



Making Social Care  
Better for People

# inspection report

Boarding School

## **Prestfelde**

London Road

Shrewsbury

Shropshire

SY2 6NZ

7th February 2005

## **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**

Prestfelde

**Address**

London Road, Shrewsbury, Shropshire, SY2 6NZ

**Tel No:**

01743 245400

**Fax No:**

**Email Address**

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

Prestfelde School Educational Trust, Prestfelde School, London Road, Shrewsbury SY2 6NZ

**Name of Head**

Mr J R Bridgeland

**CSCI Classification**

Boarding School

**Type of school**

**Date of last boarding welfare inspection**

06/09/99

<b>Date of Inspection Visit</b>		7th February 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Janet Oxley	072938
<b>Name of CSCI Inspector</b>	<b>2</b>	Lorraine Briggs	
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MR J BRIDGELAND - HEADMASTER	

**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 Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, 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 CSCI 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 CSCI in respect of Prestfelde.

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.

Prestfelde School is a well established co-educational independent school for pupils aged 3-13. The School is a Woodard School, with a commitment to educating children within a Christian community. At the time of this inspection 56 pupils were involved with boarding at the school and there were 265 day pupils.

The School site occupies 30 acres and is located on London Road on the eastern edge of Shrewsbury, two minutes from the A5 by pass and fifteen minutes from Telford. The clearly signposted driveway provides a welcoming approach to the well maintained and attractive grounds and gardens.

Boarding accommodation is provided in three houses one of which, Highfield, the junior boys' house is currently being renovated. The remaining two houses are Beckbury, the girls house and Prestfelde which is currently the house for both the senior and junior boys. The School adopts a very flexible approach to boarding with only weekly or flexi boarding on offer.

Pastoral care and support are provided to boarders by dedicated housemaster/ mistress and matron cover for each night. When the housemasters/ mistresses are not working, the evening duties are covered by house tutors who are qualified teaching staff employed within the school. The Headmaster is directly responsible for pastoral care, monitoring the boarding provision and child protection. He is assisted by a Deputy Head, a Second Master who is the nominated Child Protection Officer, a Bursar and a Boarding Coordinator.

Boarders are provided with many activities and there are systems in place to monitor the safety of these activities.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

#### **Welfare Policies and Procedures**

Prestfelde School has written policies in place in relation to all issues. There are clear policies on child protection, bullying and behaviour and discipline and a complaint system is available to both boarders and their parents. There is a health centre, which provides medical support to boarders and staff and where records are kept which help to safeguard and promote boarders' health and welfare.

#### **Organisation and Management**

Boarding at the school is under the clear leadership of the Headmaster who is supported by a Deputy Head, a Second Master, Bursar and Boarding Coordinator. The manner in which the School is managed and the way all staff work together to meet the needs of the pupils was considered to be commendable. The Board of Governors appear to be fully supportive and involved. Boarders have access to a good range and choice of activities and in a

number of ways contribute to the operation of boarding provision. Monitors have a good induction, are given appropriate specific duties and responsibilities with supervision and support.

Boarders, parents and visiting professionals were complimentary regarding the personal support received from staff.

### **Welfare Support to Boarders**

It was considered that the school provides satisfactory health care and support to those pupils who are ill and it was considered that the identified health and personal problems of individual boarders were very well managed.

The school has an equal opportunities policy and there was no evidence to suggest that any boarder was experiencing discrimination.

New boarders are provided with support and a good induction on their arrival at the school and were complimentary regarding the process.

The standard of catering and all meals during the inspection was very good.

The school takes the risk of fire seriously and has records in place, which demonstrate this.

There is a professional system of risk assessment in place for high risk activities and hazards around the school and staff have received training and supervision in this field.

### **Staffing**

It was considered that Boarders are more than adequately supervised at all times by staff who have adequate experience and support. Boarding staff are keen to undertake further training in all aspects of boarding and the manner in which all staff at the school undertake their duties to meet the needs of, and the stated outcomes for the pupils was considered to be commendable

At the time of this inspection the relationships between staff and boarders were based on very good personal and professional relationships.

### **Premises**

The boarding accommodation is separated, appropriately by age and gender. Boarding accommodation is protected by keypad access and the school has security measures in place, wherever possible, to prevent unauthorised access. Those boarders who are ill are suitably accommodated. Boarders have satisfactory provision to study and are provided with more than adequate sleeping and changing accommodation. The laundry system is excellent and works for pupils and there are adequate opportunities for boarders to obtain personal items.

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

### **Welfare Policies and Procedures**

No shortfalls were noted. It was evident that the school is committed to meeting all the standards and to reviewing the policies and procedures on a regular basis.

### **Organisation and Management**

The only shortfall noted was that not all persons identified by the school for providing outside support, should the boarders so require such, had been subject to a CRB check with a satisfactory outcome. It was again evident that the management is committed to maintaining the high standards already achieved and to further improve and develop the provision.

**Welfare Support to Boarders**

No shortfalls were identified.

**Staffing**

The School must improve the recruitment procedure to ensure the procedure includes all the required elements as outlined in the standards, before appointment, which can be verified from professionally maintained individual records. The School must not allow any member of staff to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

**Premises**

Although in general the premises were considered to be well maintained and satisfactory, the number of WC's and washbasins in Prestfelde House did not meet the National Minimum Standards. However given the additional facilities nearby it was considered at the time of the inspection that the outcome for boarders was satisfactory.

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

This report and its contents are based on the evidence gained from the two Inspectors from the Commission for Social Care Inspection Team.

The School has been particularly proactive in embracing the National Minimum Standards regarding the accommodation for boarders. They have demonstrated a comprehensive understanding and proactive approach in their application of the standards.

Throughout the inspection the Head and all staff and boarders spoken to were welcoming, helpful and co-operative. All the recommendations made were fully acknowledged at the time of inspection and work had commenced to comply with the recommendations made before the end of the inspection.

The effective communication between staff and their enjoyment of and commitment to their roles was particularly evident throughout the inspection process. All staff and boarders spoken to were very complimentary regarding the management arrangements, the support they receive and the many improvements made in the last few years.

Of the 49 standards that apply to the School, 36 standards were considered to be fully met, 10 were considered to be exceeded, 1 was identified as having minor shortfalls and 2 were identified as having major shortfalls, although it has to be noted that both arose from one cause.



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.**

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS14	That persons identified to boarders for external contact are subject to CRB checks with a satisfactory outcome.	Without delay
2	BS38	That the School's system for recruiting staff (including all ancillary staff) includes all the elements as outlined in Standard 38, before appointment, which can be verified from recruitment records.	Immediate
3	BS39	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.	Immediate

### 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	BS8	That consideration be given for boarding staff to attend further training in the management and practice of boarding.
2	BS34	That a more formal system of supervision, appraisal and training be given to boarding staff, commensurate with their roles.

\*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	07/02/05
Time of Inspection	9.00
Duration of Inspection (hrs.)	40
Number of Inspector Days spent on site	5

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

**SCHOOL INFORMATION:**

**AGE RANGE OF BOARDING PUPILS** FROM 

8
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 TO 

13
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	37
<b>Girls</b>	18
<b>Total</b>	55
<b>Number of separate Boarding Houses</b>	2

The following pages summarise the key findings and evidence from this inspection, together with the CSCI 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

All of the required elements of this Standard are being met by Prestfelde School. The statement is well publicised and elements are included in the Prospectus, Staff Handbook, and information for pupils and parents. This information is given to parents when making initial enquiries and on the boarder's admission to the School. It was considered that the statement reflects the actual current boarding practice and it was acknowledged that the next Prospectus published should reflect the change and developments in Boarding provision.

### 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?

4

Prestfelde has a full policy on countering bullying which covers necessary prevention, response and a definition. This policy is provided to parents, staff and boarders and is displayed around the school. The subject is covered in more than one policy and the procedures, discussions and observations made indicated elements of built in corroboration. Issues of suspected bullying or any problems appear to be sensitively and professionally dealt with without delay. The subject of bullying and policies in place are also brought to the pupil's attention during Chapel services and PHSE lessons. There are strategies in place for boarders to report relevant incidents and excellent child friendly posters are on display around the School at strategic points and in the Boarding Houses. There was no evidence of 'initiation ceremonies' and all boarders spoken to at the time of this inspection gave no indication, at all, that bullying was an issue at the School.

**PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED**

100

%

**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?**

3

There is a full policy available which is consistent with local Area Child Protection procedures and it was reported that this policy had been given to all staff members. A response from the Local Authority Children's Safeguards Manager stated that appropriate procedures have been followed when necessary and full co-operation given. This manager also reported that there are no current outstanding Child Protection concerns relating to Prestfelde School.

The policy includes the requirement that a referral be made within 24 hours in line with Standard 3.2.

The subject has been included in INSET training for all staff and it was acknowledged that there should be written evidence that the staff have undertaken and understood this training. The Second Master is the designated member to take responsibility, has undertaken relevant training and holds copies of local procedures and guidelines. It was considered that he has an excellent understanding of Child Protection issues.

Monitors at Prestfelde are briefed on the subject and made aware of the need to protect others.

There is a full policy, included in the staff handbook, regarding required action should a boarder go missing. This has not happened at Prestfelde since the last inspection.

<b>Standard 4 (4.1 - 4.7)</b>		
<b>The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>It was considered that this standard was exceeded.</p> <p>Prestfelde School has a fair and appropriate procedure on behaviour, discipline and use of punishments, which is well known to boarders, staff and parents. Within the Staff Handbook and in documentation for Boarders, there are full and comprehensive policies and information on the School rules, Code of Behaviour, Sanctions, Complaints. Policies and procedures are constantly under review to ensure a consistent approach and an effective and successful system.</p> <p>Responses to the pupils' questionnaire indicated that, in general, the use of punishments is seen as fair. At the time of this inspection the boarders stated to both inspectors that they considered the punishments to be very fair and they were positive and generally complimentary regarding the treatment and respect they have from all the staff.</p> <p>Evidence through observations, discussions, inspection of records and the consistently easy, courteous and friendly manner of the boarders, which was observed throughout the inspection, substantiated this. As noted in Standard 36 the relationships between boarders and all staff was considered to be excellent and based on a good personal and professional basis.</p> <p>It was considered that there are no unacceptable, excessive or idiosyncratic punishments used and that the powers of monitors are clearly defined. No physical restraint has been used since the last inspection.</p> <p>A record of punishments is kept. These were seen to be entirely satisfactory and the Second Master cross references these and reviews them at regular intervals. The joint approach, that all staff appeared to have to the boarders individual behaviours and strategies used, is commendable.</p>		

<b>Standard 5 (5.1 - 5.7)</b>		
<b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Prestfelde has a satisfactory and appropriate policy on responding to complaints and this is given to all parents and boarders. This policy includes Informal Resolution, Formal Resolution and details of an Independent Panel Hearing. Posters are around the School and in Boarding Houses encouraging pupils to talk to identified persons should they feel unhappy.</p> <p>Throughout the methodology used during this inspection it was evident that the staff take the opinions and concerns of the boarders seriously and respond whenever necessary.</p> <p>A written central record would be maintained of all concerns or complaints made and responded to however it was reported that none have been received.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<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>	<b>3</b>
<p>Boarders' health is promoted through clear and appropriate policies on countering major risks, including substance abuse.</p> <p>Policies on smoking, alcohol and drug abuse and misuse are clear and available in the staff handbook and are appropriately made known by boarders. Relevant posters were seen around the school.</p> <p>The health centre is open and staffed each day and it was evident that pupils are quite happy to visit the staff here to chat and to discuss any relevant issues.</p> <p>Sessions on individual health issues for male and female boarders, which are age appropriate, take place in PHSE lessons.</p>		

<b>Standard 7 (7.1 - 7.5)</b>		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Confidential Health Records are available for each boarder. These are developed from information given by the parents as part of the admissions procedure.</p> <p>The health centre staff, regularly update these records and updated information is also requested from parents.</p> <p>These records include any visit to the local GP, vaccinations, referrals to other health professionals, any health problems and any requests from parents regarding health matters. They also identify the person with parental responsibility and contact details.</p> <p>Records are kept in a locked filing cabinet in a locked office. All boarders are registered with the Radbrook Medical Practice.</p> <p>There was evidence of close liaison between the health centre staff, house staff and teaching staff to ensure that relevant information is given to those staff who need to know.</p>		

## 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

There are very clear details of the management and leadership arrangements at Prestfelde. The Governors are fully aware of the School's response to the National Minimum Standards and the Chairman of Governors reported that during meetings, each term, Governors will look closely at all aspects of the School and that at the time of this inspection they had no concerns at all regarding the pastoral care or welfare of the boarders.

In house there is a sound process of appraising and developing boarding facilities including a regular reporting system, regular inspections by Houseparents and the Bursar, regular Health and Safety meetings, regular Senior Managers meetings and regular meetings with House Parents.

The School has recently joined the Boarding School Association and it was evident that relevant staff are keen to undertake further training regarding all aspects of Boarding provision.

Boarding staff are encouraged and enabled to attend relevant INSET courses both those relating to the BSA course and those independent of this.

There is a clear staff disciplinary procedure, which includes all the required elements and all staff have been given copies.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

3

There is a full and comprehensive Disaster Plan Procedure, which is used as a working document and includes all required elements and a full range of foreseeable major incidents or crises. This includes a chain of command, disaster support resources and initial reporting and procedure.

<b>Standard 10 (10.1 - 10.5)</b> <b>The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It was considered that sleeping areas, common rooms, toilet and bathroom provision is satisfactorily separated for boarders of different ages and gender.</p> <p>There were no identified discrepancies of quality of boarding provision for different genders or discrepancies in principles or practice.</p>		

<b>Standard 11 (11.1 - 11.6)</b> <b>There should be an appropriate range and choice of activities for boarders outside teaching time.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>Prestfelde offers a wide range of clubs and societies including drama, computing, woodwork, stamp collecting, swimming, chess and dancing amongst others. These take place after school in the evening.</p> <p>Any pupil with musical promise, or interest, is readily encouraged by the strong music department. There is an orchestra and a choir.</p> <p>The School also has excellent sports facilities and opportunities.</p> <p>In the summer the boarders have access to the golf course, cricket nets, tennis courts, computer room and adventure playground etc. During the winter and spring they have access to an activities room, the gym and indoor pool etc.</p> <p>Free time for boarders varies somewhat according to age group and is clearly set out. Boarders commented that they had sufficient 'free time', which they appreciated.</p> <p>Access to computers appeared satisfactory with clear laid down rules and inappropriate material and use of chat rooms blocked. The Second Master has attended courses on this subject as the nominated Child Protection Officer.</p>		

<b>Standard 12 (12.1 - 12.2)</b> <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders hold regular formal and informal meetings with their housemaster/ mistress in which their views on certain procedures/activities are sought. There is also plenty of opportunity at meal times and free times for the boarders to discuss issues with the Chaplain, Health Centre staff and all teaching staff.</p> <p>There is both a head of boys boarding and the head of girls boarding who, among their other roles, are seen as a mouthpiece for any views that are wished to be passed on.</p> <p>While there is much evidence that the school is clearly committed to listening to boarders and to keeping channels of communication open, the Head and his staff have identified that a more formal system, which is age appropriate and recorded, could be an advantage.</p> <p>There is a separate catering 'committee' to discuss the menu for boarders evening meals and surveys have been conducted.</p>		

**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>
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Monitors are made within the final year pupils in the school and represent school houses. There are two specifically made with the boarding environment in mind, the head of boys boarding and the head of girls boarding.

There are responsibilities for all senior boys and girls in the boarding houses distributed by the housemaster/ mistress. These tasks are based around helping the younger boarders and general awareness of jobs that need doing. There is a reward given each term to the senior boarders if these tasks are carried out to a high standard and there was much evidence throughout the inspection to indicate that the monitors given their age, carry out their duties in a thorough manner .

**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>2</b>
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It was considered that the outcome for each boarder in this instance was met.

The school has a good pastoral system for boarders to communicate their concerns on any issue and it was evident that boarders are encouraged and enabled to approach any member of staff at the School. Discussions and observations indicated that the boarders always felt that they could turn to someone.

The boarders are also encouraged through PHSE lessons and chapel services to talk about their concerns to either friends, parents, matrons or teachers. Childline telephone numbers are on notice boards throughout the school

The tutoring system at the School appears to work satisfactorily and records are maintained. It was evident that there are good communication channels and regular meetings between academic and pastoral staff when relevant information is shared and matters followed up.

The school has identified three people outside the boarding and teaching staff whom boarders may contact directly about personal problems however given that boarders go home each week-end and that a number only board for one or two nights this rarely happens.

The only reason that this standard was not considered to be exceeded was that not all persons involved with the boarders have been subject to CRB checks.

## WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

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

### Standard 15 (15.1 - 15.14)

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

#### Key Findings and Evidence

#### Standard met?

3

All health centre staff and a number of teachers and house parents have received training in first aid. The school is confirming, on the appointment of a nurse, that she is registered with the Nursing and Midwifery Council  
 Accident records were seen to be satisfactory.  
 All boarders may register with the Radbrook Medical Practice, who reported that consultations have been appropriate and that they have no concerns regarding the care and welfare of the boarders. Each boarder has a medical, arrangements for dental and optical attention are in hand and individual records are maintained.  
 It was reported that boarders do have access to both male and female doctors.  
 Prescribed medication is only given to the relevant boarder and this medication is kept within a locked cabinet within the health centre. At the time of this inspection it was considered that the recording, storage and administration of medication was satisfactory.  
 The school has satisfactory procedures on the use of Non Prescribed Medicines (Homely Remedies) and at the time of this inspection no boarder was self- medicating.  
 Forms are available on individual files of evidence of written parental permission for medical treatment as in line with Standard 15.14.

**Standard 16 (16.1 - 16.3)**

**Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.**

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

3

The health centre is staffed throughout the day and in the evening responsibility is formally handed over to the Matrons on duty.

Boarders who are ill, can be separated from others, in a 4 bed sick room with adjoining WC and washing facilities, and they are fully able and know how to summon staff help throughout the day and night.

In the main, given the boarding arrangements in place, pupils who are ill are taken home by their parents.

**Standard 17 (17.1 - 17.8)**

**Significant health and personal problems of individual boarders should be identified and managed appropriately.**

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

4

The school has a Special Needs Co-ordinator, who has many years experience and is well qualified. Agreed and written individual 'welfare' plans are fully prepared for each boarder with special needs and these are regularly reviewed and updated. Confidential information is given to all relevant staff.

There was also much evidence to indicate that communication between the co-ordinator, house staff and ancillary staff was professional and positive and that if a boarder had a problem, or concerns were identified, all staff would observe and liaise.

Boarders with medical difficulties appeared to be treated and supported in a entirely satisfactory manner and there was much evidence received to indicate that fellow boarders and staff are fully supportive at times of personal stress and homesickness.

Links exist through the medical practice used should a psychologist or any other health professional be required.

**Standard 18 (18.1 - 18.6)**

**Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.**

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

3

At the time of this inspection there was no evidence to suggest that any boarder was experiencing discrimination and a number of boarders indicated that they were mindful of those who required encouragement to integrate.

There was evidence that the school demonstrates a commitment to equal opportunities and policy documents on countering discrimination have been developed and are given to all relevant persons.

The Christian faith is at the heart of the school, however the school welcomes and supports those of other faiths.

<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>3</b>
<p>Boarders are able to contact their parents and families in private via the following means – fax, mail, E mail, school telephones, mobile phone, verbal messages passed by administrative staff, visits, week-ends at home.</p> <p>Parents are welcome in school on games afternoons to watch and support. All parents are encouraged to join The Friends of Prestfelde, an organisation that, amongst other functions, helps to organise activities for the school community.</p> <p>Boarders do not need permission to contact their parents, however during the school day, prep and activity time non-essential calls are not allowed and mobile phones are held by matron during this time.</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>Pocket money is not required in school as all the pupils go home each weekend and a number only board for one or two nights each week.</p> <p>There is a lockable facility for boarders should they wish to secure items however boarders are discouraged from bringing expensive belongings into school.</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>The housemaster/mistress, matrons and health centre staff provide the necessary support to any new boarder.</p> <p>Many children starting boarding at the Prestfelde are existing day pupils or have 'tested the water' with flexi- boarding. The induction process as a result is usually straight forward and easy to manage.</p> <p>New boarders are made aware of the routines by the housemaster/ mistress who organise an appropriate 'shadow' to help them 'find their feet'.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>9</b>
<p>Guardians are not appointed by the school.</p>		

<b>Standard 23 (23.1 - 23.4)</b>		
<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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>It was considered that the manner in which these records are monitored exceeds the standards as laid down.</p> <p>All necessary risk assessments are regularly monitored, reviewed and amended by the Deputy Head who is well qualified in such matters. All action is taken to reduce the risks identified wherever possible. Accident records are also monitored and reviewed professionally by the Health Centre staff and the Deputy Head and all findings are on the standard agenda items of the Safety Committee Meetings and Governors Meetings</p> <p>Punishments and complaints are monitored by the Second Master and professional records maintained.</p>		

<b>Standard 24 (24.1 - 24.8)</b>		
<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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The menus, discussions and meals taken with boarders during the inspection indicated that meals provided are nutritious and well balanced with sufficient choice of hot and cold food at each meal. Detailed information was available for boarders who required special diets. Dining facilities were considered as satisfactory and crockery, cutlery and the facilities were considered to be clean and sufficient.</p> <p>Boarders were seen to have sufficient time to eat their meals and were not hurried in any way.</p> <p>All kitchen staff have undertaken the relevant training in food hygiene and plans are in hand for future training.</p> <p>At the time of the most recent Environmental Health Officers inspection matters were reported to be generally satisfactory in the kitchen and that a good standard was being maintained.</p>		

<b>Standard 25 (25.1 - 25.5)</b>		
<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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders have satisfactory access to drinking water throughout the school, in the boarding houses, in the common rooms and in the dining room.</p> <p>Snacks may be prepared in the kitchenettes and kettles, microwaves and toasters are available.</p>		

**Standard 26 (26.1 - 26.5)**  
**Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Full emergency evacuation procedures are available and have been tested from sleeping and living areas.  
 Fire drills are regularly carried out and take place at the beginning of each term.  
 Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained. The school has a contract with a local firm who provides 24 hour cover.  
 At the time of the most recent Fire Officer's Inspection matters were reported to be generally satisfactory and recommendations made have been complied with.

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The housemaster/ mistress and the form teachers are constantly in touch over the workloads of the pupils in their care. A morning briefing amongst the staff highlights concerns about individual pupils.  
 The boarding staff are aware of the demands made of every pupil in their care and intervene when they feel it necessary.

**Standard 28 (28.1 - 28.2)**  
**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>
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No children are accommodated at the school other than the boarders.

**Standard 29 (29.1 - 29.6)**  
**Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Activities are identified as High Risk by the Deputy Head, who is extremely experienced and qualified in such matters, in consultation with the Headmaster and the Bursar. It is then the responsibility of this group to ensure that high risk activities are competently supervised and accompanied by adequate and appropriate safety measures.  
 Risk assessments seen were satisfactory and have been 'cleared' by insurers when deemed necessary.  
 It was considered that adequate and appropriate safety measures were in place and parental permission is obtained at all times.

**Standard 30 (30.1 - 30.5)**

**Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.**

**Key Findings and Evidence**

**Standard met?**

**3**

Boarders are able to access information about events in the world outside the school in several ways. They all go home each week-end, each boarding house has a television and news items are discussed. Boarders have access to computers and a number have mobile phones. It was noted that current issues of appropriate magazines were also available. Boarders have been on accompanied shopping trips. Boarders attend off-site activities and are accompanied by staff. The activities are assessed for age appropriateness and all are authorised by the Head.

## 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

Records and discussions with staff and boarders identified no problems with the staffing levels.

There is a set duty rota, duty systems are outlined in the Staff Handbook with details of duty cover also.

It was reported that satisfactory cover for sickness is in place and in addition to this there are a number of staff who live on site, or adjacent to site, who would cover if required.

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

Standard met?

3

Visits off site, all school trips and trips abroad are covered by separate full and concise policies that have been given to all relevant staff and boarders.

Policies and procedures appear to fully comply with DfES guidance.

The school has 3 mini buses, which are subject to regular checks and records are maintained by the Transport Manager.

It was reported and there was no evidence to indicate that GAP students are left alone in charge of boarders without adequate supervision.

<b>Standard 33 (33.1 - 33.5)</b> Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
It was considered that there is satisfactory cover at night. In the boarding house two members of staff are on duty throughout the night and boarders reported and indicated that they were easily contactable and how.		

<b>Standard 34 (34.1 - 34.7)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There are systems in place within the school to provide all staff, who have boarding duties, with job descriptions, supervision, staff appraisal and opportunities for training. It was acknowledged that these systems could be further developed and improved to provide a more formal system, to indicate that each staff member has been given the support and necessary training, commensurate with their boarding duties		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There is a full staff handbook available to all staff, which contains all the required elements. This handbook has been reviewed since the beginning of this term and this process is to continue to ensure that all entries are up to date and that all staff have read and understood the guidance.		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
Throughout the three days of this inspection and through all the methodology used it was considered that this Standard was exceeded. Comments received from boarders, parents, staff and visitors indicated that relationships are based on good professional and personal relationships. Observations indicated that boarders related easily to the staff caring for them in the boarding house and throughout the school. Those boarders who spoke with Inspectors did so in an open and friendly manner, which was taken as an indication that they did not feel inhibited from doing so. More senior boarders stated that they were more than happy regarding the respect they received from the staff in addition to the help encouragement and supervision. Discussions with staff in boarding houses indicated that they knew the boarders in their care well and that they worked as a team to provide a happy environment. This was confirmed by observations.		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Staff supervision of boarders did not appear to intrude unnecessarily on boarders' privacy and no reports were received that there was any perceived intrusion.</p> <p>In the boarding houses, it was evident that boarders considered their bedrooms to be generally their private space during the times that they were in residence.</p> <p>Staff were seen to be supervising, available, but not intruding at inappropriate moments.</p>		

<b>Standard 38 (38.1 - 38.10)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
<p>A random selection of 12 staff files were inspected. They were not all complete containing all the required information.</p> <p>Three members of staff had begun working at the school before CRB checks had been undertaken.</p> <p>In a number of files there was no evidence of satisfactory references or a CV.</p> <p>The files need to be organised to show that <u>all</u> relevant checks have been completed, that all necessary documentation has been received, that two satisfactory references have been received, a record of the interview is retained and proof of identity is on file.</p> <p>Samples of Personal File Induction Check Lists were given to the Bursar at the time of this inspection, the shortcomings were fully acknowledged by the Head and Second Master and a commitment to producing a streamlined system was evident.</p> <p>The School acknowledges that all reasonable steps to ensure that CRB checks on taxi drivers and coach drivers booked by the School must be undertaken and to date this has been achieved.</p>		

<b>Standard 39 (39.1 - 39.4)</b> <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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>1</b>
<p>The school has allowed individuals to work unsupervised with boarders without there being a satisfactory check with the CRB. Inspectors believed that this was not intentional but through a break down of communication and procedure.</p> <p>It appeared that all adults, delivery persons etc are adequately supervised.</p> <p>It was reported that no adults, not employed by the school, are living in the accommodation for boarders.</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?

3

The boarding houses were considered to be appropriately lit, heated and ventilated. In general the standard of hygiene and cleanliness was satisfactory. The school has appointed Sodexo as a cleaning contractor and the Bursar reported that this arrangement was under review.

The standard of decoration in the main was satisfactory and plans are in hand to redecorate the hallway, stairs and corridors in Prestfelde House. At the time of this inspection it was considered that the furnishings were suitable for the needs of the current boarders. Breakages and maintenance issues are brought to the attention of the Estate Supervisor and are actioned without unreasonable delay.

There was no indication the nature of the buildings or the layout of the accommodation was contributing to a 'noisy' atmosphere in the boarding houses.

The boarding houses are designed in such a way that boarders with physical disabilities could not be appropriately provided for without major adaptations being made.

**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>
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Boarders sleeping and living areas are for the exclusive use of boarders and other scholars enter with permission.  
 Where feasible, given the nature of the site, suitable and adequate security measures are in place to prevent unauthorised access by the public. These include electric gates at both main exits, security lighting in key areas, security patrols late at night, key pads on doors and a set of procedures for staff to lock access to parts of the school at specific times of the day and night. These systems are under regular review by the Deputy Head.  
 Public use of the facilities does not involve substantial or unsupervised access and people who visit the school report to reception, sign in and are given a badge.

**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>
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As previously noted it was considered that the sleeping accommodation is generally sufficient and suitably furnished for the number, needs and ages of boarders.  
 Beds are of sufficient size with acceptable bedding.  
 Bunk beds are used and there appeared to be sufficient space around for the boarders to change.  
 All dormitories have windows, are carpeted and generally have sufficient space for clothing and personal items for the boarders currently using the accommodation.  
 The boarding houses are appropriately separated by age group and all accommodation for staff is separated from the boarders accommodation.  
 Requests from boarders to change bed of dormitory, for good reason, were reported to be considered and pin boards are available in each dormitory for posters etc.

**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>
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There is suitable, suitably lit, and reasonably quiet provision for all boarders to undertake organised prep and private study.  
 Study times are determined by age group and the library and other areas are available during the day.

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are adequate numbers of toilet and washing facilities in Beckbury House. In Prestfelde House there are inadequate numbers of WC's and washbasins however no problems were identified due to this shortfall by the boarders or staff.</p> <p>All provision was considered to provide reasonable access, was in satisfactory working order, fitted with suitable locks and where necessary with sanitary facilities. All were seen to be clean and adequately ventilated with liquid soap and hand drying facilities.</p> <p>Toilet facilities are not inappropriately shared by boarders of widely differing ages of by staff. The supply of hot water to baths, showers and wash basins appeared to be satisfactory and is monitored by the Deputy Head.</p>		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It was considered that changing facilities were satisfactory and meet the standards. They are situated in the boarding houses near the gym and swimming pool.</p>		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>There are a good range of recreational areas at Prestfelde School which include a well equipped common room and activity areas in each house.</p> <p>There is a swimming pool, gym, computer suite, adventure playground and also fields, extensive grounds, sports fields, tennis courts etc</p> <p>Provision is made for quiet relaxation and activities and boarders have reasonable access to boarding houses at all times.</p> <p>Access to staff accommodation is properly supervised and does not involve favouritism or inappropriate conduct.</p>		

<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>4</b>
<p>It was considered that the action taken to protect boarders from safety hazards was commendable.</p> <p>No potential hazards were identified, at the time of this inspection, in sleeping, living or recreational areas.</p> <p>The Deputy Head has responsibility for Health and Safety Issues and has the NEBOSH General Certificate, is currently undertaking the National Diploma, has an excellent understanding of Health and Safety and cascades information to staff.</p> <p>The School has a comprehensive list of health and safety risk assessments, which are regularly amended and updated.</p> <p>Significant hazards are noted and brought to the attention of the Bursar and the</p>		

maintenance staff and action taken to reduce any associated risks.  
 Boarding houses are risk assessed each term to ensure that boarders are free from reasonably avoidable safety hazards and are checked regularly.  
 Windows have been fitted with suitable restrictors where necessary.  
 A Health and Safety Committee meets regularly to discuss all matters relating to health and safety. The subject is on the standing agenda for all Governors meetings. Minutes of these meetings were seen.  
 There is also a full Health and Safety Policy in place which is updated as and when necessary by the Bursar in consultation with all relevant staff. This policy is included in the staff handbook, which is given to all staff, a copy is also in the staff room.

**Standard 48 (48.1 - 48.4)**  
**Suitable accommodation should be available for the separate care of boarders who are ill.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Boarders who are sick may be looked after separately from boarders in the sick bay, which has four beds.		

**Standard 49 (49.1 - 49.3)**  
**Adequate laundry provision is made for boarders' clothing and bedding.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
It was considered at the time of this inspection that the laundry provision was excellent. The boarders bedding and clothing is regularly and satisfactorily laundered, when necessary, on the premises, in the school laundry which is well equipped and very well managed by the laundry supervisor. Individual bedding is stored for each boarder in individual bags and personal clothing is mended, named and cared for to a high standard.		

**Standard 50 (50.1 - 50.2)**  
**Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
Neither boarders nor staff raised any concerns regarding this issue. As the boarding is flexible and all pupils go home each week-end it is not a major issue for the school. However it was evident that the matrons and the boarding staff would purchase, or provide, any item that the pupils were in need of and a tuck shop operates twice each week. The stationary store is open twice a week.		

**Standard 51 (51.1 - 51.11)**

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

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

9

No such lodgings are arranged by the school.

**Standard 52 (52.1 - 52.8)**

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

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

3

When boarders require off site accommodation it is checked by staff and may, at times, involve the use of a third party. It was considered that every check possible and risk assessments are undertaken.

When boarders are staying in such accommodation it was reported that they are accompanied by school staff at all times and there are satisfactory arrangements in place for boarders to make contact when they are away.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

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

**Date** \_\_\_\_\_

**D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 7 February 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

**Action taken by the CSCI 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 15 March 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I Mr J R Bridgeland of Prestfelde School confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

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

**Or**

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

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

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

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