



Champions for
Social Care
Improvement

inspection report

Boarding School

Mowden Hall School

Newton

Stocksfield

Northumberland

NE43 7TP

10th-12th November 2003

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

Mowden Hall School

Address

Newton, Stocksfield, Northumberland, NE43 7TP

Tel No:

01661 842147

Fax No:

01661 842529

Email Address

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

Board of Governors

Name of Head

Mr Andrew Lewis

NCSC Classification

Boarding School

Type of school

Date of last boarding welfare inspection

N/A

Date of Inspection Visit		10th November 2003	ID Code
Time of Inspection Visit		07:00 am	
Name of NCSC Inspector	1	Paula Slowther	074468
Name of NCSC Inspector	2	Fiona Millns	080640
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Robert Herringshaw	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
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 A LEWIS	

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INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of Mowden Hall 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.

Mowden Hall School is a Charitable Trust. The boarding accommodation is an integral part of the school.

All boarders are accommodated in a large Victorian house which is set in the stunning rural countryside of the school estate. The Headmaster and his family also live in a portion of the house and a member of staff has a flat within the building. Accommodation is provided for the Head Matron, Assistant Matrons and a GAP student.

There are 17 dormitories (9 for boys and 8 for girls) which accommodate between four and eleven children. Two sick rooms and adequate toilets and washing facilities are within easy reach of the dormitories. Commons rooms, which are equipped with TV and video recorders and Cassette/CD players for the older year groups, are available for each of the five year groups (Years 4-8). Children are encouraged to borrow books for their personal reading from the very well equipped library. The school has a kitchen, two dining rooms and its own catering staff.

Many forms of entertainment are available to the children within the school building and extensive garden and outdoor areas provide opportunities for a wide range of outdoor activities, sports and walks in the beauty of the natural environment.

At the time of this inspection 98 children, aged between 8 and 13 years, were boarding at Mowden Hall School. 12 students were in Sauveterre at the time of the inspection.

The aims of Mowden Hall School as described in the Statement of Principles and Practice are to "provide a friendly and caring boarding environment that reflects the atmosphere and ethos of home".

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Inspectors would like to congratulate pupils and staff on the excellent performance which was given at the time of the inspection.

Throughout the inspection pupils were confident, polite and demonstrated a caring and respectful attitude towards each other, staff and visitors; were at ease and relaxed. The school appeared to have a dedicated and happy staff team. Pupils and staff deserve commendation. The Head Teacher and staff showed commitment in establishing policies, procedures, recording formats to comply with National Minimum Standards in preparation for the inspection.

The quality of the Statement of Particulars, Mowdenian booklet, the provision of the calendar of events/information on the Internet, quality of wall displays, were all of a high standard. There was evidence of good communication, on both general and individual basis with parents/carers. The links which the Head Teacher made with schools which the pupils would transfer to, were very much appreciated by parents.

The comfortable environment, extensive grounds and surrounding countryside were seen and appreciated by boarders as being some of the strengths of the school. The library resource was excellent, opportunities were available for pupils to use quiet areas, adjacent to the Head Teachers' living accommodation and boarders were encouraged to personalise their bedrooms. The range of activities, sports and clubs and opportunities for pupils to spend one term in Sauveterre, France were of a high standard and scored a four on assessment. The skills of individual staff were used to promote and encourage pupils in the range of activities. Staff demonstrated a commitment and enjoyment in providing extra-curricular activities.

The choice and variety of hot and cold meals available to pupils was good.

Many opportunities were available to allow boarders to express their views and opinions.

Appropriate action had been taken, where necessary, following the processing of CRB checks for existing staff.

Pupils were encouraged to participate in events in the community, such as carol singing and the distribution of harvest produce and were encouraged to support more needy children through the Shoebox Appeal and Children in Need.

Arrangements were in place for pupils to wear family tartans as part of their school uniform.

Boarders described during group discussions and in the survey how the range of sport opportunities, support from teaching staff and opportunities to be with friends were some of the best things about the school. Staff described the happy, friendly atmosphere, caring staff, children's requests to become boarders and the range of activities as the aspects which were most positive. Examples of leavers returning to the school to express their

appreciation of the facilities provided further commendation to the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The Head Teacher and staff were working towards meeting the National Minimum Standards at the time of the inspection. The following are areas which require further development:

The showering, bathing and changing facilities required attention in order that they afford privacy for the boarders and meet safety requirements. Boarders access to telephone resources to be improved to reduce queuing and provide privacy of calls.

Recommendations made by the Fire Safety Officer to be met and staff checks on fire equipment and routes to be carried out and recorded on a regular basis. Action is required in respect of the heating system and regulation of hot water supplies.

A staff recruitment procedure, which is consistent with National Minimum Standards to be implemented. All staff are to be provided with job descriptions. Induction and supervisory systems for boarding staff to be put in place. Opportunities for boarding staff to receive training in order to update boarding practices and develop their careers to be provided.

Some requirements in respect of details with record systems are necessary in order to improve current systems and meet National Minimum Standards.

A review of the child protection policy and procedures and additional policies and procedures for the school to be undertaken.

Minimal areas in relation to practices within the school to be addressed.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Of the 52 standards 26 scored 3, 21 scored 2, 1 scored 4 and 4 did not apply.

The recommendations made are considered 'minor shortfalls' only and the inspectors anticipate that these matters can be easily rectified.

Observations demonstrated the genuine concern that staff had for pupils and their welfare. Comments in parents' responses described how the school's greatest strength was the way it looked after the boarding pupils, who were cared for with sensitivity at all times and how parents commended staff for establishing such a disciplined and yet homely atmosphere. Parents' responses indicated that they were impressed with all the school's policies. Pupils described how very approachable the Head Teacher was and how his wife was very caring and had a prominent role in the school and boarding accommodation. Parents described how the Head Teacher, his wife and Matron were unfailingly helpful and caring and were good at spotting potential difficulties.

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 and any advisory recommendations 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	BS45BS44	Address the issues in relation to showering/bathing facilities ensuring that the privacy of boarders is respected and that standards are improved.	01.12.04
		Ensure that cleanliness of all toilet areas is of a high standard.	01.05.04
2	BS20BS40	Put an Action Plan, with timescales, into place to address issues of repair/redecoration/replacement/provision as detailed in Standard 20 and Standard 40.	01.06.04
3	BS19	Improve the telephone resource considering the number of telephones available to boarders and the location of telephone booths to provide privacy of calls.	01.12.04
4	BS24	Ensure that all recommendations made by the Environmental Health Officer are met.	01.12.04
5	BS26	Ensure that recommendations made by the Fire Safety Officer in October 2003 are met.	01.06.04
		Ensure that checks on the fire equipment and escape routes are carried out and recorded by staff on a regular basis as recommended by the Fire Safety Officer.	01.05.04

6	BS52BS47 BS42BS40	<p>Ensure that risk assessments are carried out in respect of the freestanding heaters and temperature of hot water supplies.</p> <p>Carry out an assessment of the accommodation at Sauveterre.</p> <p>Address the issues in respect of room temperature in dormitories.</p>	<p>01.06.04</p> <p>01.10.04</p> <p>01.10.04</p>
7	BS34BS38	<p>Establish a staff recruitment policy which addresses all aspects of Standards 34 and 38 including:</p> <ul style="list-style-type: none"> • Seeking references from last employer. • Confirmation of gaps in CV's being explored. • Develop an induction procedure, which includes guidance on children protection issues, for all staff. • Establishment of probationary period for all staff commencing employment. • Ensure that all staff, including ancillary staff, have appropriate job descriptions. • Ensure that relevant CRB checks are processed for non-staff and governors who have involvement with the pupils. 	01.05.04
8	BS3	<p>The policies and procedures in respect of child protection to be further developed. Comment to be sought from the Area Child Protection Committee on the school's policy and procedure.</p>	01.06.04
9	BS34	<p>Establish a formal system for the supervision of individual boarding and ancillary staff.</p> <p>Provide opportunities for boarding staff to obtain appropriate qualifications in boarding practice/update their qualifications and experience (suggest BSA/University of Surrey).</p>	<p>01.09.04</p> <p>01.09.04</p>

10	BS32BS29 BS23BS19 BS7BS4	<p>Ensure that the following steps are taken in respect of recording systems;</p> <ul style="list-style-type: none"> • Entries to be made in ink not pencil. • Develop a system for monitoring records to identify trends, patterns, appropriate sanctions. • Display a copy of the staff rota for the attention of boarders. • Update the calendar/diary and notice at the telephone to detail the National Care Standards Commission/Commission for Social Care Inspection rather than Richard Smith and Social Services. • Cross-reference records to ensure fuller details. • Produce written risk assessments/checks on the accommodation at Sauveterre. • Implement a protocol for recording the incoming and audit of medicines. • Ensure that all risk assessments identify hazards and recommended action. 	01.06.04
11	BS39BS3	<p>The following policies/procedures to be established and implemented in practice:</p> <ul style="list-style-type: none"> • A written policy regarding the “letting arrangements” – to include a statement that letting arrangements can only be made when boarders are not on site. • A written policy/guidance to all staff, including ancillary staff, in respect of dealing with confidential/pastoral care information disclosed by pupils. Ensure that all staff are provided with a copy. • Develop a policy in respect of pupils attending the homes of staff for meetings. <p>All policies and procedures should be overseen and agreed by governors of the school.</p>	01.09.04
12	BS36BS15	<p>Inconsistencies between staff in the handling of sanctions, bullying, hair washing procedures.</p> <p>Look for ways of female boarders attending surgery without having to go through the boys washroom.</p>	01.06.04

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS15	Provide small, individual tubs of Sudocrem to prevent cross-infection. Adopt a protocol for obtaining parental consent in respect of prescribed medications, homely medications, first-aid treatment.
2	BS3	Ensure that boarding staff have access to a copy of the document "Working Together".
3	BS24	Consider the use of crockery which does not stain or put arrangements in place for regular replacement/cleaning. Consider providing a greater variety and better quality of fruit each day.

*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	YES
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES
Date of Inspection	10/11/03
Time of Inspection	7.00
Duration of Inspection (hrs.)	31.00
Number of Inspector Days spent on site	3

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

8

 TO

13

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

Boys	<table border="1" data-bbox="842 362 938 443"><tr><td>51</td></tr></table>	51
51		
Girls	<table border="1" data-bbox="842 443 938 524"><tr><td>47</td></tr></table>	47
47		
Total	<table border="1" data-bbox="842 546 938 627"><tr><td>98</td></tr></table>	98
98		
Number of separate Boarding Houses	<table border="1" data-bbox="842 616 938 689"><tr><td>1</td></tr></table>	1
1		

The following pages summarise the key findings and evidence from this inspection, together with the NCSC 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)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
<p>The Handbook of Boarding, reviewed in September 2003 and written in English format, includes the Statement of Principles and Practice for Mowden Hall School. The Handbook of Boarding did not include information of admission criteria.</p> <p>A number of additional booklets are available to students and parents in written form and some are published on the Internet Website. The booklets include:</p> <ul style="list-style-type: none"> • A Senior Pupils' Handbook (revised in September 2003); • A New Pupils' and New Parents' Booklet (revised in September 2003); • A Welcome to Mowden Hall School booklet; • A Pastoral Care Handbook (revised in 2003); • A General Handbook on the Chateau de Sauveterre (September 2003 edition); • A Staff Handbook; • A copy of The Mowdenian 2002 booklet; • A New Boarders' Leaflet (updated in September 2003). <p>The school calendar and information on events at the school are published on the Website. Longer-term plans are to include a dedicated member of staff/gap student to take responsibility for ensuring that information on the Website is kept up to date.</p> <p>The Head Teacher reported that all the children attending Mowden Hall School have English as their first language and stated that the school would arrange translation of the above documents, if required.</p>		

Standard 2 (2.1 – 2.6) The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	3
<p>A policy on bullying, which was revised in September 2003, was available in the school and discussed with pupils. A booklet on bullying is given to pupils, parents and staff each term. The Head Teacher described how a high profile is maintained and incidents of verbal “teasing” are addressed immediately. The Incident Record, which was commenced in September 2003, held details of incidents of teasing, physical and verbal bullying and a “bust-up” between year groups.</p> <p>Responses in the pupils’ survey demonstrated that out of 62% of pupils who responded 47% of pupils stated they never or hardly ever had experienced bullying. Responses indicated that the 15% of pupils who did experience bullying indicated that it was mostly pupils of their own age who were the perpetrators. The pupils confirmed that teachers were supportive to victims of bullying. (Refer to attached appendices.)</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	25	%

Standard 3 (3.1 – 3.9) The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.		
Key Findings and Evidence	Standard met?	2
<p>Mowden Hall School has a policy and procedure on Child Protection, which is included in the Handbook of Boarding, the Staff Handbook and Pastoral Care Handbook. The policy and procedure for dealing with allegations and disclosures of abuse require further developing to meet National Minimum Standards and should be forwarded to the local Area Child Protection Committee (ACPC) for comment. All staff have a copy of the Child Protection policy and discussions on the policy are held in-house. Boarding staff and ancillary staff had received training in child protection issues at an INSET day held 18 months ago.</p> <p>Mowden Hall School is recommended to make a copy of the document “Working Together to Safeguard Children” available to all staff.</p> <p>Responses made by a pupil in the pupils’ survey, were addressed by the National Care Standards Commission through the school and Social Services Department prior to the inspection. Initial investigations concluded that the wording in the pupils’ survey was unclear and that no issues of a child protection nature were evident.</p> <p>A procedure in respect of a missing child and a Crisis Management policy were in place at Mowden Hall School and were available to pupils and parents in the Handbook of Boarding. Through discussions with staff, there was at least one occasion when a pupil had been missing. Records are maintained on individual pupil files.</p> <p>A Whistle-blowing policy and policy on the Protection of Staff had been produced in draft form at the time of this inspection.</p>		

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?	2
<p>Policies in respect of Physical Restraint and Behaviour were in place and included in the Handbook of Boarding. The policy on Behaviour stated that the House System at the school is one of positive reinforcements where pupils are awarded house points for a variety of reasons. Discipline in the school is based on respect and observations were made throughout the inspection of the respect which was evident between staff and pupils.</p> <p>One of the Deputy Head Teachers assumes responsibility for discipline in the school and if necessary will impose sanctions for unacceptable behaviour. The Deputy Head Teacher assumes responsibility for monitoring the records on punishments/sanctions. A Punishments Record, which was commenced in September 2003, demonstrated that punishments, which included writing an essay, extra minutes in Prep, early bedtime, loss of free time, ban from common room/use of computer and extra waiting on tables, appeared appropriate to misdemeanours. Suspension of pupils is used as a last resort. Responses in pupils' survey indicated that punishments were fair.</p> <p>The Records on Sanctions were recorded in various different places, such as duty records and incident records rather than a central Sanctions Record. Major sanctions are recorded on individual pupil files.</p> <p>Parents' responses indicated that the rules of the school were not strict but were respected by the boarders.</p>		

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
<p>A copy of the Complaints Procedure is available to pupils and parents in the Handbook of Boarding and to staff in the Pastoral Care Handbook and through the bursar. The complaints procedure includes telephone details for the National Care Standards Commission and an "Independent Listener" as points of contact outside the school. There were no incidents recorded in the Complaints Record since 2000. There was no written evidence that the Complaints Record was monitored on a regular basis by the Head Teacher or senior member of staff.</p> <p>One incident was recorded as a complaint. Inspectors believed in retrospect that the incident should have been addressed as a child protection issue.</p> <p>Parents stated in their responses that pupil's problems were listened to and that a clearly understood problem solving procedure was in place.</p>		
Number of complaints, if any, received by NCSC 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
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Mowden Hall School has a policy on Health Education, which is included in the Handbook of Boarding, and which addresses issues around smoking, drinking alcohol and drugs. The policy describes how the school actively promotes self-esteem and encourages pupils to think for themselves, value themselves and take care of themselves. Information and support to pupils is available through the Drugs Liaison Officer. A Crisis Management Team has been identified in the school and guidelines are available to staff who are involved in emergency situations.

Pupils are encouraged to discuss issues around drugs, alcohol and smoking in the school premises in Tutor Group Meetings and the subject is covered through timetabled PHSE lessons. The head Teacher's wife takes Life Skill classes in individual gender groups. The Head Teacher reported no recent major issues in respect of pupils consuming alcohol and stated that there had only been approximately six incidents over the past 13 years which had been addressed.

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?	2
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The pupils' records maintained at Mowden Hall School were mainly academic records with few records on the boarders' health and welfare needs and issues. This information is recorded in various ways via lists of allergies and in matrons notes. Welfare needs records could be improved through the use of set 'formats'.

The Bursar and Matron were looking to produce a more detailed consent form in respect of health issues.

Mowden Hall School requires a protocol, to be implemented in practice, on the incoming and audit of medicines.

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?

3

Mowden Hall School had a Development Plan which incorporated development of the boarding wing, integral to the school. The Development Plan was described as being "loosely planned" as the school were preparing to employ a new Head Teacher. A copy of the Development Plan and details of recent changes to the school was provided for inspection purposes.

The Head Teacher, his wife and one of the two Deputy Head Teachers and Head Matron assumed overall responsibility for the boarding accommodation and the pastoral care of pupils. The Head Teacher confirmed that the Governors of Mowden Hall visited the school but did not become involved in the boarding wing. The system for the school's governing body to monitor the welfare provision has been delegated to the Head Teacher, with regular written reports provided to the school governors. Senior boarding staff had a number of years experience in boarding provision but had not received training specific to boarding practice.

A range of meetings, which include the School's Management, Overnight Boarding Staff and Matrons, Pastoral Care Meetings, Governors' meetings and weekly staff meetings are held during each term where boarding issues can be raised.

Information in the response from the Chair of Governors for inspection purposes described:

- the welfare provision and care of all children in the school is at the highest level;
- the school is a happy school, with a warm, friendly atmosphere, stemming from continuous interest which the Head Teacher and staff have for the pupils in their pastoral and educational needs.

Mowden Hall School does not have a Parent/Teachers' Association but does hold events such as the school ball and school fêtes, throughout the year, which require parental involvement.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence**Standard met?**

3

The school has a Crisis Management Plan in place which details the procedure to be taken in the event of an emergency, details of emergency telephone numbers and guidelines for staff involved in emergencies. A copy of the document and list of parental address and telephone numbers is expected to be taken by a member of staff accompanying pupils on outings.

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

The boarding wing provides separate accommodation for boys and girls.

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?**

4

Information in the pre-inspection questionnaire described the range of outdoor activities, which included climbing, abseiling, caving, canoeing, archery, fencing, cricket and gorge scrambling which are available to pupils. Participation in school clubs, which included needlework, fly-tying, football, photography, pottery, chess, swimming, art, music and Scottish dancing are encouraged and negotiated with pupils. The skills and individual interests of staff are drawn upon to lead these groups. Lego, board games, jigsaws and books are available to children who wish to get away from the activities for a period of time. An area in the hallway and adjacent to the Head Teachers' living accommodation is available for these quieter pursuits. Lists of clubs and pupils who participate in them are displayed on the notice boards in the corridors and are confirmed after mealtimes. A hooter system is in operation for recall to and from clubs/free time. Pupils have access to the wooded area, tennis courts, music and art facilities, library and computer.

There were examples of pupils continuing their involvement in local home activities, such as attending the Hexham Abbey Choir, being facilitated, although parents usually took responsibility for the arrangements/transport. Pupils had attended and participated in local and national events such as theatre, rugby matches, carol singing, triathlons and links with local schools.

A supply of books was available to boarders in the corridors.

Boarding pupils talked of the opportunities available to them to attend the Rugby World Cup, and the interest which had been generated, and attendance at hockey tournaments although female pupils stated that their involvement in the hockey journey had not been taken as seriously as the boys' competitions. Some journeys are long and there are regular stops for refreshments.

One record of off-site checklist and risk assessments did not identify hazards and action recommended.

Parents confirmed in their responses that they appreciated the full timetable of sports and activities provided over 7 days per week, that they were impressed with staff who made the rugby tour of Ireland an excellent experience for children and parents and their gratitude towards staff for providing transport to and from the airport.

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 number of opportunities were available to pupils to formally express their views. At weekly Tutor Group Meetings, Tutors arrange to see pupils on an individual basis, as necessary and pupils can talk to their form teachers and matrons. The school operates an "open door" which enables pupils to talk directly with the Head Teacher, his wife and any member of staff.

Year Group Meetings took place every 3rd Tuesday where pupils were encouraged to contribute to the agenda, express their views regarding improvements to the school/boarding accommodation and where advice from staff was given on bullying, re-enforcement of school rules/guidance, advice on safety issues and the integration of new pupils.

Meetings for Dormitory Captains, House Captains and Tutor Groups were arranged on a regular basis.

Boarding Meetings are organised. The Boarding Meeting held on 30 October 2003 assisted pupils in preparation for the National Care Standards Commission inspection and completion of questionnaires.

There was evidence through discussion that some of the children's evening meetings were held in staffs' homes on site. One of the Deputy Head Teachers maintains a record of the meetings. The type of meeting depends on whether or not staff are present. There was no written policy on holding meetings of this type. (Refer to Standard 13 also.)

Boarders described how the Head of School Officials Meetings addresses issues such as their roles in the fire procedures, supporting pupils who experience homesickness and dealing with pupils who will not respond to them. Suggestions for improvements, from pupils, included the relocation of the telephone and additional phones to reduce the queuing system.

The Record of Suggestions, Incidents and Punishments demonstrated that pupils had suggested additional clubs for girls in Year Group 8.

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?	9
<p>There is no “prefect” system at Mowden Hall however pupils in the top Year Group (8th Year) are allocated an area of responsibility. The Head Teacher and Deputy Head teacher decide on the appropriateness of responsibility for each pupil. The Senior Pupils’ Handbook, updated in September 2003, provides information on the job definitions and description of daily duties for those in positions of Head Boy, Head Girl, House Captains, Dormitory Captains, Team Captains and those with individual responsibilities for different areas in the school life. Names of staff overseeing each of the roles are included.</p> <p>“Officials/pupils” Meetings are arranged to provide a briefing on their roles and responsibilities. “Officials” are not allowed to issue punishments but are expected to report matters to staff who will address them. (Refer to Standard 12 also.)</p>		

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
<p>A policy in respect of the Leadership, Management and Development of Boarding describes the support which is provided to pupils by the Head Teacher, Deputy Head Teacher who is designated as Head of Boarding, teaching staff, Head Matron and Assistant Matrons. Members of the teaching staff also play a significant role in the pastoral care of pupils. Form teachers and Tutors of groups provide appropriate individual and group forums for discussion of personal and welfare issues. An “independent listener” has been identified as a contact outside the school for pupils who may wish to discuss personal problems or concerns. There was no evidence that this person or the governors of the school who may have supervised or unsupervised contact with the pupils had undergone appropriate CRB checks. The Independent Listener has a regular invitation to attend lunch at the school where he can meet the pupils. At the time of the inspection, the person in the role of Independent Listener was on sick leave.</p>		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

2

A policy on General Medical Treatment and First Aid is contained in the Handbook of Boarding. All boarders are registered with the local surgery and will attend or be visited at the school by a doctor, when necessary. Pupils are given the choice of being accompanied by a Matron or the Bursar into the doctor's room. Appointments with dental and optical services are normally expected to be arranged during school holidays however staff will address emergency situations through local health care services.

The policy states that all staff are encouraged to hold First Aid certificates and First Aid courses are arranged for staff.

Through discussions with staff there was evidence of the rare occasions when emergency services had been required following sports injuries, the collapse of a member of the kitchen staff and to a pupil who had suffered a serious accident.

One of the relief Matrons holds a nursing qualification. The Matron held records on Medication and Accidents. There were no individual medication records or audit trail or incoming drugs book. Since January 2003 the Accident Record held details of ten injuries sustained by pupils and two sustained by staff, which required hospital treatment. A further five occasions where dental treatment was necessary were recorded.

The records were held on loose pages. Recommendation was made that a more secure

system should be adopted. There was evidence that the Accident Record was monitored by the Bursar, Matron and Head Teacher's wife. The school did not have written consent from parents in respect of the administration of medicines (including homely remedies) and first aid treatment, however consultation on providing written consent was in the process at the time of the inspection.

Case Records for individual pupils, maintained in loose page format in envelope files, included consent from parents to have/not have flu injections and for emergency treatment through the NHS or private health services. Information on specific requirements and treatments for health conditions were held in Case Records. A "surgery" is organised three times each day, when the Matron will administer medication and attend to pupils' medical issues or if they are feeling unwell. The room identified as the "surgery" is accessed through the boys' wash room. A number of female pupils stated that they do not like having to go through the washroom to see Matron. Recommendation was made that individual tubs rather than a communal tub of Sudocrem should be used to prevent cross-infection.

Parents confirmed in their responses that they were impressed with the medical attention given to boarders, and how the Matron ensured that vaccination programmes were monitored.

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

Two sick bays, a bathroom and WC and an adjoining kitchen where snacks can be prepared, are available to pupils who are unwell. Generally, pupils will return home if they are unwell for longer periods.

The statement in the Handbook of Boarding describes how children are regularly checked when they are in sickbay. Observations were made of the care, sensitivity and support which children received from the Matron when they complained of feeling unwell during the inspection.

A bell system is in operation to chart the Matron on duty during the night if boarders are unwell.

Standard 17 (17.1 - 17.8)
Significant health and personal problems of individual boarders should be identified and managed appropriately.

Key Findings and Evidence	Standard met?	3
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There was evidence through discussion with the Head Teacher and staff that plans for the care of pupil's significant health problems are addressed on an individual basis. At the time of the inspection there were no boarders who had special needs. There was evidence that in the past, Mowden Hall School had accommodated children and met their individual needs in respect of hearing impairments and one pupil who had required use of a wheelchair for some months.

Matrons described how bed-wetting problems are addressed as sensitively as possible. There was evidence that consultation with parents had taken place over the sensitive issue and that medical assistance had been obtained in one case. At the time of the inspection an odour was prevalent in one of the girls' dormitories.

There was evidence through discussion with staff and pupils of the support which is given by staff when pupils are feeling homesick.

Although the Head Teacher stated that the school did not require assistance from external sources at the time of the inspection, there had been previous occasions when educational psychologists and behavioural child psychologist intervention/support had been required to assist children. Appointments with external health professionals would normally be initiated by parents.

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 Equal Opportunities statement in the Handbook of Board describes the school as “inclusive in its intake”. There is no discrimination on grounds of race, culture, language or disability.

All school documentation was in written English form and the Head Teacher stated that arrangements would be made for the translation of appropriate documents, if required.

Pupils are expected to wear school uniform until bedtime during weekdays. Those pupils who have a family tartan can wear this as part of their school uniform. Home clothes can be worn at weekends.

The Statement of Principles and Practices describes Mowden Hall School as being a “Christian school” although children of all faiths are welcomed. The focal point of the boarding week is the Sunday Service which is held in a local Parish Church. All boarders must attend the service and parents are welcomed to join them.

Weekly tuition for children who follow the Roman Catholic faith is provided.

There was evidence of pupils participating in community events, such as carol singing and visiting elderly people to take donations and harvest produce following a Harvest Thanksgiving service. Discussion during a staff meeting demonstrated how pupils were involved in raising funds for children’s charities, shoebox appeals and making suggestions for Children in Need.

Standard 19 (19.1 - 19.6)**Boarders are enabled to contact their parents and families in private.****Key Findings and Evidence****Standard met?****2**

A statement on parental contact is included in the Handbook of Boarding and information on contact is available in the New Pupils' and New Parents' Booklet.

Children are encouraged to write letters to their parents at weekends and may write letters at any other time as well. Arrangements are in place for in-coming letters and parcels to be distributed to pupils. Parents confirmed in their responses that boarders are encouraged to write home each week. Pupils have access to a public telephone in the school and can purchase phone cards from the school. Parents wishing to make calls to their children have to go through the Head Teacher or his wife who will pass the call on to the relevant pupil. The use of only one pay phone and the location of the pay phone, where calls made would not be made in private, was noted by inspectors, recognised by staff and was subject of complaint by pupils. Pupils have access to 34 computers all of which can be used to e-mail their families. Parents will be reminded that they can contact the office via e-mail. Contact telephone numbers for the Listening Officer and Childline were displayed by the telephone. The contact number for the National Care Standards Commission should replace the details for the previous Inspection Unit at Social Services.

The Head Teacher maintains contact with parents through written communication of events and copy of the school calendar. Information in the school is available on the Website. Telephone calls are made to parents in respect of events/incidents which involve individual children. Inspectors observed information being shared with parents following one boarder suffering an accident. There was evidence of the Head Teachers connections with schools to which pupils would make their future transition and of support given to parents with regard to their children's future education.

Suggestions made through parents' responses included more e-mail contact with boarders and secretarial staff.

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?****2**

Pocket money is not provided by the school. Money is rarely required for trips. If it is, it is either provided by the school (charged on bill) or, if provided by parents, kept by the school secretary until required. Children do not have money in their possession.

Travel tickets and valuable documents are to be handed to the Bursar for safekeeping. A record is not maintained.

Some pupils described items "going missing", moved or taken. Arrangements must be in place for boarders to have secure facilities in which to store personal possessions/items of value.

Standard 21 (21.1 - 21.3)		
There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>A process of induction and guidance for new boarders is in place at Mowden Hall School. Prospective pupils/boarders and parents are invited to an Open Afternoon towards the end of the summer term, prior to them commencing the school, to meet staff and other pupils. New parents have opportunity to meet other parents and staff socially.</p> <p>A Handbook of Boarding and New Pupils' and New Parents' Booklets and leaflets for New Boarders have been produced and are made available to prospective boarders. There was evidence in children's files of the organisation of pre-visits to the school.</p> <p>There is no provision at Mowden Hall School for flexi-boarding. Arrangements can and have been made for day pupils, who wish to board, to have a trial period to assist them make their decision. Arrangements were in place for all weekly boarders to be in school for the first and last weekends of term.</p> <p>Responses from parents included a description of how impressed they were at the number of staff on duty to meet children and parents at the beginning of each term and the warm and friendly welcome from staff and pupils towards new comers and their parents. Some parents described how new boarders must feel confident as they had not raised any problems and that children settle in very quickly.</p>		

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
This standard is not applicable to Mowden Hall School.		

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?	2
There was no formal system in place for the Head Teacher or a senior member of staff to regularly monitor the school's records as a means of identifying any on-going trends. There was evidence that the Head Teacher, Deputy Head Teacher and Matron had overseen some of the records.		

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?****2**

Meals are served in the dining hall where tables, seating approximately ten pupils and a member of staff are arranged.

Boarders had a choice from a very good selection of hot and cold dishes for breakfast, lunch and tea. Of the 62% of pupil's who responded to the survey, 33% stated the food was good/very good, 28% said it was average and only 1% found it poor. Some of the pupils stated to inspectors during mealtime that they would prefer to have the option of fruit or a sweet every day and more variety of fruit. Specific dietary requirements, including a vegetarian preference, are respected and met by the school.

The following recommendations were made by the Environmental Health Officer during an inspection in June 2003:

- Re-decoration of ceiling/walls in kitchen required full redecoration.
- A new shelving system in the dry stores.
- The kitchen Manager to undertake an Intermediate Level course in Food Hygiene.
- A written Hazard Analysis and control system for feed safety to be implemented.

The Bursar confirmed that all recommendations had been met.

A Food Committee, which involved the Catering Manager, Form Captains, Dormitory Captains, officials and non-officials, had been established. There was no current record of the Food Committee Meetings. Through discussion with pupils there was an indication that they considered that their views and comments were not listened to. Some pupils described how they are allowed a biscuit from their Tuck Box when they are hungry. Suggestions for Ribena, soup and more biscuits and chips for supper had been put forward.

Kitchen staff are only involved in the preparation of food if they have completed their Food Hygiene training. Pupils have not undertaken Food Hygiene training.

A Tuck Shop is accessible to boarders on Sundays. The privilege of accessing the Tuck Shop may be withdrawn as a punishment.

It was noted by inspectors and comments made by pupils that the plastic cups, used by pupils, were stained through continued use. There was evidence, through discussion with staff, that pupils receive and accept invitations from staff to join their families for mealtimes as an extension to the "family" ethos. One boarding pupil had received an invitation to a birthday party. There did not appear to be a protocol in respect of pupils joining staffs' families, either as individuals or as a group.

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**

Two Aqua water dispensers were accessible to pupils.

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?	2
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A number of recommendations were made to the Fire Safety Officer following an inspection of the premises in October 2003 (refer to letter and report dated 13th October 2003). The Bursar confirmed that action had been taken to address the recommendation in respect of door closures and that estimates were being obtained in respect of the stairwell, upgraded fire alarm system and emergency lighting. A further visit from the Fire Safety Officer was expected in respect of the out-buildings.

The following records were available for inspection:

- Certificate of Maintenance – October 2003 – Fire Point Services Ltd.
- Fire Log which was intended to detail regular checks on extinguishers, fire doors and fire alarm system. The checks on the extinguishers were not carried out on a regular monthly basis, the fire door record was not completed and there were no records of weekly checks on the fire alarm system in the Fire Log however a separate record was maintained in respect of the Fire Alarm. It is suggested that all records of checks on fire equipment, alarms and exit routes be maintained in one format.
- A Fire Risk Assessment.

Fire drills are reported to be held on a termly basis, one during the day and another at night.

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

Key Findings and Evidence	Standard met?	9
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There was no evidence of onerous demands.

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?	3
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There was evidence through discussion that pupils from visiting schools or tournament fixtures had been accommodated at Mowden Hall School. These pupils are accompanied by their own staff and use separate sleeping areas at the school. On occasions the library area has been used.

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?	2
<p>The general response to risk assessment was good. There was, however, no evidence of risk assessments being carried out in respect of the premises and practices at the Chateau de Sauveterre in France where children in Year 7 would spend one term. Twelve boarders were at Sauveterre at the time of this inspection. A copy of the General Handbook on the Chateau de Sauveterre, which was reviewed in September 2003, was provided for inspection purposes.</p> <p>A certificate from the Adventure Activities Licensing Authority, which was displayed in the entrance hall, confirmed that Mowden Hall School was licensed to pursue specified activities (which were detailed on the certificate). Copies of proof of qualifications in respect of instruction of sporting activities held by staff employed at the school were reported to be held on personnel files. The qualification certificate held on one personnel file for caving and mining activities was out-dated. There was evidence of the school seeking parental consent for pupils to participate in events, such as camps. The Bursar was in the process of extending the consent form to cover all eventualities.</p>		

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
<p>The school has an exceptionally good library which is used by all pupils. Newspapers are received by the school and items of interest/importance are displayed on notice boards in the corridors. A system is in place for pupils to sign those articles on display which they would personally like to keep. Pupils have access to TVs and the Internet under staff supervision.</p> <p>An In/Out Register is maintained to account for children's whereabouts in case of emergencies.</p>		

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
<p>The Head Teacher, five senior staff, Matron and Assistant Matrons are rostered to care for boarders during the evening and night. Discussion with staff indicated that the boarding pupils were adequately supervised. The Head Teacher's wife will assist and provide support to boarders. Details of the staff rota are read out to pupils during assemblies and staff rotas are displayed on the notice board.</p> <p>Observations were made of the communications between staff in respect of those pupils who were feeling unwell or who had suffered injuries during the period of the inspection.</p> <p>The Bursar described the supervision of pupils is usually determined at a ratio of 1 adult to 8 children on average but in events of higher risk, the ratio of adults would be increased.</p> <p>Matrons confirmed that they were aware of the whereabouts of boarders in case of fire and maintained their own lists.</p> <p>Observations were made of staff, responsible for boarding pupils, making themselves available to pupils and checking that those pupils in corridors were all right and know where they were going.</p>		

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?	2
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A Missing Child Procedure is contained in the Handbook of Boarding.

The outcome/resolution of a child running off was not clear from the record held in the incident book. More detail of such events is required.

A policy on the use of the school's mini-bus and staff supervision of children during journeys is available in the Staff Handbook. A policy had been agreed with the insurance company for some staff to use their private vehicles for business use. A list of staff who had appropriate insurance cover to transport pupils was maintained.

The Gap Student did not have responsibility for boarding pupils but was expected to assist pupils in the school with activities and support staff in the nursery/pre-prep units. The Gap Student lived in a separate room in the girls' boarding wing.

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
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Five senior members of staff, the Matron and Assistant Matrons have overall responsibility and are rostered for duty with the boarding pupils. A duty system was in place for all staff up to the time the boarders are in bed, usually around 10.30 pm. A senior pupil, seen as Dormitory Captains, sleep in the dormitories with younger pupils to offer support and comfort in times of sickness, need, homesickness.

A bell system, situated in the Matron's room, is available to pupils to alert staff at night if they require assistance. The Head Teacher's wife can also be called upon.

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?

2

General teaching job descriptions were in place for most teachers. The Head Teacher described how those staff with specific roles will have a description of the roles included in the job description. Boarding staff, kitchen and domestic staff, the Bursar and secretaries did not have job descriptions.

Confirmation was received that all school staff had undertaken enhanced CRB checks. Appropriate action had been taken further to an unsatisfactory CRB check being received by the school. The Bursar described problems in the length of time taken to process the CRB check for Gap Students who are recruited from abroad. The Governors of the school had not had CRB checks carried out. Agency staff are not used at Mowden Hall School. There was evidence that the daughter of the Head Teacher, who stays at the school on occasions, had had a CRB check processed. Friends of the family who stay for short periods, do not have unsupervised access to the pupils. There was no evidence to demonstrate that spouses/partners of teaching staff who assist with activities for boarding pupils had had CRB checks processed.

The sample Personnel Induction Sheet for staff, which was provided during the inspection, referred to areas of location of key personnel, fire and emergency procedures, equipment training and COSHH awareness, which were expected to be covered within 14 days of commencement of employment. The written Induction Procedure did not confirm that newly appointed staff were provided guidance on child protection. The Bursar did state that some guidance was provided by the Head Teacher's wife or herself. A mentor system is operated for new staff.

There had been no opportunities available to staff for training and updating of boarding practices.

A two-yearly appraisal system, which addressed career development and tutor groups was in place for teaching staff. Appraisal sessions are recorded. There was no formal appraisal system in place in respect of staff responsible for the boarding wing of the school. Confirmation was received from the Head Teacher that the Matron constantly monitored practices in respect of boarding.

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

A Staff Handbook was available to staff. The Handbook referred to a separate Pastoral Care Policy document which staff were expected to read carefully. The Pastoral Care Handbook contained a detailed policy and procedure on complaints.

The Staff Disciplinary Procedure which included arrangements for the support of staff suspended whilst allegations are investigated was in draft form only at the time of this inspection but will soon be implemented.

The Safety Handbook contained a general policy statement which had been reviewed in February 2003 and a Prevention of Violence Towards Employees in the Workplace, which included the involvement of police in incidents and the arrangements for support to staff and availability of counselling.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?**

2

Mowden Hall School compliments itself as having a relaxed "family" environment. Observations made during the inspection confirmed the happiness of pupils, the respect demonstrated by both pupils and staff and the caring ethos which was prevalent.

During group discussions with pupils there were niggles in respect of perceived favouritism and inconsistencies between staff. One issue which was raised through several groups and in the pupils' survey was the inconsistency between Matrons in respect of female pupils washing their hair.

Details in the Sanctions Record demonstrated that blanket punishments had been imposed on occasions, and that pupils perceived that certain children were targeted, that staff used raised voices unnecessarily, that sanctions were unfair and inconsistent at times. Inspectors acknowledged that some of the issues referred directly to the member of staff who had responsibility for maintaining discipline in the school. There was strong evidence that the head Teacher, his wife and in general, all staff demonstrated a caring approach.

Details in parents' responses indicated that parents had no concerns about how their children were looked after by staff and were indeed confident that the boarding pupils were well looked after. Parents described how pupils were happy, confident, well adjusted and polite to each other. One parent/governor described the pupils good, easy communications with staff.

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Evidence from pupils was that staff do not intrude on their privacy. Systems of bells are in place when pupils are unwell.		

Standard 38 (38.1 - 38.10) Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
Key Findings and Evidence	Standard met?	2
<p>The Staff Recruitment Procedure involved in the boarding accommodation to be reviewed in line with National Minimum Standards. The School is committed to good practice principles. However in respect of checks on recently appointed staff from October 2002 not all checks were complete for example last employer references and written reference checks.</p> <p>Refer to Standard 34 for detail on the processing of CRB checks for staff and spouses/partners living/staying in the school premises.</p> <p>Taxi firms are not used to facilitate transport arrangements for pupils.</p> <p>There was evidence, through discussions with staff, that probationary periods are only sometimes in place. Assessments on practices would only be recorded if there were issues to be addressed.</p>		

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?	2
<p>Refer to Standard 34 for detail regarding CRB checks for staff, Governors and visitors.</p> <p>There was no written policy in place in respect of adults not employed at the school but living in the same building/grounds as the boarding accommodation.</p> <p>The Visitors Book had been updated in a new format and was available at the entrance.</p>		

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?	2
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The boarding accommodation is integral to the school building. Responses in the parents' survey described the premises as "comfortable, well-maintained and fabulous". Details in the Development Plan described recent changes in the boarding accommodation as including new accommodation for the Head Matron, a new sitting room for Matrons, en-suite facility for the second Matron and new sick rooms (one with en-suite facilities).

The following defects were noted during the inspection:

- Window and paintwork in Coquet dormitory required attention.
- Holes at the top and bottom of walls required attention (Coquet).
- The temperature in some dormitories was quite cold.
- Paintwork in a number of areas required attention.
- Broken window in Langley dormitory and in the library.
- Damage to carpet (Langley and 6th Year Common Room).
- Stained carpet (4th and 5th Year Common Rooms).
- Sofas damaged/torn (5th and 8th Year Common Rooms).
- Ceiling tiles damaged/missing springs in sofa and stained carpet (Year 7 Common Room).
- Linoleum floor covering in corridor was showing signs of wear.
- Paintwork in several places in girls toilet areas not made good.
- Heaters in the toilet and wash areas (girls) were hot to the touch.
- Holes and paintwork not made good (girls' toilet).
- Not all bedside lights were in working order.
- Insufficient hairdryers.

The Bursar confirmed that there was an on-going rolling programme for re-decoration and

that areas of need were identified during a tour of the premises at the end of each term. Plans were in progress to replace the system for heating and the hot water supply. Discussion was to take place with the Governors and work was anticipated to be carried out during the summer holidays of 2004.

Comments in parents responses described the premises as “fabulous” with comfortable bedrooms and plenty of scope for extra-curriculum activities.

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

A CCTV system, which includes two cameras fitted to the front of the school building and one in the back drive, and entry codes on all external doors is in place. The CCTV had been upgraded to enable the video screen provide a continuous record of all comings and goings for a full month. An alarm system is fitted to fire escapes. One incident of university students being on site had occurred. Staff are vigilant towards the safety of pupils. There was no clear written policy restricting access to school premises and boarders by people outside the school. Window restrictors were fitted to windows in rooms above ground level.

Information in the pre-inspection questionnaire described how the school premises may be let to bona fide organisation such as the Girls Crusaders, which are supervised by adult leaders and which may take place during weekends and summer holidays when boarders are not present. Ordinarily the letting of the premises will involve use of the kitchen, dining room and possibly the gym and not the boarding accommodation. Activity weeks, which are held during school holidays, are registered with OFSTED.

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?

2

The sleeping accommodation is arranged according to gender, age and weekly/full boarder status. The Matron, assistant Matrons and Gap Student have separate accommodation within the boarding wing. A dormitory captain, from the 8th Year, is allocated to each dormitory to assist and support younger pupils (refer to Standard 13 also). During discussions with pupils of Year 8 there were indications that the role of Dormitory Captain prevented them from being together with boarders of their own age.

Responses in the parents survey confirmed the school's policy for younger pupils i.e. the Dormitory Captain roles, but suggested that there needed to be a policy for older pupils who need to:

- socialise with each other;
- have privacy;
- teenagers and 8 year olds are not at the same maturity level;
- senior girls need to study - a more private space for them would be advantageous;
- would like to see senior girls housed together with more independence for their own care.

Bedrooms were furnished with beds and bedside lockers. Boarders were allowed a lamp and cuddly toy or teddy in the dormitories. Older pupils were allowed Walkman's. Cupboards for storing clothes were situated in the corridors. A system for newly laundered clothes was in place for boarders to sort their clothes from boxes to the cupboards.

The dormitories were cold and arrangements were in place for wall mounted heaters to be switched on by Matrons in preparation for pupils preparing for bed. The bunk beds in the dormitories for female boarders were reported to be uncomfortable.

Pupils' surveys demonstrated that the nine dormitories, comfortable beds and sharing dormitories with friends were some of the good things about being a boarder. Other pupils stated that some beds were uncomfortable/hard. Boarders provide their own duvets and are encouraged to personalise the space around their beds. The boarders did not always have a lockable facility in which to store personal possessions. Pupils described incidents of CD's, CD player being broken and some items going missing.

Responses from parents described how the boarding accommodation for girls was inadequate. That some rooms were small, that mattresses on beds were thin, bunk beds were inappropriate and that there was a lack of privacy. ("Use of bunk beds and privacy do not go together".)

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
Suitable facilities were available to pupils for organised and individual study.		

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?	2
<p>Eleven toilets, thirteen washbasins and three showers were accessible to boarders in the girls' accommodation. A fourth toilet, washbasin and open shower unit was accessible in the changing area. Privacy was not afforded in the open shower unit. Pupils stated that they were not allowed early morning showers. Toilets and washbasin facilities and a toilet suitable for disabled people had been fitted in the new pavilion but the lack of finances meant that shower units could not be installed. There was no bath in the girls' boarding accommodation. 51% of the 62% of pupils who responded to the survey described the bathroom facilities as being "poor/very poor"</p> <p>There was evidence of toothbrushes and toothpaste and hanging arrangements for face clothes and towels in the boys' washing/changing area in the boarding accommodation of them being close together posing a risk of cross-infection.</p> <p>The Head Teacher, staff, boarders and their parents had noted the need for improvement to the toilet and bathroom areas in order to accommodate privacy for boarders and improve standards. Details were included in the Development Plan for improvements to the girls' changing facilities and improvement in the boys' showers. The Chair of the Governors stated, in the response for inspection purposes, that they were anxious to improve the changing and shower facilities.</p> <p>Comments in responses from parents included the poor quality of showering/changing facilities for girls, the need for additional hairdryers and the opportunity for boarders to wash their hair on a daily basis, where preferred.</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	2
Changing rooms are accessible to boarders for daytime use (refer to Standard 44 also). Pupils described how the conditions were "squashed" when they used the girls' changing area.		

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
<p>There was a range of recreational areas, both indoors and outdoors, accessible to boarders. Each of the Year Groups has a designated Common Room and the extensive grounds of the school provide many opportunities for boarders to participate in sports activities, walks and quiet relaxation.</p> <p>Boarders require permission to access dormitories during the daytime.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	2
<p>Risk assessments & policies were in place in respect of boarders' access to outdoor recreational areas and activities such as swimming. A Health & Safety file had copies of procedures to be followed when pupils were participating in outdoor pursuits. External trainers were brought in to provide training to staff on Health & Safety and use of cleaning materials & chemicals, which had resulted in the reduction of the number of cleaning fluids used in the school.</p> <p>The Bursar was in the process of implementing COSHH risk assessments through an external consultancy agent. Two domestic assistants, who had recently been employed at the school, had not received formal training.</p> <p>Risk assessments were in place for use of school/private vehicles and the maintenance/repair of school vehicles. Inspectors identified the need for risk assessments to be carried out in respect of the use of free-standing heaters.</p>		

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
<p>A sick bay, furnished with 2 beds, beanbag and toys and an overflow room, containing 3 beds were available in the sick bay. A separate bathroom, containing a shower, bath and a toilet were adjacent to the sick bays. A computer was available for pupils to access during recuperation. The rooms were provided with freestanding heaters. Recommendation was made that risk assessments should be carried out in respect of the use of these heaters.</p> <p>A lockable store is situated in the surgery, through the male boarders changing area, for the safe storage of medicines. Pupils were able to help themselves to vitamins which had been sent in by parents. An emergency supply of sanitary towels was available to pupils.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
A laundry facility is available for use by staff only.		

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
Boarders' stationery boxes were available in the relevant Common Rooms. Comments from boarders were that stationery was readily available on request.		

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
This standard is not applicable to Mowden Hall 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?	2
<p>Mowden Hall school has an arrangement for pupils in the course of this 7th year to spend one term in the Château de Sauveterre in France. The Château is owned by a Prep school in Oxfordshire and is leased by Mowden Hall School for pupils to provide the opportunity for their pupils to gain a broader range of experiences. During their stay at Sauveterre, the pupils are in the care of the Head of Sauveterre who has overall responsibilities for them. A general handbook has been provided in respect of the Château de Sauveterre which provides information to pupils and their parents. Information in the handbook describes how the buildings at Sauveterre were being altered to the specifications of the local health, safety and fire authorities.</p> <p>There was no written evidence of an assessment on the accommodation of Sauveterre being carried out by Mowden Hall School.</p> <p>Additional sites at Broomly Grange, Aviemore and Ulswater were used by the school for summer camps, leavers' camps and outdoor activities.</p>		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary

Lay Assessor _____ **Signature** _____

Date _____

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 10th, 11th and 12th November 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

Action taken by the NCSC 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.

D.2 Please provide the Commission with a written Action Plan by 20 April 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

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

Action plan was required	<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 Mr A Lewis of Mowden Hall School 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 _____

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.