



Champions for  
Social Care  
Improvement

# inspection report

Boarding School

## **Edge Grove School**

Aldenham Village

Aldenham

Hertfordshire

WD2 8BL

1st March 2004

## **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**

Edge Grove School

**Address**

Aldenham Village, Aldenham, Hertfordshire, WD2 8BL

**Tel No:**

01923 855724

**Fax No:**

01923 859920

**Email Address**

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

Edge Grove School Trust Limited

**Name of Head**

Mr Michael Wilson

**NCSC Classification**

Boarding School

**Type of school**

Independent

**Date of last boarding welfare inspection**

04/03/99

<b>Date of Inspection Visit</b>		1st – 3 <sup>rd</sup> March 2004 (inclusive)		<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am		
<b>Name of NCSC Inspector</b>	<b>1</b>	Angela Dalton	109208	
<b>Name of NCSC Inspector</b>	<b>2</b>	Pat House		
<b>Name of NCSC Inspector</b>	<b>3</b>	Helen Pettengell (1 <sup>st</sup> & 2 <sup>nd</sup> March)		
<b>Name of NCSC Inspector</b>	<b>4</b>	Marian Byrne (3 <sup>rd</sup> March)		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		None present		
<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.		None present		
<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>		MR MICHAEL WILSON - HEADTEACHER		

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Boarding Provision**

#### **Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

#### **Part B: Inspection Methods Used & Findings**

##### **Inspection Methods Used**

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

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

#### **Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. 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 Edge Grove 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.

Edge Grove School was founded in 1935 and is set in 25 acres of parkland incorporating nine acres of playing fields, spinneys and a lake which is a bird sanctuary. In 1969 Edge Grove became a charitable trust non-profit charitable trust under the guidance of a board of governors. The school has its own boat that senior pupils can use under supervision. Around the school buildings are landscaped and well kept gardens, a large sports hall, heated swimming pool, a roller blading area, two tennis courts and two croquet lawns. A wealth of activities are offered within the school and pupils who are not academically gifted are encouraged to excel in other areas such as music, sport or art. The school motto is "Ultraque Fortuna Fides" – "Whatever your fortune have faith" and this is realised in the paradox of educational approaches within the school. Pupils who excel academically are encouraged, but there is also a team of staff specifically trained and employed to meet the needs of pupils who have special needs. Edge Grove school offers a boarding provision for children between the ages of 7 and 13 to boys and girls. Children are able to flexi board - this provision is being streamlined to minimise disruption to full time or weekly boarders. The whole school is divided into four sections: Hart House for pre- prep children aged 3-7; Edge Grove has the junior school for ages 7-9, the middle school for ages 9-11 and senior school for 11-13.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Children stated in the pre-inspection questionnaires that they enjoyed boarding because they were with their friends and staff were understanding. The head teacher is aware of the topics that were raised by the pupils and has addressed a wealth of issues since coming into post in September 2002. Children confirmed that bullying was not an issue within the school and if concerns are raised that they are dealt with. The school has a friendly and welcoming atmosphere. Inspectors found the approach to inspection open and honest; children were encouraged to speak to the inspectors individually and the issues that they raised corresponded with comments in the questionnaires. Meetings with boarders take place regularly for each year but the sixth form have regular formalised meetings. There is an ideas box in the dormitory area for children to make suggestions. Teaching staff supervise the boarding areas and this enables a seamless and consistent approach: teachers build up a relationship with pupils outside of the classroom and see a different side of the children. This also ensures effective communication and there is no division between care and teaching staff. Parents who returned the questionnaire sent out by the National Care Standards Commission spoke highly of the school and its staff team.

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

The main school building is a listed building and as such changes require planning permission. In order to secure planning permission the school had to submit a ten year plan and have therefore devised plans for improvements through to 2015. The girls boarding provision is having changes made by introducing showers into the main building and increased toilet provision. Prior to September 2002 the school had little paperwork to evidence the practices that took place within the school and little recruitment documentation. The staff team, primarily the headmaster and his wife, have worked hard to devise and implement policies and procedures, educational plans and recruitment checks. The inspectors noted that the headmaster embraced the inspection process and findings as he viewed the process as a positive one. The lead inspector is confident that areas that require attention will be dealt with.

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

This initial inspection under the National Minimum Standards was an extremely positive one. As stated earlier, many areas have been addressed and the headmaster demonstrated insight and a good awareness of the Standards. All staff knew about the Standards and their content: when Inspectors met with the staff team they all had evidence to demonstrate how the Standards are being met. The Inspectors would like to thank the headmaster and his family for allowing them to base themselves in their sitting room and for the ongoing hospitality (and tea and cake) throughout the three days of inspection. The children were polite, helpful and honest. Staff were incredibly helpful and went out of their way to accommodate the Inspectors despite the disruption to the routine of lessons and activities. The Inspectors thoroughly enjoyed their visit to the school and look forward to seeing the ongoing improvements that will be made to the environment and the running of the school.



<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
--

**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	The child protection policy should state that a referral will be made within 24 hours to the local social services department (as opposed to 48 hours) and that the National Care Standards Commission will be notified.	30/04/04
2	BS5	Boarders and their parents should be informed by the school how the National Care Standards Commission can be contacted regarding any welfare related complaints.	30/04/04

3	BS15	<ul style="list-style-type: none"> <li>• The school nurse's assistants should not be referred to as nurses unless they are registered as such.</li> <li>• The school nurse stated that the boarders could decide whether they see the doctor alone or are accompanied; a parent has said that this is not the case and it is recommended that the headmaster investigate whether this is an accurate report.</li> <li>• The school nurse should re-acquaint herself with the Nursing and Midwifery Council's Guidelines for the Administration of Medicines to ensure compliance.</li> <li>• A household remedies policy should be devised in conjunction with the G.P.</li> <li>• Appropriate storage facilities for controlled drugs should be purchased and a protocol on their administration devised with consideration of 2 signatures being required.</li> <li>• The input of a pharmacist is recommended.</li> <li>• The medication fridge should be kept locked and a record of temperatures to be taken daily has been made.</li> <li>• The way in which medication is administered should be reviewed and again the advice of a pharmacist should be sought.</li> <li>• All boarders' health information should be collated to ensure all information is immediately available should it be required.</li> </ul>	30/04/04
4	BS17	Care plans should be in place to identify how health, emotional, behavioural and welfare needs are managed, monitored and met.	30/06/04
5	BS19	Boarders should be able to write and/or e-mail home in private without letters or messages being censored.	30/05/04
6	BS24	Kitchen staff should wear protective clothing whilst preparing and serving food. Staff who serve food should receive appropriate food handling training. Lunchtime sittings should be reviewed to afford more time to eat.	30/05/04
7	BS25	Boarders should have access to drinking water both in boarding and teaching areas. Older boarders should have the facility to prepare snacks, drinks and store food appropriately.	30/05/04

8	BS34	All staff should receive child protection training.	30/09/04
9	BS37	All staff should observe a knock and wait policy prior to entering dormitories or changing areas.	30/04/04
10	BS40	A review of electrics in the dormitories should be conducted to identify any system overloads and ensure health and safety is observed.	30/04/04
11	BS44	There should be at least 1 shower or bath for every ten boarders, one WC for every five boarders and at least one washbasin for every three boarders. Facilities should not be shared by both genders. The National Care Standards Commission should be notified of the completions of works.	30/11/04
12	BS45	Limited changing facilities are available but plans are in place for their improvement. The National Care Standards Commission should be updated regarding the ongoing process of the plans being approved.	30/11/04
12	BS38	There should be two written references in place on the staff files which are followed up verbally.	31/05/04

#### 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	BS24	A menu should be on display to provide information about the meals available.

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

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

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

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person or Counsellor</li> <li>• Chair of Governors</li> </ul>	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	1/03/04
Time of Inspection	10:00
Duration of Inspection (hrs.)	75.25
Number of Inspector Days spent on site	10

**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**

7
---

**TO**

13
----

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

<b>Boys</b>	45
<b>Girls</b>	13
<b>Total</b>	58
<b>Number of separate Boarding Houses</b>	8

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 school issues a prospectus and this informs prospective pupils and parents that the school offers a boarding provision. On joining the school Pupils receive a boarders' guide detailing the routine of the school and outlining the school's expectations of them. Parents receive an A-Z guide that informs them of the school routine and who to contact with any concerns. Both handbooks answer any enquiries and are extremely informative; they are both current documents. The handbooks expand upon the information that is given in the prospectus so they will already have an overview of the facilities and services provided by the school. The aims of the school and boarding are incorporated into both handbooks and are accompanied by comprehensive terms and conditions.</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>There is a comprehensive anti-bullying policy in place which recognises the various forms which bullying may take. This forms part of the staff handbook and is referred to in the information given to parents. Pupils are aware of bullying and discuss it in various forums such as dorm meetings and Personal Social Health Education lessons. Each child receives a HELP leaflet on joining the school and this is reissued at regular intervals. The leaflet clearly and simply informs children whom they can speak to with concerns and is on display throughout the school and dormitories. The pre-inspection questionnaires reflected that children knew who to talk to if they had concerns and identified that bullying is not a major issue within the school. This was borne out during inspectors' discussions with the children. Staff confirmed their knowledge and awareness of the anti-bullying policy and GAP students have this information in their induction pack.</p>		
<p><b>PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED</b></p>	<p>100</p>	<p>%</p>

**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

The school takes its responsibility to safeguard and promote the safety and welfare of each child very seriously. There are two members of staff responsible for Child Protection but each member of staff is aware of the policy (including GAP students and Ancillary staff). This comprehensive policy refers to the local Child Protection policy in Hertfordshire. Staff have received in house training on child protection and this will be offered to ancillary and other non-teaching staff in the near future. As with other policies the child protection policy is clear and simple to understand. It identifies potential signs of abuse and how to take concerns further. A recommendation has been made for the policy to include that a referral will be made within 24 hours to the local social services department (as opposed to 48 hours) and that the National Care Standards Commission will be notified. Prefects are aware of their responsibility to report any concerns that they have about junior pupils or their peers. The headmaster plans to expand the child protection policy to include a whistleblowing policy. In addition to the missing pupil policy a format to devise a missing pupil form is being discussed as all the required information is in place but not yet collated.

**Standard 4 (4.1 - 4.7)**

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

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

3

A rewards and sanctions policy is in place and is well known to pupils and staff alike. Good performance and behaviour is rewarded by merits and exceptional behaviour or performances are rewarded by double stars. Those who receive double stars are announced during assembly and rewarded with a book token. Children who are consistent with rewards can become a leading citizen and are generally rewarded at the end of term: recently lead citizens were rewarded with watching a film. Those who do not conform receive de-merits but they only cancel merit points as opposed to being counted as negative points i.e. points only ever return to zero rather than minus figures. A form diary travels to each lesson to record the general behaviour of a class and monitor any disruptive pupils. Ongoing poor behaviour may result in a detention. There are consequences to challenging school discipline which may result in suspension or expulsion. School discipline issues and boarding issues are kept separate and have separate recording facilities. The benefit of having teaching staff covering boarding duty ensures that they can monitor any issues that arise during school time. Children identified in both their completed questionnaires and in conversation with the Inspectors that punishments were fair. The headmaster reviews any punishments and they are recorded. He also signs communication sheets to evidence that he is aware of staff contact with family members or guardians.

<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>	2
<p>There are two complaints policies in place: one for pupils and one for parental concerns and complaints; the policies clearly state how a complaint is dealt with. Both parents' and boarders' handbooks refer to complaints and how concerns can be raised but should include how the National Care Standards Commission can be contacted regarding any welfare related complaints. Pupils are aware of how they are able to make a complaint and all children receive a HELP leaflet at regular intervals that outlines how they can raise concerns. A laminated copy is on display with the complaints policy strategically placed for access by pupils. A record of complaints is kept and the headmaster reviews them regularly to identify any patterns. The school's proactive approach ensures that concerns are dealt with at an early stage and this prevents the issue escalating. The headmaster is aware of communication between teachers and parents to ensure that any potential problems are minimised. Boarders are well aware of how they make a complaint and they can share their concerns to teaching staff in school or to boarding staff. The dormitories house an ideas box which can be used to raise concerns anonymously.</p>		
<b>Number of complaints, if any, received by NCSC about the school during last 12 months:</b>		0

<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
<p>Personal Social Health Education lessons provide a regular forum for health education discussions. Guidance is given about substance and solvent abuse and the school has links to other agencies that provide speakers to educate staff and children. Boarders are aware that they should not bring aerosols into school (to the extent that roll on deodorants are advised). The information given about potentially contentious issues is tailored to equip the children with advice that they need but consideration is given to their age. The staff handbook includes guidance on the schools policies about smoking, alcohol and substance abuse.</p>		

**Standard 7 (7.1 - 7.5)**  
**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>	<b>3</b>
----------------------------------	----------------------	----------

Records are kept regarding children's health needs and information is gathered from admission sheets that are updated annually. The school nurse keeps information pertaining to health needs but records are kept in different places within the surgery. The lead inspector recommends that individual records are collated and kept together in individual files or separate sleeves. Eventually records will include details to form a missing pupil document. Personal information is currently on display in the surgery that has a steady stream of visitors. Keeping information in a folder would ensure that confidentiality is better observed in the surgery. Files in the main office are kept in two cabinets – one for access to all staff, the other for those on a 'need to know' basis. Contact details are kept in strategic places so that staff can quickly find information if required. In order to meet specific health needs of children (e.g. risk of anaphylactic shock) details are kept close to the reception area in addition to the surgery. Staff have all had in house training on dealing with allergic reactions and a video is available for those requiring a refresher.

## 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

The headmaster has been in post since September 2002 and he has been praised by boarders, parents and staff for the positive changes that have taken place under his headship. Staff and boarders capitalise on the head's open door policy and it is evident that he has a good awareness of events and issues within the school. He has regular contact with the governing body and meets frequently with the Chair of Governors to ensure that there is ongoing communication. This in turn enables the Governors to monitor welfare provision within the school. Senior staff are well-experienced teachers who are practised in boarding welfare. Two members of staff are currently studying for a qualification in boarding welfare.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

4

There are two comprehensive policies: one on crisis management and the other on disaster response. This is an area that has been thoroughly addressed and guidance on what to do is place in strategic areas around the school. Staff will have roles delegated to them and the policies are specific in what needs to be done. Both policies provide guidance on what has be done, guidance in dealing with the media and all points are clear and concise. All major foreseeable incidents have been identified, as have appropriate responses.

**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?**

2

The provision for girls to board has only been available for the past two years and the headmaster is endeavouring to offer appropriate facilities for the girls. Showers are currently out of the building but they will be built during the summer holidays and there is only one toilet available. There are two dormitories for the girls (divided into older and younger) but plans are in place to improve the layout and toilet and washroom facilities. There are six dormitories for younger and older boys. All the dormitories were clean and well maintained. The headmaster is aware that there are ongoing issues that require addressing such as electrics and warmth. He is liaising closely with the maintenance department to prioritise which areas require attention. There are plans for improvement to school facilities outlined until 2015. Inspectors were furnished with copies of planned improvements and look forward to seeing developments taking place. The delay is with the planning department and it is evident that those improvements that can be made have been. Communal showers have been separated into cubicles, televisions are accessible to boarders and there are plans to explore a common room facility. The previous one was placed on a balcony and compromised children's safety and is no longer in existence.

**Standard 11 (11.1 - 11.6)**

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

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

3

The school offers a wide range of activities from cub scouts through to fencing. The timing of activities has been reviewed as boarders were previously involved with activities until twenty minutes before bed and this did not provide enough winding down time. Staff are endeavouring to create a balance between the range of activities on offer within the time available. Some of the previous activities are no longer happening but some should be introduced in the near future e.g. horse riding. Some of the activities are available as a continuation of school activities e.g. participation in cricket and rugby matches. Boarders take a trip away from the school over the weekend or are given wider access of the school grounds, as there are fewer boarders at this time. The evenings are when boarders can enjoy some free time as they complete work during the day. Boarders have access to the internet but there are safeguards in place. A copy of the internet access policy is sent to all parents to seek their permission for children to access the internet out of school hours. The internet also offers the opportunity for children to keep in touch with friends and family.

**Standard 12 (12.1 - 12.2)****Boarders have opportunity to contribute views to the operation of boarding provision.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

The dormitories contain an ideas box for children to submit suggestions about the school and boarding. Key members of staff empty this at regular intervals and feedback is given in dormitory meetings. Dormitory meetings take place on a regular basis, usually accompanied by a flask of hot chocolate in winter months. These are minuted afterwards to ensure that they remain a relaxed forum and are not impeded by note taking. The senior pupils rotate as Dormitory Captains and they also act as a resource for information gathering. The inspectors suggested that results of feedback from the ideas box and meetings should be displayed to enable the children to see that their views are valued and to enable them to be reminded action does take place. The headmaster is considering the introduction of a school council to offer the opportunity of formally gathering opinions and in addition to informal forums. Prefects meet regularly and their meetings are recorded.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

All senior pupils become prefects and are identified by their specific ties, blazers and white shirts. They are aware that they are in a role of responsibility, which is a privilege, and it is one that can be revoked. The prefects contribute their views at regular meetings and are given information to cascade to younger pupils. Meetings also enable staff to monitor the performance of prefects and ensure that they are coping with their added responsibilities. Prefects are given a guide to inform them about their role and associated duties. They are responsible for acting as Dormitory Captains and oversee the smooth running of dormitories and identify any issues that staff need to be aware of. Dormitory Captains assist staff during fire drills and help with rising and retiring. Each dormitory house has healthy competition using a star system and the dormitory that has the highest number of stars wins.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

Each dormitory has a key member of staff and boarders recognise that they can talk to form teachers in addition to staff with boarding responsibility. The boarders' questionnaires illustrated that the children are happy to share their concerns with a variety of staff. Although the teaching staff play a part in supervising the boarders there are also GAP students, a school nurse and her assistants, a housemistress and housekeeping staff. The HELP leaflet identifies who boarders can talk to and this is on display throughout the school. All boarders are aware of who the school counsellor is and find them accessible and approachable. The number of Childline is on display and is also on the school's intranet. Criminal Record Bureau checks are conducted for any member of staff or other individual who the children have contact with.

## **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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
----------------------------------	----------------------	----------

There is a school nurse or one of her staff on duty for the majority of the time. Her two assistants are both ex-nurses but are not currently registered and should therefore not be referred to as nurses. There is a first aider available at all times and a proportion of staff have completed an extended first aid course. All boarders are registered with a local G.P. and staff ensure that there is access to optical and dental services as required. The school nurse also uses the G.P. for professional guidance and as a resource. Although the school nurse stated that the boarders could decide whether they see the doctor alone or are accompanied, a parent has said that this is not the case. It is recommended that the headmaster investigate whether this is an accurate report. The girls are able to make an appointment with a female G.P. if so desired. The school nurse administers medication and the lead inspector recommends that she re-acquaint herself with the Nursing and Midwifery Council's Guidelines for the Administration of Medicines. Medication is either brought in by the pupils or prescribed by the doctor during the school term. Although there are guidelines in place for household medication it is recommended that a policy is devised in agreement with the G.P. Medication is stored securely but it is recommended that as Controlled Drugs are administered that the appropriate storage facilities are purchased and a protocol on their administration is devised with consideration of 2 signatures being required. The input of a pharmacist is recommended. A recommendation has been made for the medication fridge to be kept locked and a record of temperatures to be taken daily has been made. It is also recommended that the way in which medication is dispensed is reviewed and again the advice of a pharmacist should be sought. A written record of medication administered is kept in a daily diary as opposed to a Medication Administration Record Sheet. Any medical or first aid treatment is recorded on an individual card which is kept as part of an alphabetised system. The lead inspector suggested that all boarders' health information was collated to ensure all information was immediately to hand should it be required. Parents sign a permission slip to give permission for any medical treatment required.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
----------------------------------	----------------------	----------

The school has a surgery (which is the nurse's office) and there is a single bed for those children who are unwell. They are supervised by staff whilst unwell to ensure that they receive the care and attention that they need. Where appropriate children who are unwell are sent home. Boarders are able to summon attention during the night from staff who sleep on site. Dormitory Captains are quite often nominated by boarders to summon help if someone is unwell during the night.

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>The school caters for some pupils with special needs and they are supported appropriately. Staff have worked hard to tailor the environment in the dormitory to meet specialist individual needs and minimise disruption to other boarders. Boarders with Special Educational Needs have educational plans in place to ensure consistency with their teaching. It is recommended that welfare/care plans are devised. Staff are meeting weekly to ensure that the needs of one boarder are met and liaising with his family and professionals but there is no associated action plan to evidence that the work is taking place. Good care is evidently taking place but the approach requires formalising. It is recommended that, where possible, care plans are devised in conjunction with family members and professionals. Care plans would demonstrate how staff are meeting specific health, social and behavioural needs. They would outline the needs of a child and how staff are managing and monitoring issues from homesickness to bed wetting. Homesickness is viewed as a healthy reaction by staff as it demonstrates that children have come from a stable environment. Those children who have medical and behavioural needs would benefit from the same consistency that is achieved through the use of educational plans. Staff have previous experience of liaising with other professionals to provide holistic care. The inspectors have borne in mind that there were few records in place to reflect how the educational needs of children were being met until recently.</p>		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a policy in place to ensure that equal opportunities are promoted within the school. Edge Grove encourages children to excel in all areas and recognises that this may not always be in academic subjects. The school also caters for children whose first language is not English. The English as an Additional Language (EAL) Policy marries well with the Equal Opportunities policy as it recognises the potential vulnerability of pupils from abroad. The aim of meeting the needs of pupils with EAL is to 'foster a sense of belonging and learning to care for and live with others.' Inspectors observed that pupils were assimilated into the routine of the school whilst individual needs are met. The kitchen staff cater for specific dietary needs and children are not singled out because of their individual needs.</p>		

<b>Standard 19 (19.1 - 19.6)</b>		
<b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Boarders are encouraged to write to their parents every Sunday afternoon. This acts as a creative writing exercise and staff check for grammatical errors after parental requests to do so. It is recommended that further negotiation take place between staff and boarders as they are unhappy with the current arrangement and wish to send letters in private. Children receive post, which they open independently. There is one payphone that is screened by a curtain. The headmaster has previously sent out British Telecom Chargecards to boarders' parents but only one family has chosen to register with the scheme. The boarders have raised the issue of privacy in their dorm meetings and would like an additional telephone. The school has several cordless telephones which would be available if the Chargecard system had a received a more enthusiastic reception. This will be revisited by the headmaster and he will write to parents to express children's frustrations about contact via telephone. Helpline numbers are displayed throughout the school and the Child Line number is on the school intranet. The school has a Mobile 'phone ban to minimise theft, competition between models and bullying by text. Each child has an e-mail address to enable them to communicate with family and friends. Families are able to visit boarders during term time and are asked to give notice of their visit and to meet within the school or school grounds.</p>		

<b>Standard 20 (20.1 - 20.3)</b>		
<b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school actively discourages boarders from bringing in pocket money and valuables. If money is spent during term time the bursar invoices the families accordingly at the end of each term. An exception may be made for overseas students but records would be kept and the school would take charge of the finances. Each boarder has a lockable trunk in which to keep personal possessions. The confiscation of pupils' property policy provides staff with guidance if boarders' property is removed.</p>		

<b>Standard 21 (21.1 - 21.3)</b>		
<b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>All boarders receive a handbook, as do their parents. Prior to joining the school families will have seen a prospectus that provides an overview of the school and its ethos. A host of information is sent to boarders and their families as 'joining instructions'. The school hosts visits for potential boarders so that immediate anxieties can be allayed. An informal buddy system is in place where an existing pupil will support a new member of the school. The headmaster is planning to introduce a 'Friends' scheme within the school which will formalise this approach: each pupil will be allocated a friend in each school year with the eventual aim of a senior pupil having a contact in each year.</p>		

<b>Standard 22 (22.1 - 22.4)</b> Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The school do not appoint educational guardians. If they recommend contacts that families can use it is made clear that the parents rather than the school are responsible for children's welfare whilst in the care of guardians.		

<b>Standard 23 (23.1 - 23.4)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The headmaster regularly reviews documents pertaining to pupils' welfare. The head of boarding and the headmaster are members of an executive committee dedicated to health and safety, which incorporates risk assessments. A comprehensive audit has recently taken place to identify risks and they are regularly reviewed. Communication sheets are brought to the headmaster to counter sign and this ensures he is aware of ongoing contact between families and staff. All punishments are recorded and again, the headmaster reviews records. The same system is in place for complaints and accidents. If patterns are identified or incidents are high in frequency a strategy meeting is called. For children with ongoing needs regular meetings take place. To balance the punishments the headmaster and deputy are also responsible for awarding doubles stars to reward good behaviour.		

<b>Standard 24 (24.1 - 24.8)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
The inspectors enjoyed a variety of meals with boarders and staff. The boarders confirmed that the choice and quality was consistent with 'everyday' meals. Snacks are offered between meals and prior to bed. If desired children can go up for a second helping of food (less so at lunch). Lunch was a little rushed in order to achieve several sittings but the headmaster aims to address this in the near future. The boarders commented that they felt hungry but the inspectors found it difficult to identify why this was. The inspectors have recommended that a food audit, perhaps in the form of a questionnaire, take place to identify what the issues are. A vegetarian option is available and kitchen staff have records of dietary requirements. The school have recently had an environmental health inspection where few recommendations were made. Although kitchen staff have had food hygiene training they needed reminding to wear their protective clothing. It is recommended that staff who handle food receive appropriate training in food hygiene.		

<b>Standard 25 (25.1 - 25.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
There is little accessibility to water throughout the school. The headmaster plans to liaise with the maintenance department to investigate if drinking quality water can be introduced into more of the school areas (such as bathrooms) where there is currently a water supply. Water is available to boarders and the girls have a jug left in their bathroom as their water supply is not currently of drinking quality. Water or an alternative is served during mealtimes and there is a water fountain in the changing area but it is not well utilised. Snacks are available in addition to main meals but there is no provision for senior pupils to prepare snacks and drinks or store food. The offer of this provision may alleviate the complaints of hunger as they mostly stemmed from older pupils.		

<b>Standard 26 (26.1 - 26.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Fire evacuation procedures are on display throughout the school and boarders demonstrated how they evacuate a dormitory during a fire drill. Fire drills occur regularly and this was evidenced with records. A nighttime drill also takes place each term to ensure that boarders and staff are aware of the evacuation procedure. Fire points, fire alarms and emergency lighting tests are conducted by the maintenance department and records supported that this was occurring. All fire equipment is also regularly checked.		

<b>Standard 27 (27.1 - 27.3)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The boarders do not consider that there are any onerous demands made of them. If a sports fixture means that they arrive late for a meal then preparations are made for them to eat later. All boarders have free time and staff ensure that pupils do not over tax themselves.		

<b>Standard 28 (28.1 - 28.2)</b> The welfare of any children accommodated at the school, other than pupils, is protected.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
The school does not currently accommodate children other than its own pupils.		

<b>Standard 29 (29.1 - 29.6)</b> <b>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The head of expeditions ensures that all relevant risk assessments are in place and that contact has been made with external companies providing activities. This ensures that they provide the school with copies of their risk assessments prior to the school's stay with them. Any activities that are assessed to pose a risk are supervised and assessed. The school ensures safety equipment is provided for high-risk activities e.g. pupils who participate in rugby have mouth guards fitted prior to being able to play. All parent are required to sign permission slips to enable their children to participate in activities and slips are sent out each term.</p>		

<b>Standard 30 (30.1 - 30.5)</b> <b>Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are daily newspapers on display and televisions are sited in most of the dormitories. There are computers available and the school has its own intranet site which has links that children can access. Videos, DVDs and computer games are also available. The school runs its own cub and scout troop and there is a wide range of activities that children can participate in after school. Staff take responsibility for running clubs that reflect their own interests e.g. model railway club. Trips take place at weekends and these are supervised by staff. Boarders are aware that they are not able to leave the school site unsupervised.</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>There are sufficient staff numbers on duty to support the boarders after school is over. This facilitates a range of activities as older and younger boarders have a variety of tastes. Staff are able to meet the needs of the children as they choose to spend their time in various parts of the school. Teaching staff participate in the duty rota and this provides a seamless support system as the staff gain an insight into another side of the child and vice versa. Staff will cover each other in times of sickness or absence. Boarders know who they can go to for support and identify senior staff who they can go to for assistance. Staff also know how they can gain support and how to summon assistance. Boarding responsibilities are outlined in the staff handbook and can refer to the boarders' policy if they need more information.</p>		

<b>Standard 32 (32.1 - 32.5)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarders' trips are supervised and risk assessed prior to leaving the school site. The same procedures are put in place for a day trip as for a longer trip away from the school in that staff are equally as thorough in the assessments and checks they conduct. Thorough planning of trips always ensures adequate staff support and minimum staff to pupil ratios are generally exceeded. This ensures that GAP students are not solely responsible for the care of boarders away from school grounds. The staff can refer to their handbook for guidance on school outings and there is a comprehensive guide to ensure each aspect of a trip is assessed. Staff who go on a trip remain contactable by mobile phone. If a school minibus is used a policy is in place to inform staff of the necessary checks required and their responsibilities as driver.		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is always at least one member of staff sleeping on site. GAP students sleep on site in addition to boarding staff. Boarders know who to contact and how to do this. The responsibility of summoning staff assistance during the night would generally fall to dormitory captain but all boarders are aware of how to seek help. A register is taken to record who is boarding and several registers are completed throughout the day to ensure all children are present or their whereabouts is known.		

<b>Standard 34 (34.1 - 34.7)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
The staff handbook reflects that staff are aware of their boarding duties and this is reflected in job descriptions. Some staff are completing training with the Boarding Schools Association and this has provided greater insight into their role. The majority of staff have had child protection training and there are plans for an update to be offered to ensure all staff receive training. Despite this all staff were aware of the Child Protection policy (including GAP students) and were aware of the action they were required to take if a child made a disclosure to them. Staff receive an annual review in which they discuss their roles and responsibilities. There are no partners or spouses of staff who reside in the boarding accommodation. There are clear lines of responsibility and ancillary and contract staff are managed by heads of departments.		

**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

All staff receive a copy of a staff handbook. This contains comprehensive information about the running of the school and key policies and procedures that they will be responsible for implementing. The purpose of the handbook is to equip new staff with information about bullying, complaints any other issues that pertain to boarders' welfare. It also ensures that staff are aware of the routine of the school and the support systems that are in place for staff and boarders. The handbook also acts as an 'aide memoir' for existing staff. Staff contracts are in the process of being issued, as there was none in place previously. The new documentation will incorporate the grievance and disciplinary procedure and they are being drawn up with the assistance of a solicitor.

**Standard 36 (36.1 - 36.4)**

There are sound staff/boarder relationships.

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

3

Boarders were generally positive about their relationships with staff. They feel that they are listened to and that their views are listened to and acted upon. Boarders were able to identify who they could and would take their concerns to. Questionnaires reflected that the children felt that they are treated fairly by staff. Boys believe that girls receive different treatment but their perception is not an accurate one. All the boarders were highly complimentary about the headmaster and the changes that he had implemented within the school.

**Standard 37 (37.1 - 37.2)**

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

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

2

Staff patrol boarding areas and respect the boarders' independence by enabling them to care for themselves. If required staff will offer assistance. The girls are supported by female staff whereas both male and female staff support the boys. The boys raised the issue that staff (usually female) would enter their dorm without knocking or asking if they were decent and then immediately entering. Inspectors observed that not all staff observed a knock and wait policy before entering a dormitory and it is recommended that this is introduced.

<b>Standard 38 (38.1 - 38.10)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
<p>All staff are subject to a Criminal Records Bureau check before being able to start work. The bursar is to be commended for the swiftness that applications for CRB checks have been applied for existing staff. No police checks or evidence of CRB checks were available prior to the employment of the head and bursar and they have quickly addressed the issue. Peripatetic staff are subject to CRB checks and records are kept. All Criminal Records Bureau checks are conducted at an enhanced level. The school reviewed its recruitment policy in September 2003 and anyone who has been recruited since this date has most of the required documentation in place. There were files that did not contain written references. A requirement has been made for two written references to be in place for each member of staff and references must be followed up verbally. The inspectors suggested that a checklist was devised based on the documentation listed in the National Minimum Standards to further streamline the recruitment system. There are no staff on site who do not work on site but should any join they would be subject to a CRB check. GAP students are subject to the same checks as permanent staff and the school ensures that they have a certificate of good conduct from their home country.</p>		

<b>Standard 39 (39.1 - 39.4)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>All staff, including ancillary staff, are subject to a Criminal Records Bureau check at enhanced level. Visitors to the school are kept under close supervision to prevent unsupervised access to boarders and their accommodation. Any adult who lived on site but was not employed by the school would be subject to a written agreement with the school to ensure that they are aware of the terms of their accommodation and their responsibilities whilst living on school grounds. There are currently no adults on site who are not employed by the school.</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

As stated earlier, the school is undergoing a period of review and plans have been submitted to the local planning department. The headmaster and his team are aware that there are cold spots within the school and have taken steps to address shortfalls in heating. All dormitories are clean and suitably furnished and well maintained. The majority of bunk beds have been replaced and there are plans to update the remainder. There is the opportunity to personalise the dormitories and there are age appropriate posters and pictures on display. The inspectors recommend a review of electrics in the dormitories as the girls' dormitory fuses blow if the system is overloaded and plug sockets generally appear well utilised with adaptors and extension leads evident. The present accommodation would not meet the needs of any boarders' with disabilities but this will be addressed with the introduction of a lift in the future and sympathetic alterations.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Only boarders access dormitories and it is not adjacent to any teaching provision. Boarders are discouraged from returning to the dormitories during the day. Pupils recognise that the dormitories are for use by boarders and have no reason to access them. Because the boarding provision is within the main building it is not accessible to the public. Windows are restricted and alarms are fitted to vulnerable windows. The school is secured overnight and is only accessed by keypad. There is a policy in place to deal with visitors to the school. CCTV cameras are focused over the car park and do not infringe upon boarders' privacy. The school is not used by members of the public.</p>		

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Sleeping accommodation is sufficiently furnished. The children have room to change by their bed and there is adequate storage for their belongings in and outside of the dormitories. Beds have been replaced and there are plans to renew the outstanding remainder. Bedding is regularly changed and laundered and there is no variation between dormitories on the condition of bedding. Boarders were complimentary about the changes that had taken place so far within their accommodation.</p>		

**Standard 43 (43.1 - 43.2)**  
**Suitable facilities for both organised and private study are available to boarders.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are areas that boarders can study out of school time but this opportunity is built into the school day. Pupils can study in the reference library or an adjacent room if desired.</p>		

**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

As stated earlier, plans are in place to improve the facilities especially in the girls' dormitories. The head teacher is aware that the toilet and washing facilities do not meet the National Minimum Standards and has taken positive steps to address this. Girls currently have to leave the main building to shower and only have access to one toilet. Shower and toilet provision will be built during the summer holidays of 2004. When the headteacher arrived in 2002 all showers were communal and he has ensured that they have been divided into cubicles. Sanitary provision for the girls is on order and this will be increased along with the facilities. Inspectors observed the boarders' rising routine and there were no queues for washing facilities, as it appeared that the boarders naturally staggered their rising times. The headteacher has requested that the inspectors return to review the building work once completed and they are happy to oblige. Staff and visitors have access to separate provision and do not share boarders' facilities.

**Standard 45 (45.1 - 45.3)**

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

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

2

Limited changing facilities are in place and there are plans to improve these facilities in the future. The school aims to provide changing rooms for younger and older pupils and extend the current provision. Toilets and showers form part of the changing facilities.

**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

There are a range of activities for the boarders to participate in. The school has a blading area, tennis courts, croquet court, lake and swimming pool. There is also a sports hall where a range of activities are available both as part of the curriculum and for boarders to utilise in their free time. For those wanting to relax there is the option of using the library or computer areas. In addition to books there are board games and a large television. There are few places for boarders to be alone in the school and this will hopefully be addressed once the layout of the school is reviewed. Boarders can go up to the dormitories outside school time and dormitories have sitting areas. The boarders have no reason to access staff accommodation.

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The health and safety executive team each took an area of the school and conducted risk assessments. These documents are reviewed annually or as necessary. Risk assessments are in place for the school grounds as well as high-risk areas within the school. Teaching staff are responsible for completing risk assessments for their teaching areas. Boarders are notified about high-risk activities or out of bound areas and the reasons why they are deemed as such. As recommended earlier significant hazards should be re-assessed e.g. electrics in the dormitories. Most windows have restrictors fitted and the schedule should be completed shortly. There is a programme (which will be over several years) to replace existing glass with safety glass in those windows that are at significant risk of impact. The health and safety team have recently completed a health and safety policy that is available to all staff.		

<b>Standard 48 (48.1 - 48.4)</b> <b>Suitable accommodation should be available for the separate care of boarders who are ill.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school nurse and her assistants are based in the surgery that has a bed within it. They are situated near to a toilet and not far from washing facilities. There are protocols in place for boarders who cannot return home when unwell but where possible boarders would return home.		

<b>Standard 49 (49.1 - 49.3)</b> <b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The school has a laundry on site and all boarders are aware of how to present their clothes for washing. An external contractor completes the laundry of bedding. Boarders are not expected to do their own washing. The boarders' clothes are stored in an organised manner and labelled to ensure return to the correct boarder.		

<b>Standard 50 (50.1 - 50.2)</b> <b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders take trips out and these sometimes consist of shopping trips. Boarding staff can purchase items on behalf of boarders but basic items are available at school such as shoelaces. Boarders have frequent exeats that enables them to return to the care of their family or guardian.		

<b>Standard 51 (51.1 - 51.11)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	9
The school does not use lodgings.		

<b>Standard 52 (52.1 - 52.8)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The head of expeditions will liaise with any provision to acquire the necessary information and risk assessments. The school tends to revisit previous accommodation when going on holidays or field trips and as such are familiar with the environment and facilities. Pupils are well supervised by staff when on trips and boarders confirmed this. A policy is in place to provide guidance for teachers when away from school. This protocol ensures consistency and good communication.		

**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)**

A lay assessor was not present during the inspection.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date**

<b>Lead Inspector: Angela Dalton</b>	<b>Signature:</b>
<b>Second Inspector: Pat House</b>	<b>Signature:</b>
<b>Locality Manager: Cathryn Bramham</b>	<b>Signature:</b>
<b>Date:</b>	

## PART D

## HEAD'S RESPONSE

### **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 1<sup>st</sup> March 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

The head's response is available on request from the Herfordshire Area Office.

**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 , 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 Michael T Wilson of Edge Grove 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**                      Michael T Wilson  
**Signature**                      \_\_\_\_\_  
**Designation**                    Headmaster  
**Date**                              26/03/04

**Or**

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

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

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