



Making Social Care  
Better for People

# inspection report

**BOARDING SCHOOL**

**The Chorister School**

**The College  
Durham  
DH1 3EL**

*Lead Inspector*  
Mr Leonard Hird

*Announced Inspection*  
6th November 2006      09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

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

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

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

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

# SCHOOL INFORMATION

**Name of school** The Chorister School

**Address** The College  
Durham  
DH1 3EL

**Telephone number** 0191 3842935

**Fax number** 0191 3831275

**Email address**

**Provider Web address**

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

**Name of Head** Mr Ian Hawksby

**Name of Head of Care** Mr J Bland

**Age range of boarding  
pupils** 7-13

**Date of last welfare  
inspection** 9 May 2003

**Brief Description of the School:**

The Chorister School is an independent co-educational day/boarding school with charitable status and is located in Durham City within the grounds of Durham Cathedral.

The school provides education for both boys and girls between the ages of 4-13 years.

The school offers independent education to children from the North-East of England and further a field including Hong Kong.

It is easily accessed by road and is near to Durham City's shops and amenities.

The schools residential buildings were located in the main school building.

The number of boarding pupils residing at the School varies during term time with some boarding pupils residing there full time during term time whilst others flexi-board by arrangement with the school.

The maximum number of children that may board at the school is 35.

# SUMMARY

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

This announced inspection of The Choristers School took place during 6 – 9<sup>th</sup> November 2006.

It found that of the 49 standard areas inspected 6 were almost met, 37 were met and 6 standard areas were exceeded.

The inspection process included talking to boarding pupils, house staff, teaching staff, members of the Chapter staff, ancillary staff and members of the management team.

A boarding pupils pre-inspection survey sent by the Commission for Social Care Inspection was looked at along with records, documents and information supplied by the school, parents and significant others.

The school had ensured that any recommendations made at the last inspection had been addressed.

Policies and procedures had been revised and updated in line with current regulatory and social developments.

The documentation examined during the inspection was accurate, generally well maintained, and readily available.

Boarding pupils spoke very positively of their life at the school and of their positive working relationships with House and Chapter staff.

This was a positive inspection of The Choristers School, finding that the commitment of both the school, its staff and members of the Chapter staff to the development and welfare of both the Choristers and boarding pupils was of a good standard.

## **What the school does well:**

The Choristers School provided a caring, listening and encouraging environment for children to develop in and this was being done in a well-managed, pupil centred, safe and encouraging manner.

The health and safety of the children was considered to be very important and staff were proactive in ensuring that the health and safety needs of the boarding children were being met.

The Choristers School had introduced a healthy eating program for all pupils.

The school wherever possible tried to take account of the views of the boarding pupils through the school council.

### **What has improved since the last inspection?**

The Choristers School had introduced a healthy eating program for all pupils.

The communal facilities in the boarding houses had improved with the introduction of the PlayStation room.

A wider range of activities were being offered to boarding pupils.

### **What they could do better:**

The school needs to develop more fully the recording systems being used within the boarding houses as well as developing the boarders' welfare plans that are currently being used within the boarding houses to take account of the following areas: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being.

The school has regular in-service training programmes for all of its staff but it needs to develop the training programs for its house staff particularly in the areas of child protection, team development and supervision.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# Being Healthy

## The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

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

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

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarding pupils were given advice, guidance, and support in health and personal care issues in a positive and helpful manner by house staff.

The health and medication needs of boarding pupils were being monitored, dispensed and recorded by staff.

There were a number of healthy eating choices of meals on the menu and the meals were well prepared and nutritious.

## **EVIDENCE:**

There were written policies and procedures available for staff to enable them to promote the health and welfare of the boarders.

The school had a small sickbay and isolation area with 2 beds available for use by boarding pupils when necessary.

It was staffed and managed by the two house parents enabling 24-hour medical care to be provided throughout the term and extended term for the choristers.

All the house staff had up to date first aid certificates.

Medication was stored securely in the school.

There were first aid boxes located throughout the school and systems in place to check the contents of the first aid boxes.

All the boarding pupils had access to a GP from the local practice.

The house staff were in regular contact with the GP practice as well as other healthcare professionals, including the local PCT.

Specialist medical care was readily available to meet the needs of Choristers.

The staff had undertaken training in drug administration and other healthcare courses.

The house staff had a very caring and 'child centred' approach to looking after the boarding pupils.

House staff were aware of difficulties experienced by boarding pupils living away from home.

Communication with parents, carers and significant others was very good.

The staff spoken to had a very good awareness of developing safe practice in the provision of healthcare.

The staff had networked with external agencies for advice and support to help boarding pupils with any emotional issues.

Interactions observed between the staff and children were very relaxed and comfortable.

The school did not have any policies or procedures in place to safeguard boarding pupils when administering medications or treatments including 'homely' medications.

Boarding pupils health needs were subject to care planning and regular evaluation.

Staff supported boarding pupils, when they had appointments with health professionals.

Records were kept of all appointments and illness though not of all contacts with parents.

Food was prepared by a well managed, and trained staff in a modern kitchen that met environmental health standards.

Boarding pupils, along with day pupils and staff took their meals in a medium sized and pleasant dining room. One boarding pupil commented that the school encouraged them to eat healthily whilst another commented they thought there was a good choice of food. Another commented that they thought the food was too fatty.

Menus were displayed in the dining hall as well as in the boarding houses.

A number of different healthy eating choices were available to the boarding pupils on a daily basis.

The catering manager regularly changed menus and these changes were influenced wherever possible by the children's choices but took full account of the differing dietary needs of the children.

Boarding pupils had opportunities to influence the choice of food to be found on the menu by involvement with the school council and catering manager.

Boarding pupils had easy access to drinking water as well as being enabled to have hot drinks and snacks in the boarding houses.

The school had its own on-site laundry services.

# Staying Safe

## The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

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

NMS 37, NMS 38, NMS 39, NMS 41, and NMS 47.

Quality in this outcome area is **good**

This judgement has been made using available evidence including a visit to this service.

The Choristers School management team, were working to and within the standards. The school were positively trying to ensure the boarding pupils attending the school were living in a safe environment.

## **EVIDENCE:**

Boarding house staff worked in a friendly, caring and helpful way with boarding pupils.

Boarding house staff before entering bedrooms were observed to knock and wait.

The relaxed family atmosphere observed in the Boarding house created an appropriate sense of care and supervision to maintain boarding pupils personal privacy.

Staff in discussion confirmed they were fully aware of the schools policy and procedures relating to the confidentiality of information relating to the boarding pupils'.

All information and records relating to boarding pupils were being kept securely.

Boarding pupils who filled in the 'Have your say about The Choristers School Questionnaire', confirmed they knew who to go to if they had any problems.

A boarding pupil commented that they would talk to a teacher or the House Master if they had a problem.

Another boarding pupil commented, 'they would go to the Housemaster, house parents or, the Headmaster.

Information was available in the houses and on how pupils could contact the Independent Listener and external agencies such as Child Line.

Boarding pupils could access the Independent Listener by telephone, e-mail or by asking staff to make an appointment.

The school had appropriate policies and procedures in place for dealing with bullying.

The school's child protection policy, procedure, and guidance documents were available for staff reference.

The school should ensure that annual reviews are undertaken of all the child protection, documentation, and that it be altered, where necessary.

Boarding house staff had received some training in child protection, but it is essential that all staff including ancillary staff receive regular training in this very important area.

Staff confirmed in discussions that they were aware of their responsibilities and the need for vigilance in this most important area.

The Head Master was the designated Child Protection Procedure Coordinators, through which child protection referrals were made.

There was also a member of the Chapter and governing body, who also took a lead in child protection issues.

Records, referring to child protection issues were kept securely.

All staff employed at the school since 2002 had undergone before their employment appropriate reference checks as well as the appropriate level of Criminal Records Bureau Check.

Similar checks had been undertaken on Guardians, students, workmen and members of the clergy prior to their involvement with the school.

Records of this information were being kept securely and maintained in accordance with the Data Protection Act.

All visitors to the school had to report to the main school office and unaccompanied visitors were not allowed into the boarding house.

Traditionally early each morning after breakfast The Choristers made the short walk, between the school and the cathedral to go to choir practice.

This early morning walk was unaccompanied by staff but under the direction of the Head and Deputy Head Chorister.

The school should re-assess its practice in this area to ensure the safety of the Choristers in this easily accessed public area.

The school provided clear written guidelines regarding the discipline procedures being used in the school. This information was contained in the staff and parent handbooks.

The system was run on a reward and sanctions basis and no written or verbal reports were received from the boarding pupils of unfair or inappropriate sanctions being used.

Regular fire, security, and safety checks were undertaken in the boarding house and school grounds.

There had also been a recent Health and Safety Audit Report undertaken on the Housekeeping Services operating at the Choristers School by an external company.

The school were addressing any issues raised in the report.

These checks were being recorded and acted upon in accordance with the health and safety policy procedures of the school and Chapter.

External doors and windows were adequately protected to stop unauthorised visitors entering the building after normal school hours.

One boarding pupil commented, 'they always lock the doors and checked to see if the fire and burglar alarms were working properly.'

Boarders were able to inform the inspectors; as to what action they would take in the event of a fire.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

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

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

MS 11, NMS 18, NMS 27, NMS 43, and NMS 46

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Both planned and unplanned leisure activities were supported by boarding staff and took account of the differing needs of the age and cultural backgrounds of the pupils.

Boarding House staff worked closely with educational staff, Chapter staff and support staff ensuring that boarding pupils and particularly the Choristers received the help and support required to manage their out-of-school time.

The Choristers School involved, boarding pupils from overseas in such a way that they did not experience any inappropriate discrimination and were well integrated into school life.

The Choristers School worked in partnership with the Chapter to try to ensure that the Choristers and other boarding pupils were not having any unusual or onerous demands been made on their time.

## **EVIDENCE:**

Boarders were offered a number of different choices of cultural and sporting activities to take part in whilst at the school.

These activities were taking place either at the school or at other venues away from the school.

Boarding pupils who went on off-site activities commented, that they enjoyed taking part in the different activities.

It was observed during the inspection boarders of all cultures working together in a happy and friendly way.

Risk assessments were undertaken of all activities involving boarding pupils either on or off-site and records are maintained of these.

It was confirmed that the Chapter had also undertaken appropriate risk assessments when the Choristers were using their facilities.

Boarding pupils had adequate areas for personal study available to them in the boarding house.

Boarders also indicated that they had if they wanted the opportunity to take time out for themselves then they could.

Boarders had access to the gardens and yard areas around the boarding house as well as supervised areas of the school such as the sports hall.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

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

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

NMS 12, NMS 14, NMS 19, NMS 21, NMS 30 and NMS 36

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarding pupils at the school were being treated fairly and without favoritism by the staff.

Relationships between the boarding pupils and staff were friendly, positive and caring.

Boarding pupils were aware of the boundaries that they could operate within.

House staff were aware of the many differing needs of the children, particularly those from different cultural and ethnic backgrounds.

Guidance was given to boarding pupils and their parents on how they could develop their future educational careers on leaving the school.

## **EVIDENCE:**

Boarders were being encouraged to influence decisions made in the school by their involvement with the School Council.

The views of the boarding community had influenced the decisions made in the school with the creation of a Play Station Room, changes to the times for taking showers and bedtimes.

Boarding pupils were able to keep in touch with their parents by regular phone contact, e-mail, letters and family visits.

The school enabled boarding pupils to have access to a variety of different people and organisations to speak to if they wished eg Chaplain Child line.

Members of the house staff team were observed helping boarding pupils to make contact with their families in private.

The school prospectus along with a boarding pupil's handbook provided basic information for parents and boarding pupils.

The school should review the contents of both the school prospectus and boarding pupils handbook to ensure that the information contained is current, and easily read.

Parents were actively encouraged to take part in all aspects of the school life of their children by attendance at parents' evenings, musical and sports events.

Pre-start visits, and overnight stays were available for prospective boarding pupils if they wished.

Boarders spoken with during the inspection process confirmed that they had very good working relationships with the house staff and that they could speak to any member staff for advice if they needed to.

This process was observed to be happening on a regular basis during the inspection.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

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

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

NMS 20, NMS, 40, NMS 42, NMS44, NMS 45 , NMS 50 NMS 51(N/A)

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

Boarding pupils at the Choristers School had their school uniform and own clothes to wear.

Boarding pupils were living and working in pleasant surroundings that were warm, well lit, and generally well maintained.

The furnishings and decorations in dormitories and communal living areas were meeting the needs of the boarding pupils.

There were however a number of areas requiring redecoration repair and refurbishment in the boarding houses.

There were places for them to store their valuables securely to which they had a key. Advice was also being given to them by House staff on how to look after their possessions.

There were appropriate levels of washing, toileting, showering and bathing facilities available in the boarding houses.

## **EVIDENCE:**

Boarding pupils had a locked facility for storing small personal items and house staff could provide a lockable facility for other valuables.

The accommodation provided for boarding pupils was clean, tidy and reasonably well maintained.

The communal areas in the Houses were suitably furnished and comfortable.

There were televisions, music systems, and computers provided to which the boarding pupils had ready access.

Adequate numbers of toilets, showers/baths, and washbasins were available in the Houses for both sexes.

All of these facilities were adequately lit and ventilated.

There were suitable levels of privacy in the bathing, toilet, and shower areas for boarding pupils.

Boarding pupils had made both verbal and written comment about some showers/bathing areas not been up to standard, but the school's newly appointed bursar confirmed that these issues were being addressed.

There were a number of areas, in the boarding houses that needed decorative and refurbishment work to be undertaken.

It is acknowledged that the though school buildings were very old and not purpose-built, the school should undertake a thorough structural review of the boarding accommodation as a matter of urgency.

It was confirmed by the Head of Boarding and the Bursar that there was an ongoing schedule of work being undertaken to address some of these issues.

The schools own maintenance team normally carried out building work to the Boarding Houses but where more specialist work was required, this was contracted out.

The boarding pupils felt that generally their requests for any maintenance work was dealt with reasonably promptly, as did the Head of Boarding.

There was satisfactory provision made for changing by day.

The House staff at individual boarding pupils request could purchase small personal items on their behalf.

The school shop opened at advertised times, for the purchase of different school related items.

The school restricted access to Durham City by boarding pupils for safety reasons.

# Management

## The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

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

NMS1 NMS 9 NMS 10 NMS 23 NMS 31 NMS 32 NMS 33 NMS 34 NMS 35

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

The Choristers School is well managed, pupil centred and forward thinking in its approach's to meeting the needs of the Choristers and boarding pupils.

The management, training and administration systems used in the school ensured the safety and welfare of the pupils.

## **EVIDENCE:**

The Choristers School provided a Statement of Principles and Practices for parents, boarding pupils, and staff.

The school also provide specialist information for boarding pupils who may wish to become Choristers.

The school should undertake a review of all of this documentation to ensure that it fully meets the National Minimum Standards for Boarding Schools.

Records examined confirmed that each pupil had an individual file showing when they had come into the school, where they lived and the progress they were making in the school.

Staff personnel records were examined and generally they contained the required information in regard to references, contracts, Criminal Record Bureau Checks and employment histories.

The school should undertake a review of all staff files to ensure that any missing information is entered appropriately onto the documentation.

The schools organisation of the boarding houses had created a safe and supportive atmosphere in which boarding pupils felt cared for by a loyal team of house staff, teaching staff and domestic staff.

House and chapter staff undertook risk assessments, where appropriate and records are maintained of these different assessments.

Staffing levels currently met the needs of boarding pupils during the school term.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	3
<b>7</b>	3
<b>15</b>	3
<b>16</b>	4
<b>17</b>	2
<b>24</b>	3
<b>25</b>	3
<b>48</b>	2
<b>49</b>	3

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	4
<b>14</b>	4
<b>18</b>	3
<b>27</b>	4
<b>43</b>	3
<b>46</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>3</b>	3
<b>2</b>	2
<b>3</b>	3
<b>4</b>	4

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

# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	2
<b>8</b>	3
<b>9</b>	3
<b>10</b>	3
<b>23</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	3
<b>34</b>	3
<b>35</b>	2
<b>52</b>	3

Are there any outstanding recommendations from the last inspection?

### **RECOMMENDED ACTIONS**

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	BS1	The school should undertake a review of all documentation issued to boarding pupils, parents and staff to ensure that it meets standards, 1,4,5,6,34 and 35 of the National Minimum Standards for Boarding Schools.	
2	BS24	The school's senior management team act in accordance with the recommendations of the food hygiene audit report of 25/04/06 undertaken by Avenance, their contracted catering company.	
3	BS17	It is recommended that the children's boarding welfare plans be developed to take account of the following areas: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Economic Well-Being.	
4	BS38	The school should undertake a review of all staff files to ensure that any missing information is entered onto the documentation.	

## **Commission for Social Care Inspection**

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