalise an area of their dormitory with suitable posters and personal items.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
There is suitable quiet provision for both organised prep and private study, in the main school.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
The toilets and showering facilities for boarders are adequate and there is reasonable access to these facilities from the dormitories. The boarders reported that there is a good supply of hot and cold water to the washing and showering areas. All the facilities inspected were found to be clean.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
There are changing room facilities available for use by day for sports events and these areas have showering facilities adjacent to the changing rooms. It would enhance the privacy of the children if a curtain were installed across the entrance to the 1 st Form showers.		
See Advisory Recommendations no 6.		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
The school provides the boarders with suitable common rooms and recreational areas for use outside of class time, in the evening and weekends, and including provision for quiet activities and relaxation. The well equipped and comfortably furnished library is particularly popular among the boarders for quiet periods where they can read or just relax. A member of staff always supervises the outdoor play areas.		

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?**

3

The outdoor areas were observed to be free from any obvious safety hazards and adequate adult supervision is appropriate. The common room for the older boys has some loose wires behind the television that should be made more secure. On the second floor dormitory the window leading out onto the old fire escape should be risk assessed. This window is not secure and boarders can have unrestricted access to the fire escape when no adults are present. It is however, acknowledged that this access point has been approved by the Fire Officer as suitable for purpose.

See Requirements from this inspection no 1.

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

Boarders who are ill can be cared for satisfactorily in the sick bay. This room is appropriately equipped. However, the bathroom facilities are old and consideration should be given to upgrading these as funds become available. During the recent illness of a large number of boarders, the situation was managed appropriately by use of the first floor dormitory as a sick bay.

See Advisory Recommendation no 7.

Standard 49 (49.1 - 49.3)

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

Key Findings and Evidence**Standard met?**

3

Boarders' bedding and clothing are regularly laundered by the school. It was evident from discussions with the boarders that they have their own clothing returned to them following laundering.

Standard 50 (50.1 - 50.2)

Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.

Key Findings and Evidence**Standard met?**

3

The boarders can obtain stationery items and other minor personal requisites from the school shop once a week.

Standard 51 (51.1 - 51.11)

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

Key Findings and Evidence**Standard met?**

9

Lodgings are not used by the school.

Standard 52 (52.1 - 52.8)

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

Key Findings and Evidence**Standard met?**

3

There is a robust policy in place outlining all the required actions that have to be taken by staff organising off site accommodation for trips away from the school. All off site trips must have the written approval of the Headmaster who needs to be satisfied with the purpose, planning and proposed staffing for the proposed off site activity/trip. Accommodation in off site locations such as field study centres, accommodation abroad or exchange schemes undergo a detailed risk assessment by appropriate staff. Visits away from the school involving overnight stays or longer, are also assessed for risk to include required staff numbers, safety of the boarders, the type of accommodation and sleeping arrangements, bathing and toilet facilities, meals, clothing and equipment required, qualifications of the instructors at field centres and emergency contact details. Staff who organise away trips are clear about their responsibilities.

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 3rd March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

I am happy with the content of this report subject to the amendments mentioned in my letter of 7th April 2005 being included.

The professionalism with which the inspection was carried out was excellent on the part of both the CSCI Inspector and the Boarding School Inspector. They engendered a positive, non threatening atmosphere and were careful to respect the sensitivities of being in the school whilst being prepared to ask difficult questions. They demonstrated a good understanding of the issues and challenges of running a boarding school.

The recommendations they have made are apposite and will be taken seriously by the school. We are also delighted to have received the commendations, but will not rest on our laurels as there were a number of ideas arising from the inspection that we would like to implement, over and above the recommendations.

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

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
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	<input type="checkbox"/>

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.

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

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

D.3 HEAD'S AGREEMENT

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

D.3.1 I _____ of _____ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name _____
Signature _____
Designation _____
Date _____

Or

D.3.2 I _____ of _____ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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