



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Bishops Stortford College

**10 Maze Green Road
Bishops Stortford
Hertfordshire
CM23 2PJ**

Lead Inspector
Mrs Jan Sheppard

Announced Inspection
28th September and 17th and 18th October 06 9:00

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

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

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

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

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

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

SCHOOL INFORMATION

| | |
|---|--|
| Name of school | Bishops Stortford College |
| Address | 10 Maze Green Road Bishops Stortford Hertfordshire CM23 2PJ |
| Telephone number | 01279 838575 |
| Fax number | 01279 836570 |
| Email address | |
| Provider Web address | www.bishops-stortford-college.herts.sch.uk |
| Name of Governing body, Person or Authority responsible for the school | Bishops Stortford College |
| Name of Head | Mr John Trotman |
| Name of Head of Care | Mr. Chris Woodhouse |
| Age range of boarding pupils | 8 -18 years |
| Date of last welfare inspection | 5 th 25 th and 26 th February 2004 |

Brief Description of the School:

Bishops Stortford College offers an education to both boys and girls aged from 4 to 18 years on a boarding and day basis. This report is concerned with the welfare of the boarding pupils only.

The school is situated on the edge of Bishops Stortford where it occupies a green site of some 130 acres. The original buildings, which are Victorian, include the chapel and three of the four boarding houses. Boarding is offered on a full time, weekly and also on the increasingly popular, flexi basis. The senior girls are accommodated in a new building, Young House, which was purpose designed and is fully wheelchair accessible. The two houses for senior boys, Robert Pearce and School House, are older buildings that have been renovated to provide adequate boarding facilities. Grimwade House also an older building accommodates the junior boarders.

Administrative and service buildings, classrooms, the library and the dining hall are situated at various locations around the campus. There are extensive sports areas in the grounds with pitches and courts for a wide variety of both summer and winter activities. A recently built swimming pool of very modern design compliments the other sports accommodation and this facility along with the newly renovated lecture suite are well used by both the school and members of the local community. All these facilities are interspersed with mature well maintained gardens complete with a variety of sculptures and other interesting garden design features, which provide a number of sitting areas where students may relax quietly.

Information concerning the current fees may be obtained from the school.

SUMMARY

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

This inspection took place over three days during which two inspectors met with boarders in various settings both individually and in groups, had discussions with boarding staff, the head of boarding and the headmaster and made a tour of the buildings and grounds.

The school has a friendly and welcoming atmosphere. The overwhelming impression was of a happy school where staff were extremely dedicated to their work and where the pupils were relaxed and positive about their life style. Several pupils told the inspector that they recognised how privileged they were to be able to attend such a school with its wealth of facilities and the opportunities this gave them.

Throughout this inspection the ownership of the students to the maintenance of their collective good behaviour and their responsibility in maintaining the good physical standards of the school was most noticeable and is to be commended.

Pre-inspection questionnaires were completed by all the boarders and replies were received from a number of parents. Children stated that they enjoyed boarding because they were with their friends and staff were understanding. Very few of the pupil questionnaires mentioned any negative points. Similarly the majority of the parents replied positively speaking highly of the school and its staff team; two criticisms made were found to be justified and were addressed.

What the school does well:

Bishops Stortford College does much well in boarding welfare. Their pupils are well cared for and kept safe. They are encouraged to be individual but to be caring and to take responsibility for the thoughts and feelings of others. The pupils are confident and at ease with adults which is a good indication of the way they are treated and valued. The schools pastoral care systems appear to be functioning well and it is clear that the staff show a very good level of commitment to their work and a depth of understanding as to how to give pupils a sense of self worth while stressing the importance of how people interact and impact on the lives of others.

The school pays particular attention to the prevention of bullying regularly carrying out its own surveys. Pupils did not see bullying to be any problem in their school.

Child protection procedures are a major element of staff induction and training.

The inspectors found the approach to inspection to be open and honest. Children were encouraged to speak to the inspectors individually and the issues they raised corresponded with comments in the questionnaires. Meetings with boarders take place regularly.

What has improved since the last inspection?

Since the last inspection improvements have been made to the catering provision following the appointment of a new chef manager and increases in the other catering staff. Close attention is given to providing a varied and nutritionally balanced menu, which follow the latest guidelines. Pupils demonstrated a keen awareness as to the importance of the maintenance of their own good health. The inspectors did not notice any overweight pupils.

The provision of wireless internet facilities in many areas of the school including the senior boarding houses has greatly improved the pupil's access to and ease of communication, which provides considerable improvement to the lives of the boarders.

The recent renovation of an old building to create a very stylish new lecture suite has not only improved the appearance of this area but has given the school extra facilities which enable it to host lectures and meetings to which members of the local community can be invited. On the day of this inspection a lecture given by Tony Benn created much local interest and undoubtedly enhanced the life of the school.

What they could do better:

The provision of communication facilities to the junior boarding house could be improved.

The provision of more modern boarding facilities for the boys to equal the provision currently made for the girls should be considered.

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

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

DETAILS OF INSPECTOR FINDINGS

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Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

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Scoring of Outcomes

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Being Healthy

The intended outcomes for these standards are:

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

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

6,7,15,16,17,24,25 and 49

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service.

The schools health education policies and procedures for caring for pupils and sickness support promote the maintenance of the boarders' good health.

The schools catering service was found to be maintaining a high standard meeting all recent healthy eating nutritional requirements. Pupils of all ages demonstrated an exceptional awareness of the maintenance of their own good health.

With one exception the school was found to provide a very good laundry service which is well personalised to meet individual students needs.

EVIDENCE:

Boarders receive good quality medical treatment and first aid. Registered nurses are available throughout the twenty-four hour period for the treatment of minor illnesses and there are qualified first aiders among the boarding staff. The school maintains adequate boarders health records with information from parents updated on a regular basis each term.

Boarders who are ill are cared for in the medical centre where they receive continuous twenty-four hour supervision. The accommodation for sick pupils is of a good standard. Parents are always informed as a matter of priority if their child becomes ill and it is increasingly the practice that children who live in the

vicinity choose to go home to be cared for if they become ill. The schools doctor attends for regular surgeries and, where needed, pupils are supported to attend these. Staff who administer medication have been trained to do so, medication is appropriately stored, with adequate records kept of each administration. The school undertakes a risk assessment before boarders are given responsibility for their own medication and provides safe storage for such medication when required. The inspectors discussed with the nurse the need for a clear signature record when medication is transferred by them to be kept by any pupil. During this inspection pupils were seen to be attending the medical centre and speaking with the nurses with confidence. Those questioned confirmed that they always receive a good service, one reported that " Matron is always very approachable and helpful I know that I can always come to talk to her about anything".

Since the last inspection and following the appointment of a new chef manager many changes and improvements have been made to the schools catering arrangements, which have met, virtually without exception, the approval of both boarders and of their parents. Menu planning to which pupils can have a regular input follows a healthy eating format with restrictions on the frequency of the serving of chips, fried foods, burgers and the complete withdrawal of the provision of extra salt. The menu gives a very wide range of choice including culturally appropriate food and new dishes. A salad option is available with every meal, pasta is now provided on four days and fresh fruit is constantly offered. Drinking water is freely available at numerous points throughout the campus and each boarding house is provided on a daily basis with a range of healthy food options to enable boarders to prepare their own snacks. The large dining room is appropriately furnished with cutlery and crockery of a good standard. Some boarders complained to the inspectors that the time allowed for them to eat and relax over their evening meal was insufficient because of the need for catering staff to go off duty. Staff were already aware of this difficulty and the head of boarding spoke of his wish to try to create a more intimate evening dining space where fulltime boarders could take this evening meal. Some senior boys complained that the lunch time menu choice was sometimes poor and said that they preferred to purchase their own lunches elsewhere, however the majority comment was that lunch was the best meal of the day other than Sunday lunch which was agreed by all to be very special.

The changes recently introduced to the schools laundry arrangements, where by all the laundry is now done in-house have, with one exception, gone very smoothly and pupils and parents generally were satisfied with the quality and reliability of the laundry services. The particular difficulties experienced with the laundering of the bedding of the flexi boarders in one of the boarding houses were discussed with and addressed by the Head of Boarding during this inspection. Each boarding house has its own laundry area and dedicated laundry staff on whom the continuity, reliability and general success of the service rests. Each laundry assistant had established a very close working

relationship with their boarders and each confirmed that the recent changes although giving them a much larger workload had, thanks to the provision of some extra hours and new equipment, been manageable. One told the inspector that the quality of the service now all in house was much improved on what had previously been provided by the external laundry service and pupils confirmed that this was so. Boys are now able to have a clean white shirt daily if they wish and the availability of clean games kit was now assured whenever it was needed. In the girls house the close attention given by the laundry assistant to the laundering of delicate items was particularly appreciated by the older boarders.

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)

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

2,3,4,5,13,26,29,37,38 and 41.

Quality in this outcome area is generally good with standards 2 & 4 being excellent. This judgement has been made using available evidence including a visit to the service.

Pupils feel safe and are listened to.

The school has a very clear procedure for responding to child protection concerns, and the boarders questionnaires confirmed that bullying was not a problem and indicated that punishments where used were fair and proportionate.

Boarders were generally happy with their accommodation and the privacy that this afforded them.

To ensure the safety of the pupils at all times the school operates rigorous staff selection, interviewing and vetting procedures.

EVIDENCE:

The schools Child Protection Policy has been developed in accordance with the DH and DfES publication " Working Together to Safeguard Children" and with Hertfordshire County Council Child Protection Committee Procedures. Clear information on how to respond to an allegation of abuse and procedures for reporting is set out in the Boarding Handbook, with comprehensive guidance on signs to be aware of which might indicate that abuse is taking place. All staff attend training about this subject and the procedures that they would be required to follow. The school has two named designated members of staff, one for the junior and one for the senior school, to whom concerns about any protection issues should be addressed. These designated staff have received training appropriate for this role. They confirmed to the inspector that there had been no incidents of child protection in the school since the last inspection. They also explained that they had established good liaison with management staff in the local authority child protection service with whom they felt able to consult if needed. Other staff consulted by the inspectors demonstrated a good awareness of this subject and knew what to do if they had any suspicions. Several senior pupils also demonstrated good knowledge and awareness of this subject. Information concerning Child Line was seen to be advertised in several locations throughout the school.

There is a comprehensive anti bullying policy and procedures and this recognises the various forms which bullying may take. This policy is outlined in the pupils' diaries and is available on the web for parent's information. The school continues to carry out surveys of the pupils concerning bullying. These show a very low level of concern amongst the pupils which relate mainly to verbal incidents; similar findings were also reflected in the pupil questionnaires completed for the CSCI prior to this inspection. Pupils questioned during this inspection concerning this subject spoke quite openly about the subject and their ownership in their role in stamping out any bullying if it occurred. One said, " we all look out for each other, this is not just a problem for the staff to deal with ".

The schools policy on behaviour, discipline and the use of punishments is placed on the house notice boards, is available on the web and is incorporated into the student diaries. The students were well aware of the rewards and sanctions systems that are in place and generally felt that these were fair systems that they were proportionate and fairly administered.

The records evidenced that regular fire safety checks and drills take place. These are carried out at different times of the day and night, and evacuations are regularly arranged and appropriately documented. Pupils demonstrated a very good awareness of fire safety issues one boy explaining to the inspector that, "some of these are very old buildings which might be very vulnerable to

fire". The school is subject to regular inspections from the Hertfordshire Fire Service and since the last inspection various works of improvement suggested by them have been carried out.

Risk assessments for all aspects of the boarders school life including higher risk sporting activities are maintained and these are regularly reviewed. These risk assessment cover all aspects of safety of the premises and grounds and boarder's behaviour and activities with particular efforts made to ensure that all areas used by boarders are free from avoidable safety hazards. Parents permission is sought for high-risk activities off site and the quality of the risk assessments and safety procedures of these specialist centres are checked by the school before the activity is sanctioned. During their discussions with the pupils the inspectors noted that a sound culture of personal safety and risk awareness was evident with pupils taking responsibility for their own safety whilst also watching out for the safety of their peers.

The school operates a vigorous selection and vetting of all staff and volunteers working within the school. All new appointments are subject to a CRB check, written references are verified and staff recruitment processes are recorded with these records being kept. Gap students who come mainly from schools in Australia and New Zealand are subject to appropriate checks concerning their previous good conduct and references are taken up. The taxi firms used by the school have had their drivers CRB checked. The school does not arrange guardians. No agency staff have unsupervised access to boarders.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- 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)

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

11,18,43 and 46.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service.

Boarders have access to a very wide range of outdoor and indoor activities and extensive recreation areas, which are provided to enable them to extend their potential both educationally and socially.

The school has an approach that values the diverse needs of its boarders and operates a no tolerance approach to any discrimination based on gender, disability, race, religion, cultural, sexuality or academic or sporting ability.

The quality of the facilities for private study including furnishings, lighting, space, level of noise and access to computers, is of a good standard. Further consideration should be given to the provision of facilities to ease the communication with the junior boarding house see text for standard 19.

EVIDENCE:

Without exception the boarders were very complimentary about the range and diversity of activities that are available to them. Several said that their wish to board was largely because this gave them the access to these activities on a regular basis. One told the inspector, " the nights that I flexi board give me extra hours to follow my chosen activities which would otherwise be hours wasted travelling or in traffic jams".

Risk assessments for all recreational areas are regularly updated and pupils are constantly reminded by staff and by their peers to remain alert and aware as to their own safety.

The school has an increasing number of boarders from ethnic or cultural minorities and the boarders questionnaires evidenced that they did not experience discrimination. Many of the boarders spoken with showed a good level of understanding of the issues of discrimination which were clearly openly discussed between them. The ethos of the school is to encourage pupils to be interested and open to the richness offered to human experience by other cultures. At the time of this inspection the school was about to take a two week half term break and one pupil whose home is in Hong Kong and who could not return here for this short holiday period, told the inspector that he was looking forward to staying for part of this time at the home of his friend who lives in Germany.

All boarders have a facility for private study and none reported to an inspector that they were dissatisfied with these facilities although some suggestions for minor improvements were made. The senior boarders usually share a double room or have sole use of a single room these areas were seen to be appropriately furnished with good lighting and sufficient power points for all their equipment. All pupils were extremely pleased with the recent installation of wireless internet throughout all senior school living areas which they said had given very considerable improvement to the availability of access to internet communication. One said that he really appreciated being able to make regular conference calls to his family when he chose to and that he felt much more settled and happy as a result. However similar facilities have not yet been provided in the Junior boarding house, see comments relating to standard 19 in the next section.

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 receive personal support from staff.(NMS 14)
- 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)

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

12,14,19,21and 30.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service.

The views of boarders as to how their boarding houses are run are regularly sought both in formal and in informal ways.

House parents were without exception said by the boarders to be very supportive and kind.

A comprehensive induction programme for new boarders is in operation, which takes into account individual time needs. .

Senior Boarders contact with parents has been greatly improved with the recent installation of wireless internet facilities, similar facilities are not yet provided in the junior boarding house.

EVIDENCE:

Systems for listening to and obtaining the views of the pupils are fully integrated into the running of the boarding houses, which each hold regular boarders meetings and nominations for house representatives come from the boarders themselves.

Older boarders were seen to be assisting younger newer boarders in a very caring manner. All new boarders have an induction programme arranged by their house parent to meet their particular needs. Several of the boarders new to the school for the autumn term told the inspectors that they had been made to feel very welcome and appreciated the degree of protection that was afforded them by their more established peers. The inspectors noted that

each boarding house had a very cohesive and happy atmosphere where good co-operation between the boarders and staff was evident. The staff respond to the boarders in a very positive and wholly supportive way and the boarders were without exception very positive about their relationship with the staff.

Access to computers and the use of mobile phones is for reasons of safety and protection more restricted in the junior boarding house, which has not so far been included in the provision of wireless internet facilities. Although the reasons for this are clear and prudent, it means that ease of communication with parents and friends which may be more necessary and important for the reassurance of younger boarders, is in their boarding area the least satisfactory provision. Several younger pupils commented on this and replies from some parents highlighted this as an area of concern. The junior house parents and the head of boarding were already aware of this deficiency. It is recommended that improvements are made.

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)

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

40,42,44 and 45.

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to the service.

Overall the accommodation provided for boarders is satisfactory and although the accommodation offers all boarders the same range of facilities there are significant variations in the quality of the standards offered in the new and older boarding houses.

EVIDENCE:

The school provides four boarding houses, a new purpose built provision for senior girls and an older but well adapted house for junior boarders; these are both spacious and well equipped. There are also two much older houses for boys who have less adequate space and older equipment provision. Since the last inspection there has been a considerable increase in the numbers of boarders particularly flexi boarders, which has put an overall greater pressure on all the facilities provided. Generally information from the boarders questionnaires and the discussions that the inspectors had with the boarders over the days of this inspection indicated that they were happy with their accommodation although one or two boys said that they would welcome more personal space. Comments from boarders parents were often critical of the much poorer provision for boy boarders. The mixing of flexi boarders, who need less space and storage, with some full time boarders from abroad was unfavourably commented upon. The provision of toilet, washing and changing facilities were all adequate providing good privacy and sufficient access to showers toilets and washbasins. However, the provision of these facilities in the boys houses was of an older markedly less attractive appearance than in the girls house. Several of the boy boarders complained of lack of privacy in

their showers .The water temperatures tested in some areas were found to be significantly above the recommended levels and this matter was urgently addressed up by the school during the time of this inspection. The headmaster explained that re-provision of boys boarding accommodation is actively being considered by the school.

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 placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1,8,10,23,31,32,33,34 and 35.

Quality in this outcome area is good. This judgement is based on information received and includes a visit to the service.

The management of the boarding provision has clear lines of communication and accountability, which is well understood by the boarders. The four boarding houses all operate to the same standard and their organisation gives full consideration to safeguarding the welfare and risks to the boarders.

EVIDENCE:

The school provides a clear and detailed statement of boarding principles and practice to parents boarders and staff. The boarding houses are all managed by boarding house staff, usually married couples often with their own families, who live in their own separate accommodation within the boarding house. The principle of family life example is promoted by this arrangement. In addition all

house parents are assisted by other single staff that may or may not live in the vicinity of the boarding house. All boarding house parents receive training appropriate for this role with several having achieved an appropriate professional qualification. New house parents undertake a through induction training programme. The number of staff available for the supervision of boarders is sufficient to meet their needs and to ensure their safety although several house parents mentioned to the inspectors that the recent increase in the numbers of flexi boarders, particularly on some mid week nights, was beginning to put considerable strain on this. Boarders always know which member of staff is sleeping in the boarding house each night and additional sleeping in staff are always available to cover unexpected circumstances. Without exception boarders who spoke with the inspectors confirmed that they felt safe and well cared for in their boarding houses by their house parents who they said were always very helpful and supportive to them. Comments such as " Mr. X he's terrific always got time to talk with you and Mrs. X is really caring" were repeatedly made.

Boarders are allowed to leave the school premises at certain times according to their ages and seniority; all boarders spoken with were clear as to the perimeters of these leave arrangements which were seen to have been appropriately risk assessed.

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

| BEING HEALTHY | |
|----------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 6 | 3 |
| 7 | 3 |
| 15 | 3 |
| 16 | 3 |
| 17 | 3 |
| 24 | 3 |
| 25 | 3 |
| 48 | X |
| 49 | 3 |

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

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

| MAKING A POSITIVE CONTRIBUTION | |
|---------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | 3 |
| 14 | 3 |
| 19 | 2 |
| 21 | 3 |
| 30 | 3 |
| 36 | X |

| ACHIEVING ECONOMIC WELLBEING | |
|-------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 20 | X |
| 40 | 3 |
| 42 | 3 |
| 44 | 3 |
| 45 | 3 |
| 50 | X |

SCORING OF OUTCOMES

Continued

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 3 |
| 8 | 3 |
| 9 | 3 |
| 10 | 3 |
| 23 | 3 |
| 31 | 3 |
| 32 | 3 |
| 33 | 3 |
| 34 | 3 |
| 35 | 3 |
| 51 | X |
| 52 | X |

Are there any outstanding recommendations from the last inspection? no

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 | BS19 | It is recommended that improvements are made to the communication facilities in the junior boarding house. | |

Commission for Social Care Inspection

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