



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

West Buckland School

**Barnstaple
Devon
EX32 0SX**

Lead Inspector
Derek Curtis

Announced Inspection
5th March 2007 10:00 am

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

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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 or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

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

Those outcomes are:

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

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

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

SCHOOL INFORMATION

Name of school	West Buckland School
Address	Barnstaple Devon EX32 0SX
Telephone number	01598 760281
Fax number	01598 760546
Email address	headmaster@westbuckland.devon.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Governors, West Buckland School
Name of Head	Mr John Vick
Name of Head of Care	
Age range of boarding pupils	11-18 years
Date of last welfare inspection	9 th February 2004

Brief Description of the School:

West Buckland School is an independent school with boarding, full or flexi, for boys and girls between the ages of eleven and eighteen. The school enjoys a superb position in the heart of the North Devon countryside. The school is close to the village of West Buckland, some 10 miles east of Barnstaple. The boarding accommodation and education is provided in buildings, ancient and modern that are, for the most part, appreciated by the young people. The grounds are maintained in tiptop condition and provide excellent facilities for major games and relaxation. Immediately prior to the inspection the groundwork for a new sports complex was commenced – this is due to be completed early in 2008.

The boarding accommodation is provided in four separate houses. Three of which are set a little distance from the main school building. The sixth form girls are accommodated in Gables House, a detached, converted property close to the school entrance. The junior girls are housed in Bamfylde House, a purpose built property adjacent to Boyer House in which the junior boys share some of the accommodation with the lower sixth Boys. The upper sixth boys live in School House which is attached to the main school complex. All main meals are taken in the dining hall within the main school complex.

SUMMARY

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

Three inspectors, one of whom was accredited by the Independent Boarding Schools Association, carried out this inspection. The inspection covered early morning and evening periods. Discussions were held with key staff, certain records were looked at, and the parents of the boarders were invited to comment. The majority of the boarders took part in a voluntary questionnaire prior to the inspection.

The inspectors are grateful to the Headmaster and the Second Deputy Head for the preparation in advance of the inspection. Acknowledgement and due thanks is given to so many staff from various departments a special thanks to the boarders themselves who were so open, courteous, friendly, cooperative and who made the inspectors welcome.

What the school does well:

Overall the school offers a good boarding experience in a disciplined but caring community. The routines are sensible and not onerous and most boarders felt that the sanctions for unacceptable behaviour were fair. The pastoral care is very good, especially commendable is the support to boarders from overseas. The boarders indicated that they were well looked after by the nursing team when feeling unwell, and that they had many people in the school whom they would seek out if they needed to talk to someone about personal matters.

Many examples of good integration and interaction between nationalities were seen around the school and in the boarding areas.

Most accommodation is comfortable, warm and homely and the boarders had few concerns about their living conditions – those that there were, were more in connection with School House. Cleanliness around the school is of a very high order – even in some places where it might be considered difficult to keep clean.

The meals, prepared on campus by the school's own caterers, are good and appreciated by the majority of boarders and certainly by the inspectors! The catering team being keen to present a menu that is both healthy and attractive to teen-ages – a difficult balance to achieve perhaps.

There is a good range of activities for boarders throughout the week and at weekends. The more strenuous expeditions are carefully managed and subject to appropriate risk assessments. The school is extremely well led, and staffed by experienced and enthusiastic people who are ready to share their experience of life in addition to imparting education to a very pleasant and exciting group of youngsters.

What has improved since the last inspection?

The boarding committee is well established and the boarders said that this was a good way of getting issues heard and obtaining feedback on what the school could do about issues raised. The boarders committee is a very good tool for ensuring that boarders are able to have their say and be able to raise any concerns or issues they may have. The crisis management protocol has been revised and confirmed by the School Governors

What they could do better:

The school should improve the boarding facilities in School House – this is by far the least well-appointed house in the school. The boarders in School House expressed concerns with regard to heating, sound insulation, décor, the showers and their kitchen facilities. Consideration should be given to changing fluorescent lighting in all boarding areas to a more domestic style of lighting.

The inspectors are of the opinion that there should be an audit trail for medication – prescribed and household remedies and there should be separate medical record (Mar Sheet) for each boarder. Consideration should be given to translating medical records and consent forms into other languages to ensure that reliable information is gained for each boarder.

There should be a systematic approach to sanctions throughout the school – some boarders feel that there are some discrepancies in the way sanctions were apportioned.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can

be made available in other formats on request.

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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)

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. We looked at standards 6, 7, 15, 16, 17, 24, 25, 48 and 49.

EVIDENCE:

The school doctor oversees the health of the boarders. The boarders have the opportunity to see a male or female doctor at the weekly surgery held in the school medical centre. A team of registered school nurses provide an all day cover, a twenty-four hour on-call service and also provide a listening ear to boarders in addition assisting colleagues in the delivery of personal health, moral and social education. The boarders confirmed the high quality of the nursing service in the school. The nurses provide training for other staff in the use of first aid equipment – all staff involved with the boarders are required to have basic First Aid Certificates and some have undertaken more advanced training. Lists of appointed First Aiders are posted around the school together with the location of First Aid Boxes. All boarders, including those from overseas, are asked to bring all medication to the school medical centre – the inspectors consider it advisable to have an appropriate translation on the use of all medication entering the school and on the consent forms sent to parents.

Records of medicines given to boarders are currently kept in a log-book located in the medical centre. The inspectors recommend that an individual card system is commenced that would enable staff to track any trends that may develop. There was no stock control of medication entering or leaving the medical centre nor was there a definitive stock control of any household remedies taken to the individual Houses. The inspectors recommend that all medication in the Houses should be accounted for, the medication record signed by boarding staff when any medication is issued to a boarder, and that the nurses monitor the medication records in the Houses regularly.

All main meals are taken in the school-dining hall. Supper snacks are taken in the separate Houses – bread and milk provided by the school, noodles and spreads supplied by the boarders. The meals in the dining hall are served cafeteria style and whilst the turn round is very quick there is time to talk and enjoy the food and the company. The meals are tasty, hearty and nicely presented with a good choice; at lunch time for instance – two hot dishes, pasta bar, salad bar, hot or cold sweet and fresh fruit. Much of the food is 'home made' cakes, pies and even bread rolls. There is a sensible approach to healthy eating which the boarders appreciate. However, their 'favourites' are puddings and roasts. The menus work on a cycle of six weeks but this is affected by recommendations from the Boarders Council. All catering staff have had child protection training and a one day external food hygiene course. The latest letter from the local environmental health department indicated that there were no issues outstanding. There are plenty of cold water taps around the school and boarding areas labelled as 'drinking water'. The only issue of disquiet in relation to eating was raised by the boys in the upper sixth (School House) who felt that their kitchen was most inadequate – the inspectors support this view.

In addition to the main school laundry each boarding house has its own washing machines and, whilst for the most part, the staff 'do' the washing, boarders were seen to be using some of the house machines – good training! the younger ones under the guidance of staff. The day to day mending of clothing is carried out by the 'uniform matron' - this unsung duty is much appreciated by staff and boarders alike.

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)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. We looked at standards 2, 3, 4, 5, 13, 22, 26, 28, 29, 37, 38, 39, 41 and 47

EVIDENCE:

There is a sound policy in relation to bullying. Definitions of bullying are clear and there is appropriate guidance for staff and boarders. School Prefects and the 'Familiar Faces' (a system of peer group support within the school) have an important role to play in countering bullying. The boarders indicated that bullying was a rarity within the school and that any instances coming to the notice of staff were dealt with appropriately. The issue of bullying is fully and wisely explored in the 'West Buckland School Code'.

The school's child protection protocol should be revised to include recent changes in telephone numbers and will need to account for the change from CSCI to OfSTED. The revised policy should be presented to the Local Safeguarding (Child Protection) Committee for comment. Staff spoken to confirmed that they had received training in child protection – some recalling the last session eighteen months previously – this should be on a yearly basis for all staff. Child protection awareness is part of the induction of all staff including members of the ancillary team.

It is clear that discipline in the school is based on good relationship between staff and boarders. Exemplary behaviour was observed by the inspectors throughout the duration of the inspection. Generally speaking, the boarders maintain that the sanctions used to limit unacceptable behaviour in the school and boarding houses are fair, some however, indicated that there is, at times, an inconsistency in the use of sanctions by some boarding staff. All minor sanctions should be recorded in the respective house and monitored by senior staff. The Headmaster holds the records of all major sanctions. Senior pupils and prefects were clear with regard to their responsibility and their role within the school. Although prefects are permitted to give minor sanctions this rarely happens and in any event any sanctions given by the prefects are monitored by the Second Deputy Head. In reality the prefects have a reporting role and provide a very positive and helpful contribution towards the smooth running of the school.

The policy for handling complaints is thorough. It is set out in full in the Staff Handbook. Parents can obtain the complaints procedure on request from the school office.

One of the members of staff runs a guardian agency for overseas boarders. This arrangement is entirely independent of the school. The inspectors were told that all guardians selected by this particular agency are subject to an independent check by the Criminal Records Bureau. The school gives parents of boarders from overseas a selection of agencies from which to choose the one that they feel is most suitable for their purposes.

The boarders are familiar with the fire evacuation procedures; the staff carry out regular fire drills but, strangely, the time of some of the drills is not recorded. The testing of the fire alarm points, emergency lighting and the location of other fire preventative measures are faithfully recorded. The school has an

overall fire risk assessment but was advised to update the fire and general risk assessments of the individual Houses as soon as possible. The inspectors thought that pupils using the houses at break times should be required to sign in and out in case of fire or other emergency.

Only registered boarders are accommodated when the school is open. Occasionally during some vacation periods the premises is let to other organisations whose staff are totally responsible for the welfare of the children accommodated.

All activities undertaken by the school are subject an appropriate risk assessment – the samples seen appeared to be commensurate with the activities concerned. The Headmaster confirmed that the schools own competent and suitably qualified staff carefully manage major expeditions. Assurance was given that the school uses only bona fide activity centres with suitably qualified staff.

Most boarders feel that their privacy is respected although a few remarked that a minority of staff still failed to knock on bedroom doors before entering. The inspectors were impressed by the senior pupils who, when showing the inspectors around the boarding areas, always knocked, and did not enter unless the occupant invited them in – thus the notion of privacy seems to be endemic in the school. Some senior boarders intimated that shower curtains, as opposed to shower doors, gave insufficient privacy.

The process of recruiting staff is satisfactory. The current recruitment check list forms used by the school cover the points raised in the relevant standard. All new staff are subject to clearance by the Criminal Records Bureau (CRB). GAP student/teachers should also be subject to CRB checks, wherever possible, in addition to their 'certificate of good conduct' and other references. The Headmaster confirmed that school provides close supervision on the rare occasions when it may be necessary for ancillary staff to commence work on the premises before clearance by CRB; in any event any such staff would not be allowed in the boarding houses or to have close contact with boarders.

The inspectors were somewhat concerned about the general security of the campus and the apparent ease with which strangers could gain access to some of the boarding areas. The site is very open and there are many places in which undesirable people might conceal themselves. The inspectors suggested that the increased use of the digital locks might be a way of improving the security of the boarding houses. They also wondered if the school had considered advising younger boarders to move around the campus in twos after nightfall. The fire doors are not alarmed thus presenting the opportunity for those not belonging to a particular boarding house to be let in. However the Headmaster confirmed that there had been a review of campus security within the previous 12 months that had involved the governors, senior management staff and pupils with the assistance of the police.

In general the school has a sound approach to health and safety matters although, as pointed out above, the risk assessments in relation to the individual boarding houses are in need of updating. Otherwise the risk assessments seen were well thought through and relevant to the activities and spaces to which they referred. The inspectors were concerned about some electrical equipment, mobile phone chargers and similar items, which were covered with clothing in School House – this is considered to be a fire hazard and should not happen. The use of trailing electrical leads should be discouraged. The inspectors were also concerned about the number of unguarded fluorescent lights in the boarding areas. The boarders knew the parts of the campus to which they were prohibited and appeared to respect the no go areas.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities. (NMS 11)
- Boarders receive personal support from staff. (NMS 14)
- 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)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. We looked at standards 11, 14, 18, 27, 43 and 46.

EVIDENCE:

Most boarders thought that there was a reasonable range of activities during the week and at the weekends. Full use is made of the extensive sporting facilities including the school swimming pool; regular trips to Barnstaple and alternative shopping centres, and the occasional visit to places of interest provide a varied programme. There was a plea for exercise machines for use when the weather was inclement – but some boarders suggested that this would be taken care of when the new sports complex opens in 2008. Others thought that the school was too robust in its approach to 'blocking' web sites – the inspectors totally support the stance taken by the school on this matter. The inspectors consider that the school has reached a good balance between organised activities and free time when the boarders need to be able to learn to manage their own leisure periods effectively.

The boarders identified a wide range of people within the school whom they would seek out if they had a problem – these people included the 'gappies' (an

affectionate name for the GAP students), tutors, pastoral staff, the qualified school counsellor (who is also a member of the academic staff) and the 'uniform matron'. These people are of course 'part of the system' and school has yet to find a suitable person to act as an independent person that boarders may approach directly about personal problems or concerns at school. The aforementioned Familiar Faces group provides a valuable means of support to boarders. Talks with the boarders and observations confirmed the integrated community that the school works hard to achieve. The inspectors acknowledge the work of the ESL Department that not only provides invaluable support in terms of language, but also keeps overseas boarders abreast of news and current affairs, and offers help with non subject needs too. The ESL Department also provides a social space in which boarders may relax. The Christian Union, run by the School Chaplin and one of the academic staff, provides a spiritual input that is appreciated by many in the school.

The school has good policies with regard to equal opportunities and anti-discrimination. There were a couple of negative comments by a minority of boarders to the effect that they did not like others speaking in a language that they, the complainants, did not understand; the inspectors considered that this was more to do with a lack of common courtesy and could easily be dealt within the setting of a house-meeting. As intimated above the ESL Department provides excellent support for boarders from overseas and who may find language and cultural difficulties in their early weeks in the school.

There are no onerous demands made upon the boarders – to the contrary the boarders seemed relaxed yet purposeful; they are confident and courteous in their interactions with each other and with the staff. The times programmed for prep and individual study are sensible and well managed. As will be mentioned below, the study bedrooms for the upper sixth are cramped but the inspectors understand that the school is seeking to address this matter.

Most boarding houses have suitable common rooms – some more homely than others. Books, games and other young persons, paraphernalia were in evidence. The kitchen areas have toasters, refrigerators and facilities for making drinks and preparing snacks. All areas inspected were kept exceedingly clean by a staff team that seemed to really enjoy their work and their contact with the boarders. The upper sixth sitting and kitchen areas located in School House are very small and sparsely furnished and are not, in the opinion of the inspectors, fit for purpose. However, these areas are due for a makeover and the upper sixth have use of the Sixth Form Common Room for relaxation if not to prepare snacks.

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 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)

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. We looked at standards 12, 19, 21, 30 and 36.

EVIDENCE:

The boarders have ample opportunity to express their views informally to prefects, 'gappies' and the pastoral staff. More formally, issues may be addressed through the Boarding Committee and House-meetings. The inspectors understand that the minutes of the Boarding Committee are published in the Houses but the House Meetings are not minuted. The inspectors were aware of the very open atmosphere and the 'listening' culture that exists throughout the school and boarding houses.

Contact with parents is encouraged. Payphones are sited in each house and another in the school quad. The majority of boarders have a personal mobile telephone and each has their own e-mail address at school. 'Helplines', Childline and similar, are posted adjacent to the telephones and cited in the information given to boarders, however, some telephone numbers must be updated to account for recent changes in personnel and the intended change of

the Commission charged with the duty to inspect independent schools and to whom complaints may be made.

The guidelines for staff in connection with the induction of new boarders are brief and to the point. The school selects a 'buddy' from amongst the new arrival's peers who is responsible for showing the new boarder the ways of the school - those who were spoken to expressed satisfaction on the way they were assisted by staff and their peers during the settling in process. They confirmed that the written information was appropriate and met their needs.

The boarders have access to local and national newspapers, they are encouraged to take an interest in the TV News programmes. The setting of the school precludes any but the senior boarders going off campus unaccompanied by staff. Sixth formers who have a full driving license may drive to school and park on the school premises subject to written permission from parents, and a risk assessment by the school – they may not carry other pupils without written permission from the respective parents.

By and large the relationship between the boarders and the staff who look after them is excellent but the inspectors were told that some boarding staff are, at times, inconsistent in the maintenance of discipline within the house setting, and in the imposition of sanctions. The inspectors thought this might point to a general training issue that could be addressed quite easily without becoming over specific. Even so, the comment by one boarder 'that boarding is fun' seems to sum up the attitude of the vast majority.

The inspectors were invited to attend a Boarders Assembly. This was a well organised and positive occasion when one of the houses gave an excellent presentation. Two inspectors attended the House Music Competition that clearly demonstrated not only the skill of those taking part but also the commitment and enthusiasm of staff – this was not just boarders on this occasion.

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)
- The welfare of boarders placed in lodgings is safeguarded and promoted. (NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

Quality in this outcome area is adequate. This judgement has been made using available evidence including a visit to this service. We looked at standards 20, 40, 42, 44, 50 and 51.

EVIDENCE:

Boarders have the opportunity to secure personal possession in lockers providing they supply their own padlocks. Valuable items may be handed to staff for safekeeping. Pocket money is supposed to be handed in to boarding staff who provide an in-house banking system. Boarders sign for monies withdrawn from the house banks; the inspectors advised that the house bank books should be audited regularly. Inspectors thought that was a risk to boarders' laptops and other valuables left in the boarding houses, that at times, were unattended – hence another reason to secure the houses during the day.

Most boarding houses provide a reasonable to good standard of accommodation. The bedrooms (many shared), and common rooms are bright, airy and nicely decorated. Most furnishings and fittings are in good condition, well maintained and kept remarkably clean. The younger boarders pointed out that it was good because they could change bedrooms after negotiating with

the boarding staff. There are sufficient lavatories and shower and bathing facilities although some senior girls commented on the inefficiency of some of the showers and that the shower curtains gave insufficient privacy.

A general point regarding the use of towels in the ablution areas is that many personal towels were in close proximity and may pose a risk of cross infection, likewise the use of communal hand towels also present an opportunity for cross infection - the use of paper towels would reduce this risk.

In School House the bedrooms are small, long and narrow, some with high-level windows from which there is no view. The boys commented on poor soundproofing, light shining through the dividing partitions, poor showers, and inadequate kitchen facilities. The inspectors consider the access to School House unwelcoming by way of the narrow stone steps. Ameliorating all this is that these boys have access to the Sixth Form Common Room but this does mean going outside to do so. However the boys agree that they would prefer to have single rooms rather than sharing. As has been said elsewhere, the school is well aware of the marked discrepancy between School House and the other Houses on campus and is actively seeking ways to address this. The cleaning team is again complimented on the cleanliness of School House, probably the most difficult area in the school to keep clean.

The School Shop sells a range of goodies – sandwiches, chocolate, ice cream and soft drinks; as with the catering team there is an emphasis placed on the benefits of healthy eating. The shop does not sell items of stationery that can be obtained when undertaking organised trips to Barnstaple.

The Headmaster confirmed that the school does not arrange lodgings for any pupils.

It should be noted that the low score in relation to the boarding accommodation at the end of this report is due to the barely satisfactory conditions found in School House, the score does not relate to the other houses.

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 is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. We looked at standards 1, 8, 9, 10, 23, 31, 32, 33, 34, and 35.

EVIDENCE:

The school's statement of boarding principles and practice is set out in the Boarding Parents Handbook. The statement, in conjunction with other documentation provided by the school, gives an indication of what life as a boarder is like. The organisation of the boarding houses is sound with the responsibility for the boarders' welfare ultimately resting with the Headmaster but delegated through to the Second Deputy Head, Senior and Assistant,

House Parents. The GAP students, together with the House Prefects, support the House Parents in the smooth running of the boarding houses. The Headmaster and the Second Deputy Head confirmed that they regularly monitor the function of the boarding houses. (The records of the monitoring of the welfare provision in the school by the School Governors were not seen on this occasion.)

The school has recently revised its crisis management with appropriate responses to foreseeable major incidents.

Duty rosters indicated that staff cover in the boarding houses was generally satisfactory; there were times however, when older boarders were in Boyer at break times without the presence of house parents. The boarders concerned were behaving responsibly on these occasions and members of the cleaning team were at work in the house. It is at times like this that the inspectors felt that boarders should be required to use the 'signing in and out' procedure. (The inspectors were aware of some staff sickness during the inspection but were impressed by the way senior staff covered the shortfall.)

There is adequate cover of on and off campus activities in the evenings and at weekends, in any event all such activities are subject to appropriate risk assessments. The GAP students fulfil an important role in many of the on and off campus activities and, as expressed by one boarder, 'the gappies keep us in order'. The duty house parents have bedrooms strategically placed in the boarding houses and may be contacted by boarders during the night if they are unwell or for other emergencies. The house checklists indicate who is on duty and the numbers and names of the boarders who are in school overnight – variable according to flexi-boarding and home visits.

All staff including the house parents have job descriptions, the Second Deputy Head (also the school's child protection co-ordinator) is responsible for the induction of new house parents who are subject to ongoing informal supervision and a formal appraisal every three years. One house parent has completed a training course provided by the Boarding Schools Association. The inspectors were told that other staff had been offered similar training but had not responded so far. There have been few changes in the boarding team over recent years.

Specific guidance for house parents is provided in the Boarding Handbook with additional information in the Staff Handbook. The Staff Handbook is regularly updated - the most recent version dated February 2007. It is available in the staff rooms as hard copy and available electronically on computer disk as provided to the inspectors.

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

EING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	3
15	3
16	4
17	3
24	4
25	3
48	3
49	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	3
14	3
18	3
27	3
43	3
46	3

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

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that should 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		Timescale for action (Serious welfare concerns only)
1	BS15	Each boarder should have an individual medication record. There should be a stock control of all medication entering and leaving the school, including all household remedies held in the boarding houses. The nurses should monitor the records of the medication issued by the house parents. House parents should record and sign each time medication is given to boarders.	
2	BS26	The records of the fire drills should show the time in addition the date of the exercise.	
3	BS47	The fire and general risk assessments of the boarding houses should be updated as soon as possible.	
4	BS38	The GAP students should be subject CRB checks wherever possible.	
5	BS14	The school should continue to search for a suitable person to act as an independent listener.	
6	BS40	The school should endeavour to address the unsatisfactory boarding provision in School House as soon as possible.	

Commission for Social Care Inspection

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