



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Glebe House School

**2 Cromer Road
Hunstanton
Norfolk
PE36 6HW**

Lead Inspector
Mrs Dorrit Andrews

Announced Inspection
6th November 2006 10:00

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

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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	Glebe House School
Address	2 Cromer Road Hunstanton Norfolk PE36 6HW
Telephone number	01485 532809
Fax number	01485 533900
Email address	ojt@glebehouseschool.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Mr J Crofts
Name of Head	Mr J Crofts
Name of Head of Care	
Age range of boarding pupils	8-13 years
Date of last welfare inspection	2 nd February 2004

Brief Description of the School:

Glebe House School is situated in the North Norfolk coastal town of Hunstanton. Originally founded in 1874, the school has developed into a modern co-educational school for both day and boarding pupils aged from 4-13 years.

Boarding provision is available for pupils from 7 years of age and is flexible with a choice of weekly or occasional boarding. Boys are accommodated in Lady Margaret Cottage and girls are accommodated in the main school building in The Eyrie on the second floor.

In 1998 the school's Nursery development was completed. Located within the grounds, close to the main school building, the Nursery provides for babies and children between 6 months and 4 years of age.

The school campus is close to open countryside and includes 12 acres of playing fields.

SUMMARY

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

The inspection was undertaken by one CSCI inspector and took place on the 6th and 7th November 2006. The inspection involved discussion with children and staff, including the Head Teacher, Deputy Head, House Staff, Matron, Bursar and Housekeeper. A number of records were inspected and a tour of the accommodation and recreation areas was undertaken accompanied by boarding pupils.

The inspector joined children for meals, including lunch, supper and breakfast, and spent time with boarders during the evening of 6th November.

Boarders completed a pupil survey at an earlier visit by the inspector on 2nd October. In total, 30 surveys were completed by weekly and occasional boarders. The responses received from children were very positive and a number are included in the body of the report. All parents of boarders were invited to write to the inspector with any comments they may have regarding their child's boarding experience. Two letters were received and each portrayed a positive account of boarding and the standard of care experienced by children.

The inspector was made to feel welcome and the staff and pupils participated in the inspection in an open and positive way.

Since the last boarding inspection, the school has experienced a change of Head Teacher and a total change of key House Staff in each of the boarding houses. Despite these changes and the inevitable times of uncertainty they can bring, the school has continued to provide a nurturing and caring environment for its pupils.

What the school does well:

The children spoke positively about their experiences of boarding at the school. They stated that staff are kind, are approachable, helpful and caring especially when children feel unwell.

Some comments made by children include:

"Everyone is friendly"

"Someone is always there"

"There are fun things to do"

"Our Housemistress is warming and inspires us to board."

"The rules are not too strict"

"There is space to be quiet "

Positive behaviours are rewarded and children understand the systems in place for dealing with negative behaviours.

Children are encouraged to talk to a member of staff of their choosing about any worries or concerns they may have. Analysis of the Pupil Survey and comments made in discussion groups evidenced a wide range of staff the children would go to.

Children are able to take part in a range of activities at the end of the school day. The programme of summer activities is particularly popular and includes trips to the beach and the local park.

There is a strong sense of community within the school and amongst boarders. This was evident at meal times and during activity time when older children were spontaneously helping and supporting younger pupils.

Good recording systems are in place in relation to children's health and medication needs. The school supports the on going training of staff in relation to first aid matters.

What has improved since the last inspection?

Since the last full boarding inspection of February 2004, the school has:

- Updated all staff in relation to child protection matters
- Reviewed and amended key policies
- Introduced a staff appraisal scheme
- Refurbished the boys' changing room, showers and toilets
- Appointed a 'day' Matron
- Formed a School Council
- Introduced a new tutorial system

What they could do better:

This is a very positive report on the progress made since the last full inspection of 2004 and subsequent follow up visits of 2005 and 2006. The recommendations contained in this report primarily focus on the fine tuning of certain written documents, and the inclusion of recently appointed House parents in refresher First Aid training.

Comments received from pupils and parents highlighted the following as matters they would like to see improved:

- Dormitory windows in the boys' house to be closed earlier on cold days
- Prefects would like to be awarded some privileges
- Re-decoration of the boys' boarding house

The inspector wishes to convey her appreciation to the staff and children for their positive approach to the inspection process.

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. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

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

6 and 15.

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

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

EVIDENCE:

Age appropriate personal, social and health education is part of the school's curriculum for all pupils. Outside professionals are occasionally invited in to discuss specific topics. School assemblies and tutorials are also used as a forum to raise pupils' awareness of particular matters.

It is usual practice for boarders to attend any routine medical, optical or dental appointments with a parent as the children tend to live in close proximity to the school.

First aid and minor illness treatment are available to boarders at all times. During the school day this is primarily the responsibility of the school's Matron and the responsibility of the Housemistress and Housemaster during boarding time. In times of emergency, there are established links with the local Doctors' surgery and nearby access to a hospital accident and emergency department. Staff also have access to NHS Direct.

Appropriate records are comprehensively maintained in relation to medication, treatment and first aid administered to children.

Written parental permission is obtained in advance for the administration of first aid and appropriate non-prescription medication to boarders and day pupils.

In response to a recommendation made in the inspection report of February 2004, a very good guidance document was written for staff in accordance with Standard 15.9 and was seen by the inspector at a follow up visit in February 2005. The document could not be located at the time of this inspection visit. In the event of the written guidance being lost, it is **recommended** that further guidance is compiled for staff.

First Aid training is made available to appropriate staff and regularly updated. It is **recommended** that the newly appointed boys' House parents be included in the next group of staff to receive this training.

Staying Safe

The intended outcomes for these standards are:

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

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

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

2,3,4,5,26,37,38,39,41 and 47.

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

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

EVIDENCE:

The school's countering bullying policy continues to be made available to staff, parents and pupils. Analysis of the pupil survey and subsequent discussions with small groups of boarders did not identify bullying as being a problem at the school. The issue of bullying is regularly discussed through the school's PSHE programme, during assemblies and at tutorial time. House meetings would also be used as a discussion forum if the need arose.

Importance continues to be placed upon child protection matters and ensuring that staff, including Gap students, receive appropriate training and guidance in line with their role. Prefects are also given advice on listening to pupils and what to do in the event of a pupil wishing to confide in them. The designated member of staff for child protection has recently attended a BSA child protection seminar and is now in the process of updating the school's policy and procedures in light of recent DOH changes.

In discussion with the designated member of staff, it was **recommended** that the school's policy include a requirement for a referral to be made within **24** hours of allegations or suspicions of abuse. It was also **advised** that the wording of the final paragraph on page 2 of the child protection policy be amended. In such circumstances it is advisable to seek the advice of Social Services.

Details of the school's behaviour and discipline policy continue to be made available to staff, pupils and parents. Discussions with groups of boarders confirmed that prefects have no disciplinary powers. Boarders also considered staff to be fair overall and that very few sanctions are applied in the boarding houses. The examination of written records also confirmed this. However, it is **recommended** that all entries recorded be appropriately signed.

A complaints procedure is in place for parents and for pupils. It is **recommended** that boarders and their parents be informed as part of the school's complaints procedure, of how they can contact the Commission for Social Care Inspection (CSCI) regarding any complaint concerning welfare matters relating to boarders. The school reports that no serious complaints have been received since the last inspection. No parent or boarder has contacted the CSCI regarding any concerns. The school encourages pupils and parents to raise any concerns or worries they may have at an early stage.

Discussions with boarders evidenced their awareness of the school's fire evacuation procedures, and indicated that regular fire drills take place in the boarding houses. The school's fire records confirmed this. Regular tests are carried out in relation to emergency lighting, fire alarms and fire fighting equipment. A fire risk assessment has recently been completed by an outside professional and a fire plan has been compiled as a consequence.

No problems were reported by boarders in relation to the degree of staff supervision at sensitive times, such as dressing/undressing, bathing or showering. Discussions with Gap students confirmed that the matters of privacy and safe care practices were covered by the Housemistress during their induction period.

Discussion took place with the Bursar and the Headmaster regarding the recruitment of staff. The Headmaster confirmed that the school's recruitment and selection procedures were reviewed in reference to Standard 38.2 following the recommendations of the inspection of February 2004. Written evidence was made available of the recruitment checks undertaken by the school in relation to two recent appointments.

The school confirmed that all outside visitors are expected to report to the main office and to sign in and out. Wherever possible, maintenance staff will attend to any required tasks during school hours when the boarders are not present in the boarding houses.

Dormitories are for the exclusive use of boarders. Security matters are taken seriously by the school with staff monitoring the occasional public use of the sports hall on specific evenings, and ensuring that the school's locking-up procedure is followed. In discussion with staff it was **advised** that consideration be given to developing an "intruder" policy as part of the school's wider health and safety policy.

No guardians are arranged for boarders. Transportation of pupils by the school does not include the use of taxis.

Staff confirmed that safety glass is fitted where there is a significant risk of impact, and that restrictors are fitted to windows. There is a comprehensive health and safety policy in place which is regularly monitored and reviewed by the school's health and safety committee. Pupils are made aware of health and safety matters affecting them in school and in the boarding houses. This was clearly evidenced during the inspector's guided tour of the grounds.

A selection of risk assessments was seen by the inspector and included some relating to boarders' activities.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

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

14 and 18.

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

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

EVIDENCE:

Analysis of the pupil survey and pupil discussion groups evidenced a wide range of adults to whom children would turn for guidance or personal support. Every encouragement is given to pupils to share any worries or concerns they may have with a member of staff of their choosing. A number of teaching and boarding staff were highly spoken of.

Outside of school, children would speak to their parents or other family member. Pupil discussion groups evidenced children's awareness of how to contact the school's Independent Listener if they wished. This was further endorsed by written information on notice boards and by the boarders' telephones.

Documentation produced by the school demonstrates a firm commitment to equal opportunities. The school acknowledges the individuality of pupils and encourages their development.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

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

12 and 19.

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

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

EVIDENCE:

Discussions with boarders and analysis of the pupil survey evidenced both formal and informal opportunities for children to contribute views to the operation of boarding in the school. Regular discussions continue to take place in the boarding houses which may be at the instigation of staff or in response to particular matters raised by pupils. Matters may also be raised in tutorial time and through the newly formed school council. Prefects are also able to raise issues on behalf of other children during regular meetings with the Headmaster. Examples of recent changes introduced as a result of listening to boarders' views include the provision of reading lamps, hot chocolate during 'House time', the acquisition of a new toaster and porridge at breakfast.

A pay telephone continues to be made available in each of the boarding houses for pupils' use. Children are able to access the telephones without seeking permission from staff and are able to receive incoming calls from parents and friends. Appropriate contact telephone numbers are displayed. Pupils are also able to use the school's office telephone during the day to contact parents if necessary.

As many families live relatively close to the school, parents frequently pop in to visit their offspring – often to drop off a forgotten item. Whilst staff will readily contact parents about any concerns regarding their child, regular contact is maintained at dropping off and collecting times.

A fortnightly Newsletter is produced for parents to keep them updated, and each pupil has a 'home to school' book for communication with parents.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

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

The school was not inspected against Standard 51, the key standard for this grouping, as the school does not place boarders in lodgings.

EVIDENCE:

Management

The intended outcomes for these standards are:

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

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

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

1,23,31 and 34.

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

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

EVIDENCE:

The school's statement of boarding principles and practice is detailed in written guides provided to parents and children. These documents are given to parents as part of a boarding pack when making boarding arrangements. Revised copies of information are forwarded to existing boarders and their parents as appropriate.

Whilst the school's statement of boarding principles and practice was reviewed and revised earlier this year, it is **advised** that the document be included on the list of school documents to be annually reviewed.

It is also **recommended** that each of the guides include information relating to the expected standard of behaviour in the boarding houses, and includes guidance to children about what they can do if they have any worries or concerns. Whilst this information is made available separately, it would be helpful to parents and children to include such matters for ease of future reference.

Arrangements are in place for the regular monitoring of the school's records of risk assessments, sanctions, complaints and accidents. Evidence was provided of some of the monitoring taking place in relation to risk assessments and accidents.

Discussions with boarders confirmed that they are always made aware of who is on duty and who is responsible for them at specific times both within the boarding house and during activity times. This was further evidenced during the evening the inspector spent at the school.

There are good levels of staff supervision of boarders outside of school time and as a result the school is able to offer a programme of evening activities. A duty rota is followed in practice and involves House staff, including Gap students, and school staff. Arrangements for duty cover in times of staff sickness and absence are satisfactory.

Discussions with the school's Gap students and recently appointed boys' Housemaster, confirmed they had each received induction training which included guidance on child protection.

Opportunities are provided for training and updating in boarding practice, including child protection matters. Regular discussions and meetings take place for boarding house staff at a variety of levels. A staff appraisal system is now in place but has recently stalled as a result of staff changes. The Headmaster anticipates that appraisals will be back on track early next term and will include non-academic staff.

Clear arrangements are in place for the supervision of ancillary staff. Discussion with the school's Bursar confirmed that job descriptions are being revised as and when posts become vacant in order to ensure that they are up to date.

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	X
15	3
16	X
17	X
24	X
25	X
48	X
49	X

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

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

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

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action.
1.	BS15	In response to a recommendation made in the inspection report of February 2004, a very good guidance document was written for staff in accordance with Standard 15.9 and was seen by the inspector at a follow up visit in February 2005. The document could not be located at the time of this inspection visit (November 06). In the event of the written guidance being lost, it is recommended that further guidance be compiled for staff.	
2.	BS15	It is recommended that the recently appointed boys' House parents be included in the next group of staff to receive First Aid training.	
3.	BS3	It is recommended that the school's child protection policy include a requirement for a referral to be made within 24 hours of allegations or suspicions of abuse and that the wording of the final paragraph on page 2 be amended as discussed. Timescale - upon receipt of this report.	
4.	BS4	It is recommended that all entries recorded in the boys' sanctions book be appropriately signed.	04/01/07
5.	BS5	It is recommended that boarders and their parents be informed (as part of the school's complaints procedure) of how they can contact the Commission for Social Care Inspection (CSCI) regarding any complaint concerning welfare matters relating to boarders.	31/01/07

6.	BS1	It is recommended that each of the boarding guides include information relating to the expected standard of behaviour in the boarding houses, and includes guidance to children about what they can do if they have any worries or concerns. Whilst the school's discipline policy and complaints procedures are made available separately, it would be helpful to include such specific matters for ease of future reference for boarders.	01/02/07
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