



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **Old Rectory School**

Brettenham

Ipswich

Suffolk

IP7 7QR

14th October 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.



<b>SCHOOL INFORMATION</b>
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**Name of School**

Old Rectory School

**Address**

Brettenham, Ipswich, Suffolk, IP7 7QR

**Tel No:**

01449 736404

**Fax No:**

01449 737881

**Email Address**

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

**Name of Head**

Ms A Furlong

**NCSC Classification**

Boarding School

**Type of school**

**Date of last boarding welfare inspection**

<b>Date of Inspection Visit</b>		14th October 2003	<b>ID Code</b>
<b>Time of Inspection Visit</b>		12:00 pm	
<b>Name of NCSC Inspector</b>	<b>1</b>	Joe Staines	077511
<b>Name of NCSC Inspector</b>	<b>2</b>	Anna Rogers	
<b>Name of NCSC Inspector</b>	<b>3</b>		
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> 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.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>			

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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 Old Rectory 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.

Old Rectory School opened in 1981 to respond directly to the needs of children with specific learning difficulties commonly known as 'dyslexia'. The school is situated in rural Suffolk. There are few local facilities to which the pupils (or staff) have access without travelling. The market town of Stowmarket is about 7 or 8 miles away, Bury St Edmunds and Sudbury about 12 miles and the County town of Ipswich a little further. It is recognised by the staff in the school that the children who are admitted will, almost certainly, have had unhappy school experiences prior to their coming to Old Rectory School. This may have been due to their specific difficulties not being correctly diagnosed or the reason for non-achievement or progress because the child was assumed to be 'lazy' or lacking in ability. This leads, it was said during the inspection, to a severe loss of confidence on the part of individual children, poor self-esteem and low self-image. With this in mind, it is the stated intention of those responsible for managing the school to redress this and ensure that children who come to Old Rectory School are taught in an understanding and sympathetic environment. The routines and systems in place at the school are extensive, and could be considered onerous by the uninformed. However, the school deliberately puts a great deal of emphasis on structure and organisation as it has been identified that the specific needs of children with dyslexia are best addressed through the introduction of organisation and routine, something often not addressed in most of the boarders previous educational establishments.

There is recognition on the part of the Head Teacher and her staff that if children are to re-integrate back into either mainstream state education or go on to independent preparatory or senior boarding schools they should be out of the 'system' for as short a time as possible. Accordingly, it is hoped to address the learning difficulties of individual children sufficiently within one or two years to assist them to develop the necessary skills required not only to 'survive' within the educational establishment to which they go on, but to flourish and feel positive about both the experience and themselves.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The inspection confirmed that the school is continuing to provide a high quality, specialist resource in an area where, to often in the past children have been let down by a system which did not identify, or respond to the special needs of children with dyslexia. The systems and routines of the school have to be robust and appropriate to the needs of children attending the school in order to allow them to benefit from, what is almost always, no more than a two year stay at the school. Based on observations and discussion with staff and boarders, it was clear to the inspectors that not only do the systems hold up, but in fact the boarders respond well to the extra structure, and the expectations placed upon them.

One area in which the school performs well is the ability to install in the boarders a sense of pride in the school, and an atmosphere in which boarders are mutually supportive of each

other. The lack of reported bullying, the respect shown for each others property and the fabric of the boarding accommodation, plus the comments made by boarders that “we’re all the same here” all go to support the perception that the old rectory is viewed positively by the boarders who attend there.

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

Overall, the school performs well in all areas of welfare. However, some improvements could be made in the area of risk assessments in relation to the activities provided at the school. Some shortfalls were noted in the recording practices in relation to records of the administration of medication. The schools policies and procedures were found to be comprehensive, although a separate whistle blowing policy is required by the standards. Advisory recommendations have been made where appropriate to enable the school to make the appropriate developments.

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

The overall view of the inspectors was that this school continues to provide a good resource for it’s boarders. The responses from boarders were consistently positive about the school, which the inspectors viewed as significant. The school has experienced some difficulties in recent months, including senior staff absence through illness. It is a sign of the strength of the systems and policies that the school continued to function at a high level, with only minimal disruption, during this period.



## 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.**

<b>RECOMMENDED ACTION</b>			
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	BS3	It is recommended that the school produce a whistle blowing policy for staff, covering all the areas identified in National Minimum Standards 3.4	23 <sup>rd</sup> February 2004
2	BS34	It is recommended that formal records be maintained of annual appraisals for reviewing the practice of individual members of staff	23 <sup>rd</sup> February 2004
3	BS7	It is recommended that the school review it's medication recording procedures to ensure that the records comply with all areas of Standard 15	23 <sup>rd</sup> February 2004
4	BS29	It is recommended that the school develops it's risk assessment and risk management systems in relation to go karting and shooting as identified in the main body of this report in standard 29.	23 <sup>rd</sup> February 2004
5	BS44	It is recommended that the school ensures that all toilet doors are openable from the outside, in the case of an emergency.	23 <sup>rd</sup> February 2004

<b>ADVISORY RECOMMENDATIONS</b>		
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	BS8	It is advised that the school review it's staffing organisation and structure as a result of anticipated staff turnover
2	BS9	It is advised that the school put it's plans for managing crisis' affecting boarders welfare on paper.
3	BS17	It is recommended that training in the use of epi-pens are recorded.
4	BS18	Advice was given that the school could develop more proactive ways of celebrating diversity within the boarding facilities.
5	BS32	The school may wish to review it's staffing arrangements for sailing trips

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

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

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

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES
Checks with other Organisations and Individuals	
• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	NO
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	NO
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	NO
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	14/10/03
Time of Inspection	09:00
Duration of Inspection (hrs.)	22
Number of Inspector Days spent on site	3

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

**SCHOOL INFORMATION:**

**AGE RANGE OF BOARDING PUPILS**

**FRO  
M**

0

**TO**

0

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

**Boys**

0

**Girls**

0

**Total**

0

**Number of separate Boarding Houses**

2

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

This standard is assessed as met. The school have a statement of purpose included in its prospectus, which clearly sets out the aims and objectives of the school and contains the information as identified in the National Minimum Standards. There is a separate welcome document for boarders available to boarders and parents on request. It was positive for the inspectors to note that some boarders had retained their copy, even after having boarded for over a year in some cases. One boarder had their welcome document pinned up in their bedroom.

### 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

This standard is assessed as met. The boarders did not identify bullying as a significant issue at the school. Several positive comments were made to the inspectors about the ethos of commonality amongst boarders at the school. One of the comments made to the inspectors was "the great thing about the old rectory is we're all the same here". This reflects the overall impression formed by inspectors, based on observation and discussion with boarders, that boarders at the school were encouraged to care for each other during their time at the school.

<b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b>	100	%
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<b>Standard 3 (3.1 – 3.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
There is a clear policy on Child Protection, contained in the staff manual and which was revised in September 2002. The policy includes a protocol for dealing with suspicions of, or disclosure of abuse and contains indicators of emotional abuse, neglect, physical and sexual abuse. The standard is assessed as not fully met due to the lack of a separate whistleblowing policy. Advice was given by the inspectors and it is recommended that a policy be introduced in accordance with the National Minimum Standards and government guidance. There is a procedure for responding to cases of missing children, also contained in the staff procedures manual.		

<b>Standard 4 (4.1 - 4.7)</b>		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
This standard is assessed as met. The behaviour policy used at the school is based on a reward system with points earned for good behaviour and conduct. Points earned by pupils are displayed in the hall and clearly demonstrate that all pupils have the opportunity to achieve positive outcomes. The emphasis of the system is on rewarding positive behaviour and the general response from pupils spoken to, as part of the inspection was that they understood the system and felt the rules were fair. The school has a policy of not using restraint and no incidents of restraint being used or warranted were found during the inspection.		

<b>Standard 5 (5.1 - 5.7)</b>		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
This standard is assessed as met. The information provided to pupils about life at the school includes information about how to complain. The information needs to be updated to include the current details of the National Care Standards Commission, including phone numbers. Pupils reported that they understood all aspects of the complaints system and were able to use it if they wished. All pupils reported that there was someone they could talk to if they needed to. There is a suggestions box for pupils who wish to use this facility anonymously. There is a separate complaints procedure for parents.		

<b>Number of complaints, if any, received by NCSC about the school during last 12 months:</b>	0
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<b>Standard 6 (6.1 - 6.3)</b>		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
This standard is assessed as met. The school has a strict no smoking policy in all areas of the school where children are permitted and no member of staff is permitted to smoke in the presence of a child. Visits to the school by the local community police officer cover areas such as drugs and personal safety. Sexual health and related matters are covered in the PHSE curriculum, which is taught by the head of care.		

<b>Standard 7 (7.1 - 7.5)</b>		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
This is an area where further development is recommended to enhance the system. Health records of individual pupils on their main file were found to be detailed and well maintained. The system for ongoing health records, which are maintained in the sick bay warrants further development. Some of the staff signatures did not identify whether one or two prescribed medicines were administered when the pupil was on more than one medication. Not all visits to sick bay were recorded, and this may prevent and trends being identified. Some records had been made in pencil, whilst others had been amended using corrective fluid. It is recommended that a policy be written which will ensure these incidents are avoided in future.		

## 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
<p>This standard is assessed as met. There are clear management structures in place within the boarding element of the school that appear effective and understood by all involved. The fact that pupils do not frequently stay at the school for more than two years suggests that the structures and organisation of the school are vital to maintain the systems and aims of the school. To this end the inspectors formed a positive view of the way in which the staff maintain the school routines and activities. The head is pivotal in the management structure. She is based on the school site and was observed by the inspectors to be taking a lead role in many of the boarding as well as teaching activities. Staff attend daily meetings and the head reports to the school council each term. Advice was given that the upcoming departure of some of the care staff gave the school an opportunity to review it's staffing organisation and structure, although this is only on the basis of best practice, and is not required in order to meet the standards</p>		

### 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
<p>This standard is assessed as met. The head reported to inspectors what would happen in the event of a crisis as described in the National Minimum Standards. The head demonstrated that the school does have strategies in place; although the inspectors gave advice that a written plan would further enhance these strategies.</p>		

### 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
<p>This standard is assessed as met. Boys are accommodated in the main house, whereas the girls are accommodated in the new block. There were no significant differences in the management of each house identified by the inspectors.</p>		

**Standard 11 (11.1 - 11.6)**

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

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

3

This standard is assessed as met. The fire brigade set up some years ago by the school, in conjunction with local fire officers, is viewed positively by boarders. Pupils are able to sign up for structured activities before the beginning of term through parents applying in advance for courses such as horse riding, martial arts and sailing. The list of available activities is published and available to parents and pupils in advance. Routine activities take place in the school during the week. At weekends, teaching staff take boarders out on structured activities between 1-6pm, weather permitting. The boarders reported to the inspectors that they were happy at weekends.

**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

This standard is assessed as met. The inspectors saw evidence of pupils being involved in decisions about meals. Prefects meetings provide an opportunity for pupils to express their views about all aspects of the boarding provision and a suggestions box is in place to allow views to be expressed anonymously if preferred.

**Standard 13 (13.1 - 13.7)**

Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.

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

3

This standard is assessed as met. There is a written policy, which covers all the areas in the National Minimum Standards and confirms that the system is low key, with prefects having no powers of action and not acting in isolation. Prefects are entitled to minor privileges but are not separated from the rest of the group.

**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

This standard is assessed as met. Boarders reported that they felt they could approach a number of different people if they wished to discuss a personal problem. The school has a counsellor available if pupils wish, and there is a tutorial system for all pupils within the school. Teaching staff regularly undertake boarding duties and are frequently available for pupils to see if required.

## WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

### Standard 15 (15.1 - 15.14)

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

#### Key Findings and Evidence

Standard met?

3

This standard is assessed as met. Members of staff with appropriate qualifications provide first aid. The school has an arrangement with the local GP practice to provide access to the GP if required at short notice. Major health concerns would be referred to the emergency services. The majority of boarders return every weekend, where they have access to their family GP.

### 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

This standard is assessed as met. There is always a member of senior staff on site, identified via a sign, displayed on the sick bay door, indicating who is available. Sleep in staff quarters are located within close proximity of the bedrooms.

**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

This standard is assessed as met. School records include a welfare file, which identifies any ongoing issues related to the pupil concerned. The inspectors viewed the files and found evidence that a wide range of health and personal problems were identified, giving staff the information they might need to understand how the particular problem might affect the pupil concerned. There was also evidence that ongoing health problems, such as allergies were all identified and addressed. Advice was given that the school obtain written verification that staff have received training in the use of epi-pens for treatment of anaphylactic reaction to allergies.

**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

This standard is assessed as met. The school has an equal opportunities policy, which emphasises a culture of acceptance of everyone, regardless of race or culture. There was evidence, seen by the inspectors, in the form of posters made by pupils, of the issue of religious diversity being addressed within the curriculum. Advice was given that the school could develop more proactive ways of celebrating diversity within the boarding provision through the introduction of "themed nights" with different cultures being highlighted by food, dress, film or other means.

**Standard 19 (19.1 - 19.6)**

**Boarders are enabled to contact their parents and families in private.**

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

3

This standard is assessed as met. Boarders reported that they had free access to the phone for the use of maintaining contact with friends and family. Facilities are available for boarders to send and receive e-mails and faxes if required. There is a private phone booth available for boarders. Most boarders have mobile phones, which are permitted provided they are not misused.

**Standard 20 (20.1 - 20.3)**

**Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.**

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

3

This standard is assessed as met. Whilst not all boarders were provided with a lockable space by the school, the head agreed to write to parents, requiring that they send one with their child when they start at the school. It was seen as a positive aspect of the school and further evidence of an ethos of mutual respect that, in response to questioning by the inspectors, no boarders reported any previous incidents of theft or damage to personal property whilst boarding at the school.

**Standard 21 (21.1 - 21.3)**

**There is an appropriate process of induction and guidance for new boarders.**

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

3

The school provides a welcome booklet for each new pupil, and has a mentoring system where established boarders befriend new boarders. Boarders reported to the inspectors that this system was helpful to them when settling in as new boarders. It is a mark of the strength of the staff team and systems used at the school that the boarders presented as coping well with the routines and supported each other, despite the fact that, as a result of the specific nature of the school, the turnover of boarders is high.

**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?**

0

This standard does not apply to the school as no guardians are used.

**Standard 23 (23.1 - 23.4)**

**The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.**

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

3

This standard is assessed as met. The head regularly reviews the schools records of risk assessments. The head reported that she would also be directly involved in any serious punishments or incidents affecting the welfare of boarders, although these are infrequent. The head reports on a termly basis to the school council, where any trends or concerns about risk assessments or behavioural problems would be addressed.

**Standard 24 (24.1 - 24.8)**

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

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

3

This standard is assessed as met. The inspectors joined pupils for two meals plus a breakfast. On each occasion the meals provided were appetising and nutritious. The inspectors noted that mealtimes were generally well organised, the environment was hygienic, and all of the cutlery was clean. Pupils can choose between a hot meal and salad option at each meal, and pupils with allergies have separate meals prepared for them, which meet their requirements. The menu's demonstrated that the diet offered to pupils was varied, and the feedback from pupils about the quality of the food at the school was consistently positive.

**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

This standard is assessed as met. Pupils reported that snacks were freely available on request in between mealtimes. Drinking water is available at several locations throughout the school.

**Standard 26 (26.1 - 26.5)**

Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.

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

3

This standard is assessed as met. The handyman employed by the school is responsible for arranging and undertaking fire safety checks. The inspectors were provided with the records maintained in respect of tests and drills. These were found to be detailed and well maintained. The records show that the alarm system was serviced and tested in February 2003, and that equipment such as fire extinguishers were serviced in June 2003. The inspectors asked pupils to describe what they would do in the event of the fire alarms going off, and the responses confirmed that the pupils were aware of the correct evacuation procedures.

**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?**

0

This standard does not apply to this school. No onerous demands are placed on boarders.

**Standard 28 (28.1 - 28.2)**

The welfare of any children accommodated at the school, other than pupils, is protected.

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

0

This standard does not apply to this school. No children other than pupils are accommodated.

**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

The activities available to boarders include go-karting, shooting, sailing and horse riding. Horse riding and sailing activities take place outside the school in dedicated centres, with appropriately qualified staff supervising the boarders at all times. Risk assessments are in place for shooting and go karting, which demonstrates that the school is aware of the need to undertake risk assessments in respect of these activities, however further development is needed in order to fully comply with the standards. It is recommended that the school attempt to identify a governing body or association for go karting, with a view to ensuring that the handyman, who currently supervises the activity, obtains a relevant qualification for the safety of engage in this activity. In the event that no such body can be identified, it is recommended that the school include in it's risk assessment a clear statement that the school has taken reasonable steps to confirm that the supervisor of the activity is competent to do so. It is also recommended that the school obtain certificates of worthiness for the vehicles used by pupils in this activity. Furthermore, it is also recommended that the risk assessment in respect of the shooting activity be expanded to include the storage of weapons and ammunition.

**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

This standard is assessed as met. The school orders a range of newspapers for pupils to read at their leisure, boarders all have access to news sites on the internet. When the programme of activities precludes pupils from watching news programmes aimed at young people, the head reported that these are recorded for future viewing.

## 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

This standard is assessed as met. Discussions with the head and care staff, combined with the observations of the inspectors during the course of the inspection confirm that satisfactory staffing levels are maintained outside of school hours. Teaching staff undertake additional boarding duties at weekends on a rolling rota basis, in order to supervise activities. There are no male care staff, although some of the teaching staff who supervise activities are male, and the head reported that the all female staff group is a result of the lack of suitable male applicants.

### Standard 32 (32.1 - 32.5)

Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

#### Key Findings and Evidence

#### Standard met?

3

This standard is assessed as met. All boarders who attend off site activities are supervised by at least one member of staff. No GAP students are employed at the school. Advice was given by the inspectors that the school may wish to review the staffing arrangements for sailing trips as the one member of staff supervising the pupils also drives the minibus to/from the sailing centre.

**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

This standard is assessed as met. The staffing arrangements include for at least one member of staff in each house during the night. Boarders reported that staff were always easily contactable during the night. Staff sleeping in accommodation is situated close to the bedrooms and each room has a torch for pupils to use if they need to find a member of staff during the night.

**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

This standard is assessed as only partly met. Based upon discussion with the head and members of the care staff team the inspectors were satisfied that staff were familiar with the practices and systems within the school, and that regular meetings amongst the care staff team and the head ensured that staff were familiar with the schools policies and practice. However, the head reported that staff supervision and induction records were not all up to date. There were extenuating circumstances for the shortfall, including staff sickness and other pressures requiring attention. The inspectors recommended that a formal appraisal and supervision system would enhance the system. Job descriptions are in place for care staff. It was also recommended that the school identify suitable training courses that relate to residential child care.

**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

This standard is assessed as met. All staff are provided with a copy of the school procedures manual. The manual includes all of the schools written policies and procedures. The head reported that the school will soon produce a written disciplinary policy, which will include the suspension of staff, without prejudice, in the event of an allegation being made against them. The policy will include the provision of guidance and support to staff in such an event.

**Standard 36 (36.1 - 36.4)**

**There are sound staff/boarder relationships.**

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

3

This standard is assessed as met. The inspectors received consistent messages from boarders that relationships between staff and boarders was positive. This was reinforced by observations of the inspectors of interactions between staff and boarders during the inspection. Members of staff were observed supervising mealtimes, activities and free time, during which time boarders were observed receiving praise for their achievements, appropriate boundaries were maintained and boarders presented as keen to engage with staff members in activities. No adverse comments were made about staff members by boarders in discussion groups or individual interviews.

**Standard 37 (37.1 - 37.2)**

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

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

3

This standard is assessed as met. No adverse comments were made by boarders about staff intruding on their privacy. Staff reported that there is a knock and wait policy on entering boarders bedrooms. Some male boarders did state that they wished there were more male staff were around, particularly when taking showers, but acknowledged that, in the absence of male staff, the members of staff were as discreet as possible. Some boarders reported that parents of other boarders did sometimes intrude on their privacy by entering rooms without knocking first. This was shared with the head by the inspectors and she agreed to write to all parents, reminding them of the schools expectation, that parents should knock before entering shared rooms.

**Standard 38 (38.1 - 38.10)**

**Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.**

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

3

This standard is assessed as met. Examination of records by the inspectors confirmed that all new staff have CRB clearance before taking up their posts. The head reported that some existing staff need to have updated checks and this was in the process of being done. The records of the recruitment process seen by inspectors confirmed that references are obtained, employment histories examined, and staff do not commence employment until all checks are complete.

**Standard 39 (39.1 - 39.4)**

**The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.**

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

3

This standard is assessed as met. As previously stated, records examined by the inspectors showed that CRB checks were undertaken in respect of all staff who work unsupervised with children. Taxi drivers used by the school also have CRB clearance.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 40 (40.1 - 40.8)

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

#### Key Findings and Evidence

#### Standard met?

3

This standard is assessed as met. Boarders escorted the inspectors on a full inspection of the premises. It was clear that not only is the school maintained in excellent condition but, based on boarders comments during the tour and in discussion groups, the boarders take pride in the fabric of the school. The standard of decoration was high in all areas. The accommodation was clean, and furniture was free from breakages. Boarders reported that the heating and ventilation systems ensured the premises were warm enough in winter and cool enough in Summer.

### 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

This standard is assessed as met. The main gate to the school is locked at night, as is the entrance to the school building itself. The boarding house is only accessible via a keypad system. Boarders reported that they were familiar with the procedure to be followed in the event of any unknown adults being found in the premises. Boarders and staff both confirmed to the inspectors that security checks are undertaken during the night.

**Standard 42 (42.1 - 42.14)**

**Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.**

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

3

This standard is assessed as met. The inspectors were shown around the sleeping accommodation by boarders. The rooms were found to contain adequate space for changing and bedding was seen to be of a consistent standard throughout the accommodation. No adverse comments were made by boarders about the standard of the sleeping accommodation. Cork boards are provided by the school for each boarder to enable boarders to personalise their bedroom space.

**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

This standard is assessed as met. Due to the specialist nature of the school, no regular prep time is allocated as part of the boarders' routines. However, extra time is allocated as part of the school day for organised study. There are a number of different areas available to boarders for private study and staff arrangements ensure that support is available outside of normal school hours.

**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

This standard is assessed as met. The number of toilets and bathing facilities complies with the minimum levels stipulated in the National Minimum Standards. The distribution of toilets ensures that boarders have easy access to the facilities. A minority of the toilets examined were found to have bolts on the inside as locking devices, therefore the standard is not fully met. One recommendation was made that all toilet doors should be openable from the outside in the case of emergency.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

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

3

This standard is assessed as met. Separate provision, based on gender, is made in each of the boarding houses for changing.

**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

This standard is assessed as met. There are extensive grounds within the school's boundaries, including playing fields, a hard court area, and a chalet, including a Jacuzzi, which is available to boarders as a reward for achievements in maintaining their rooms to a

high standard. Members of care staff were able to confirm to the inspectors that boarders did not have access to staff accommodation. There are areas within each boarding house where boarders can relax, in quiet if they choose. These areas include a sitting room in each house and the hall in the main house.

**Standard 47 (47.1 - 47.9)**

**Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.**

**Key Findings and Evidence**

**Standard met?**

3

This standard is assessed as met. The head provided the inspectors with a whole school risk assessment, which is regularly reviewed. This detailed and comprehensive document clearly demonstrates that every room in the school has been assessed for safety. Advice was given that the risk assessment for the chalet be expanded to include the Jacuzzi. The inspectors discussed the issue of the hard court area, which has suffered a degree of wear and tear in the past, with the head, who confirmed that plans are in place to resurface the area, or develop it.

**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

This standard is assessed as met. Separate accommodation is provided in the coach house, and the sick bay in the main house includes accommodation for sick pupils. The head reported that most boarders who were unwell enough to warrant accommodating in separate accommodation would, in most cases, go home until they were well enough to return to school.

**Standard 49 (49.1 - 49.3)**

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

**Key Findings and Evidence**

**Standard met?**

3

This standard is assessed as met. Based on observations and comments from staff and boarders, the boarders were all well presented and smart. The school provides adequate equipment to cope with the required amount of laundry. No adverse comments were made by boarders regarding the laundry provision at the school.

**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

This standard is assessed as met. The schools tuck provision includes access to minor personal and stationary items. The head reported that any unusual requirements would be provided by the school if necessary.

**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?**

0

This standard does not apply, as the school does not provide any lodgings for pupils.

**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?**

0

This standard does not apply to the school as does not provide this type of accommodation.

**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 14<sup>th</sup>, 15<sup>th</sup> & 16<sup>th</sup> October 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"/> NO
Comments were received from the Head	<input type="checkbox"/> YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/> NO
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"/> YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 2 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"/> YES
Action plan was received at the point of publication	<input type="checkbox"/> YES
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/> YES
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/> NO
Head has declined to provide an action plan	<input type="checkbox"/> NO
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 Ms A Furlong of The Old Rectory Boarding 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** \_\_\_\_\_

**Or**

**D.3.2 I Ms A Furlong of The Old Rectory Boarding School am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

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