



Making Social Care
Better for People

inspection report

Boarding School

Tettenhall College

Wood Road

Wolverhampton

West Midlands

WV6 8QX

15th March 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

Tettenhall College

Address

Wood Road, Wolverhampton, West Midlands, WV6 8QX

Tel No:

01902 751119

Fax No:

01902 741940

Email Address

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

The Board of Governors - Tettenhall College, Wolverhampton

Name of Head

Dr Peter Bodkin

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

NA

Date of Inspection Visit		15th March 2005	ID Code
Time of Inspection Visit		09:00 am	
Name of CSCI Inspector	1	Lorraine Briggs	072942
Name of CSCI Inspector	2	Mike Moloney	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		Myra Rodgers	
Name of Lay Assessor (if applicable) 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.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole College Inspection?			NO
Name of Establishment Representative at the time of inspection		DR P BODKIN, HEADMASTER MR H TRUMP, DEPUTY 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 Tettenhall College.

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.

Tettenhall College is a well established co-educational independent School for pupils aged 2-18. At the time of this inspection 90 pupils were boarding at the School.

The School stands at the heart of Tettenhall village in 33 acres of beautiful private woodland grounds.

Boarding accommodation is provided in the two separate areas of the School . There is a boys' boarding house (School House), and a girls' boarding house (Thorneycroft).

Pastoral care and support are provided to boarders by house staff, by staff with teaching duties who also have boarding responsibilities, and by nursing staff. Other staff, who do not have direct pastoral care responsibilities, contribute to the welfare provision for boarders.

The Headmaster is directly responsible for pastoral care, monitoring the boarding provision. He is assisted by the Deputy Head who is responsible for the boarding provision and child protection.

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

The stated Boarding Aims of Tettenhall College are:

Tettenhall College believes in the education of the whole person and the importance of boarding as part of this process. Citizenship and social responsibility are important elements in a boarding environment, and in learning to live with and care for others is essential.

Quality of Life

The School's information summarises the following aims:

To make the houses a happy, home-like atmosphere with the over riding aim to 'safeguard and promote the welfare' of each individual accommodated.

Also we aim to encourage good working practices and ensure that the boarders eventually gain the best all round education for each individual. To have an open-house policy such that the pupils can come and see the Housemaster/mistress for any reason, whether large or small, at any time of day or night when we are in the house.

Independence and Privacy

a. To make each pupil feel individually valued and for all to feel a real part of the house, guaranteeing the boarders their propriety over the dormitory areas.

b. To make the house safe for each individual and also both a sociable place (but with respect for those who are not so gregarious) and a place for them to be quiet. To look after their money and valuables if required, and to allow them access to their pocket money at any time that they need it.

Dignity

To have a fair and firm discipline policy, which the pupils understand and respect, explaining to them that we are strict because of concern for their safety and welfare.

When investigating a disciplinary matter to take great care that the right people are being punished and that we have established the facts of the incident; to discuss incidents with those responsible in a gentle but firm manner so that they understand the position of the School and house authorities and the rationale of the punishment they receive.

Fulfilment and Choice

a) To develop leadership qualities, cultural awareness and recognise and nurture other qualities in individual pupils. To help the pupils prepare for life beyond school.

b) To have fun in our leisure time and to put on as many different activities as possible to interest both the boys and girls – e.g. theme parks (Alton Towers), paint-balling and cultural visits to London, Nottingham and Ludlow for example.

Rights

To allow the pupils a democratic voice either speaking themselves at their daily house

meetings in discussion of various house issues or events, presenting any ideas that they may have, or bringing up particular worries.

Alternatively the pupils can do this through the Headmaster, SMT, the housemaster/mistress, head of house, house assistants or form tutors and teachers. If the matter cannot be discussed at these levels then each individual has access to many of the relevant external agencies.

It is the belief of the inspector that the School was meeting all of its stated aims.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Welfare Policies and Procedures

Tettenhall College 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. All staff at the School have received training in Child Protection issues and all indicated that this was an area in which they were aware of in all aspects of their work. There is a Nurse, who provides medical support to boarders and day pupils. 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 Deputy Head and Housemaster / Housemistress who are supported by Boarding Tutors, Learning Support workers and the Headmaster. 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. Boarders have access to a good range and choice of activities and in a number of ways contribute to the operation of boarding provision. Boarders, parents and visiting professionals were complimentary regarding the personal support received from staff.

All staff who were consulted during the inspection demonstrated a clear commitment and enjoyment of their roles, this can only contribute to a positive experience for those boarding at the School.

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. There is good communication between staff at all levels.

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

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

Staffing

It was considered that Boarders are more than adequately supervised at all times by staff who have adequate experience and support. A dedicated Housemaster and Housemistress and boarding Tutors support the boarders throughout their stay at the school. 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.

Premises

The School has two boarding houses which are situated within the school site. The boarding accommodation was considered to meet the needs of the current boarding population.

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

No shortfalls were noted.

Welfare Support to Boarders

No shortfalls were identified.

Staffing

No shortfalls were noted.

Premises

No shortfalls were noted.

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, and a Boarding Professional Inspector. 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, Deputy Head, Housemaster, Housemistress and all staff and boarders spoken to were welcoming, helpful and co-operative. The effective communication between staff and their enjoyment of and commitment to their roles was particularly evident throughout the inspection process. Staff at all levels demonstrated their commitment to their role and mutual support to their colleagues. Boarding pupils were involved in the inspection process. They offered their views regarding boarding in a confident and professional manner. All pupils without exception were extremely polite to the inspection team. Response from parents are included within the body of this report. Of the 50 standards that apply to the School, all standards were considered to be fully met, of these 7 were considered to be exceeded.

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	
		None Identified	

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	BS31	It is recommended that the school considers the addition of an 'on call' staff member to the boarding duty rota.
2	BS31	It is recommended that the School keeps staffing levels, including sleep in availability under constant review.
3	BS34	It is recommended that the School revises the induction process for any future staff member appointed with Boarding duties.

*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"> • Social Services • Fire Service • Environmental Health • DfES • School Doctor • Independent Person or Counsellor • Chair of Governors 	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	NA
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)	NO

Date of Inspection	15/03/05
Time of Inspection	09.00
Duration of Inspection (hrs.)	67
Number of Inspector Days spent on site	9

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

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS

**FRO
M**

9

TO

19

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

Boys	53
Girls	37
Total	90
Number of separate Boarding Houses	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)
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"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 Tettenhall College. The statement is well displayed and elements are included in the Prospectus, Staff Handbook, Boarding House Handbooks and Internet site. 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.

Standard 2 (2.1 – 2.6)

The School should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence

Standard met?

3

Tettenhall College has a full policy on countering bullying which covers necessary prevention, response and a definition. This policy is provided to parents, staff and boarders. The staff handbook also includes the whole School statement on bullying. Information available to Boarders through the Boarding House Handbooks contains the telephone contact numbers for the Wolverhampton Anti-Bullying project. Prefects within the School receive instruction as part of their induction process. There was no evidence of 'initiation ceremonies' and all boarders spoken to at the time of this inspection gave no indication that bullying was an issue at the School . A small percentage recorded in the pre-inspection questionnaires that they were bullied on occasions, however these questionnaires were anonymous and no evidence was evident to the three inspectors during the three days of this inspection.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

86

%

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?	4
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It was considered that this standard was exceeded.
 All staff spoken to during the inspection visit indicated that Child Protection is a high agenda item through all work at the School.
 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.
 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.
 Mr Trump is the designated member to take responsibility for Child Protection issues.
 The telephone numbers for the NSPCC Child Protection and Wolverhampton Child Care Agency are included within the Boarders' handbook.

Standard 4 (4.1 - 4.7)
The School should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence	Standard met?	3
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Tettenhall College has a fair and appropriate policy 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 on the use of discipline and sanctions.
 Responses to the pupils' questionnaire indicated that, in general, the use of punishments is seen as fair (only 13% of boarders responded as punishments being unfair). At the time of this inspection the boarders stated to all three inspectors that they considered the punishments to be very fair (blues, small household chores, litter picking etc) and they were positive and complimentary regarding the treatment and respect they have from their house-parents and tutors.
 The use of punishments by prefects is reviewed by both Boarding Tutors and House parents. If the punishment results in contact with a parent, then records are maintained and reviewed by Mr Trump, Deputy Headmaster. Any offence that results in suspension or exclusion is passed to the Headmaster.
 A response from a parent as part of the pre inspection survey reads: 'What the School Does Well: There are definite rules and policies regarding behaviour of pupils and the Housemistress has put in good policies regarding this'.

Standard 5 (5.1 - 5.7) The School should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>The School has a full procedure on handling complaints.</p> <p>The Schools procedure includes a flow chart for staff to follow. In general, any concern that is raised is aimed to be addressed before it becomes a complaint. If a concern is raised, then the staff member receiving the complaint completes a record, and action taken included correspondence with the person raising the concern recorded. The Deputy Head is informed at this stage, and monitors the progress of the concern.</p> <p>The School has received no complaints regarding the boarding provision; discussion with the Headmaster regarding other complaints dealt with by the School indicated that a sound system is in place should it be required.</p>		
Number of complaints, if any, received by CSCI about the School during last 12 months:		0

Standard 6 (6.1 - 6.3) The School should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<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, are published in the Boarder's handbook and the Staff handbook.</p> <p>The Personal, Social and Health Education policies and curriculum are very clear and detailed and cover all issues. There are modules within the whole school, which are age appropriate.</p>		

Standard 7 (7.1 - 7.5) Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	3
<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 School Nurses regularly updates these records and updated information is also requested from parents.</p> <p>These records include any visit to the local GP, dentist, opticians, 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. Records are kept in a locked filing cabinet in a locked office. All boarders are registered with one of two Medical Centres, enabling boarders a choice of whether they wish to be registered with a male or female Doctor.</p> <p>There was evidence of close liaison between the nursing 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?	4
<p>It was considered that this standard was exceeded.</p> <p>Boarding at the School is under the leadership of Mr H Trump, Deputy Head. Mr Trump has been in post at the School since September 2004, he has achieved the BSA/University of Surrey Diploma in Boarding, he is a BSA Tutor. Mr Trump directly manages the House Parents, Mr Petfield and Mrs Compain-Holt. Both Mr Petfield and Mrs Compain-Holt have the BSA/University of Surrey Diploma in Boarding.</p> <p>Since his appointment, Mr Trump proposes to assess each of the Boarding Houses against the 52 National Minimum Standards every two years, in the interim year it is anticipated that each of the House Parents will have the responsibility to undertake a full audit. This information will be disseminated to the Boarding Tutors.</p> <p>Mr Trump has meetings every two weeks with the Boarding House Parents, minutes of the meetings are maintained.</p> <p>As part of the inspection methodology the Chairman of Governors wrote to the inspector about the role of the Council of Governors. His letter stated: 'The Council of Governors places a strong emphasis on the pastoral care and welfare of the pupils at Tettenhall College. The Council of Governors receives a report from the Headmaster on all aspects of the School once per term. One recent initiative in this area has been to strengthen the pastoral work further by appointing a new Deputy Head, Mr Trump to lead the pastoral team. Mr Trump attends all meetings of the Council of Governors. The Headmaster has identified that no one member of the Council of Governors has specific responsibility for boarding. This matter has been discussed and it is hoped that it will be addressed shortly'.</p>		

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
The School has a comprehensive 'disaster plan', a copy was seen during the inspection programme. The plan is kept securely at the School, in the safe. Additionally the Headmaster and the Bursar keep a copy at their homes.		

Standard 10 (10.1 - 10.5) The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.		
Key Findings and Evidence	Standard met?	3
It was considered that the boarding houses operate generally satisfactorily and no major discrepancies were found between the quality of boarding provision for girls and boys. There are two boarding houses, Thorneycroft for girls, and School House for boys. No major or inappropriate discrepancies in principles or practice of boarding were found between the two houses and appropriate separation of the boarding areas and facilities for children of different ages is in place.		

Standard 11 (11.1 - 11.6) There should be an appropriate range and choice of activities for boarders outside teaching time.		
Key Findings and Evidence	Standard met?	4
<p>It was considered that this standard was exceeded.</p> <p>A wide variety of other activities, which take place out of School time, are available to boarders and individuals of all ages generally commented positively on these activities. An evening activity of making sweet Easter nests was observed.</p> <p>Weekend activities are also in place and trips or events are organised and offered to boarders, these have included Go-Karting, theatre and cinema trips and a trip to Cadbury World.</p> <p>All boarders are able to access the local shops within Tettenhall village and the city centre of Wolverhampton. There are strict guidelines for boarders to adhere to, and all were consulted indicated that they were well aware of the rules.</p> <p>There are a number of facilities available to boarders including a common room, with a radio, television, video and DVD player. The girls house has an exercise bike and a piano.</p> <p>School facilities that are available to boarders include the sports hall, swimming pool, art room and IT suite.</p> <p>Within the School grounds there are nature trails and historical walks. A very popular attraction is 'Pets Corner'. Animals within pets corner include a goat (Buttons), several rabbits and guinea pigs, ducks and a very handsome chicken.</p> <p>A response received from a parent as part of the inspection survey commented: 'I like the fact they have a pets corner'.</p>		

Standard 12 (12.1 - 12.2)		
Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	3
There are opportunities for boarders to express views on aspects of boarding provision through House Meetings, individual tutorials, school council, through prefects meetings, and the food committee. Mr Trump indicated that within his role of Head of Pastoral Care, he will be meeting with Boarders once per term and plans to go on activity trips with them.		

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.		
Key Findings and Evidence	Standard met?	3
The School has prefects and the role is defined within the boarding house Handbooks. The prefects who were consulted were clear about their roles and responsibilities. They indicated that they had received briefing on child protection and bullying. It was considered at the time of this inspection that the prefects were fulfilling their role well and they are regularly supervised and directed in their duties by the Boarding House Parents, Tutors and Deputy Head Master. None of the boarders indicated that any prefect abused their powers at any time.		

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.		
Key Findings and Evidence	Standard met?	4
<p>It was considered that this standard was exceeded.</p> <p>They each have a personal tutor, houseparent, School Nurses, Headmaster and his Deputy. A particular strength of the School is the role of the Learning Support Department. The department comprises of Mrs Pip Jones and Mrs Eileen Seed. They offer support to students on a 1:1 basis and maintain strong communication links with parents, House Parents, Tutors and the Headmaster and his Deputy. Mrs Jones attends early morning breakfast sessions twice weekly. The team meet with both the House Parents on a regular basis.</p> <p>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 and in particular to their House parents and the Tutors.</p> <p>The tutoring system at the School appears to work satisfactorily and records are maintained. It was evident that there are communication channels between academic and pastoral staff when relevant information is shared and matters followed up.</p> <p>Students from overseas reported excellent support from the English as a Foreign Language Department.</p>		

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 boarders are registered with one of two local GP practices, depending on their choice of either a male or female Doctor. A Doctor from the Tettenhall medical practice visits the School on a weekly basis. The Nurses at the School coordinate dental and optical appointments. If required there are two confidential and free counselling services available in the local area.

Medical records are built from information that is supplied as part of the admission procedure to the School, these were seen.

The School has two School Nurses, they provide cover at the School from 8am – 6pm Monday – Friday and cover sports fixtures on a Saturday. Outside these times the Nurses are on-call to cover for emergencies. The School has evidence that confirmed that the Nurses are registered with the Nursing and Midwifery Council (NMC), this was seen during the inspection.

The School nurses have completed first aid training and the School also has a number of staff members who are trained in first aid, and the names of these staff are well displayed. Accidents are recorded appropriately.

Prescribed medication is only given to the relevant boarder and this medication is kept within locked cabinets within the Health Centre and each boarding house. It was considered that the recording and storage arrangements at the School were satisfactory. A clear 'handover' from the Nurse to the House Parents occurs daily. The School has a satisfactory policy and procedure in place relating to non – prescribed medication.

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

There are beds in the School's Health Centre for the separate use of both male and female boarders. In general Boarders return to their own dormitory after School hours, but if required would stay at the Health Centre and adequate cover would be provided.

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

It was considered that this standard was exceeded.

Boarders with health and personal problems appeared to be treated and supported in an excellent manner and there was much evidence received by all three inspectors that fellow boarders and staff are fully supportive at times of personal stress and homesickness. As previously mentioned in standard 14 a strong feature of the School is the provision of the Learning Support department, which has a multifaceted approach to Boarders welfare. Concerns and worries regarding boarders are discussed formally at all levels, with information shared on a 'need to know' basis.

A response received from a parent as part of the inspection survey commented: 'Help and welfare given to the girls regarding personal problems is particularly noteworthy'.

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 groups who required encouragement to integrate.

There was evidence that the School demonstrates a commitment to equal opportunities. Policy documents on countering discrimination have been developed and are given to all staff and are fundamental underpinning elements in the values and aims of the school.

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<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>Boarders do not need permission to contact their parents at any time.</p> <p>A response received from a parent as part of the inspection survey commented: ‘there is always feedback in the form of newsletters etc. Teacher’s debriefs on children’s progress at parents’ evenings are always excellent.’</p>		

Standard 20 (20.1 - 20.3)		
Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
<p>Each of the boarders has access to a lockable cupboard. Pocket money and passports may be handed in to the House Parent for safekeeping. Students who wish may leave pocket money in a School account, it can be withdrawn on Thursdays as required.</p> <p>Pupils at the School are encouraged to open a bank account with Lloyds bank, there is a branch in the village of Tettenhall.</p>		

Standard 21 (21.1 - 21.3)**There is an appropriate process of induction and guidance for new boarders.****Key Findings and Evidence****Standard met?****4**

It was considered that this standard was exceeded.

Boarders were forthcoming in telling the inspection team that the School operates a 'buddy' or 'big sister / brother' approach to supporting those new to boarding. Boarders who were consulted stated that they had been made welcome on their arrival and been supported by fellow boarders.

A response received from a parent as part of the inspection survey commented: 'we are new parents at Tettenhall College, where our son has been going since September 2004. The whole process of inducting our son into Tettenhall College has been surprisingly painless, we are extremely impressed with the way the staff of the School have conducted themselves. The School operates a system by which the potential pupil can stay overnight, then attend classes the following day, during which time they are assessed for suitability for acceptance. We took advantage of this and our son's positive reaction on his return helped us with our final decision. By the time he came to start for real, he was very much looking forward to it, and he seems to have settled in very quickly to the boarding routine. Much of this is due to the friendliness of his fellow boarders of all ages. This in turn reflects on the School's regime, which is built around a framework of firm discipline delivered in an atmosphere of mutual respect and friendliness. Both the Headmaster, Dr Bodkin and Mr Petfield, our son's Housemaster spent a lot of time talking to us about how best to help our son settle in, and they gained our confidence very quickly. In the first few days we asked the Housemaster for assistance, were dealt with immediately, either by him or Mr Barraclough (a Housetutor), and in a very 'common sense' way. An interesting development for us has been the use of mobile telephones. We gave our son a phone when he went away to School, and in the first week he phoned us over 24 times. This frequency has diminished as he has become more settled. Communication by quick texts between ourselves and the Housemaster has also been useful, as we can keep each other informed. Inevitably room-mates in dorms will fall out, as our son and his room mate have done on occasion. This has also been tackled with a lot of common-sense and no fuss, which we appreciate greatly. Overall it has been a very positive first exposure to boarding.'

Standard 22 (22.1 - 22.4)**Any guardians appointed by the School should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.****Key Findings and Evidence****Standard met?****3**

The School demonstrated that it takes all appropriate measures possible to ensure that boarders' welfare is protected in any appointment of educational guardians. Guardians that are appointed are subject to the same staff recruitment procedures that are set out in standard 38, records are held by the School and these were seen during the inspection. In addition the School undertakes Criminal Records Bureau checks for all other adults living at the property, these were seen on file.

It was reported that following a stay with the Guardian, the Housemaster or Housemistress will consult the student about their stay and make contact with the Guardian.

Standard 23 (23.1 - 23.4) 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.		
Key Findings and Evidence	Standard met?	3
<p>Risk assessments are monitored by both the Deputy Head and the Bursar.</p> <p>Major punishments and complaints are undertaken and monitored by the Headmaster whilst lesser punishments and concerns are monitored by the by the Deputy Headmaster or House Parents.</p> <p>Accident records are maintained and monitored by the Health and Safety Committee.</p>		

Standard 24 (24.1 - 24.8) 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.		
Key Findings and Evidence	Standard met?	4
<p>It was considered that this standard is exceeded.</p> <p>The menus, and meals taken with boarders over three days indicated that meals provided are nutritious, well balanced with an excellent choice of hot and cold food at breakfast and lunch.</p> <p>The food sampled was of a good standard with plenty of choice available, including a vegetarian option. Chinese cuisine is incorporated into the menus planned.</p> <p>It is particularly worthy of note that the majority of food on offer had been 'home cooked' ranging from shepherds pie, mousaka to a range of cakes and pastries.</p> <p>Tea was served at 5pm, the boarders commented that this was a little early, they also felt that the meal was not as good as a lunch time in choice or quantity. This issue had been fully discussed with the Catering Manger as part of the Food Committee meeting, and assurances were given to the inspectors to indicate that the matters raised would be addressed.</p> <p>The dining room was observed to be well managed with good furniture. Pupils were observed as being well behaved at meal times.</p> <p>All of the kitchen staff have received appropriate training through the catering company 'Sodexo', they also receive weekly training sessions every Friday.</p> <p>A response received from the Environmental Health Officer indicated that there are no major safety implications arising from the operations of the kitchen.</p>		

Standard 25 (25.1 - 25.5) 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.		
Key Findings and Evidence	Standard met?	3
<p>Boarders have access to drinking water in their individual houses, in the dining room at each meal time and all tap water on site is reported to be potable.</p> <p>Snacks are available at all times in the boarding houses, toast, cereals, fruit, milk hot and cold drinks. A vending machine is also available.</p> <p>A tuck shop is available at the school. Additionally boarders may buy food from the local shops.</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.

Key Findings and Evidence	Standard met?	3
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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 always take place at the beginning of each term.
 Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained.
 A response received from the West Midlands Fire Service reads: 'The School has made considerable improvements over the last few years in many areas, however there are still areas where improvements are needed. I am in the process of carrying out further inspections to identify these problems and suitable means to address them.'

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.

Key Findings and Evidence	Standard met?	3
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Onerous demands on boarders at the School , including sport, outward bound activities , appearances in School plays, concerts and public speaking events, lengthy travel or examination pressures have been identified and House Parents monitor the situation.
 As previously mentioned it was considered that the amount of free time boarders have is satisfactory.

Standard 28 (28.1 - 28.2)
The welfare of any children accommodated at the school, other than pupils, is protected.

Key Findings and Evidence	Standard met?	9
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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.

Key Findings and Evidence	Standard met?	3
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Risk assessments seen were satisfactory.
 It was considered that adequate and appropriate safety measures were in place and it was reported that parental permission is obtained, in advance, 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 school in several ways. Each house has a television and house newspapers are provided. Many pupils have laptop computers and mobile phones. It was noted that current issues of topical magazines were held in the Library.

All of the boarders have access to the local facilities in Tettenhall village.

STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the School site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- Boarders are protected from unsupervised contact at School with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence	Standard met?	3
<p>Records and discussions with staff and boarders identified no problems with the staffing levels.</p> <p>There is a set duty rota, duty systems are outlined in the Staff Handbook with details of duty cover also. It is recommended that consideration be given to an on-call member of staff being available in the event of an emergency. Additionally the School should constantly monitor the provision of staff on duty, especially during the weekends within the girls' boarding annexe.</p> <p>A response received from a parent as part of the inspection survey commented: 'We think that the School does a good job in looking after the boarders during the term when they are there.'</p>		

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 at the School appear to fully comply with DfES guidance. There were no GAP students at the School at the time of this inspection.		

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	3
It was considered that there is satisfactory cover at night. There is a resident Housemaster in the boys' boarding house, and a 'flat' for the Housemistress within the girls' boarding house. When they have an evening/night off there is a duty rota indicating the member of staff who is to cover.		

Standard 34 (34.1 - 34.7) 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.		
Key Findings and Evidence	Standard met?	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. One boarding Tutor commented that they may have benefited from a 'fuller' induction to their role. All of the domestic staff have achieved an NVQ qualification at level 1, and all have completed COSHH and Child Protection training. Additionally if a new product is introduced at the School, then the Catering / Domestic Manager arranges training for the product.		

Standard 35 (35.1 - 35.4) All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
Key Findings and Evidence	Standard met?	3
All staff are provided with a full and up to date School Handbook. Staff consulted during the inspection were familiar with the handbook, and paid reference to it as a working document.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	3
<p>Throughout the three days of this inspection and through all the methodology used it was considered that this Standard was met and there are sound relationships between the staff and boarders.</p> <p>The general views of boarders consulted during the visit is that staff look after them well and fairly, and communication is positive and a two way exercise.</p> <p>Discussions with all staff in the School 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.</p>		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
<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>		

Standard 38 (38.1 - 38.10) 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.		
Key Findings and Evidence	Standard met?	3
<p>Staff files sampled during the inspection visit all met the required standard.</p>		

Standard 39 (39.1 - 39.4) 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.		
Key Findings and Evidence	Standard met?	3
<p>The school has not allowed individuals to work unsupervised with boarders without there being a satisfactory check with the CRB.</p> <p>The School uses a nominated taxi company. The company has supplied the School with a written declaration that all of its drivers have been subject to a Criminal Records Bureau check.</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

Both of the boarding houses were considered to be adequately lit, heated and ventilated. Generally, across both houses, the standard of hygiene and cleanliness was acceptable. The accommodation was considered to be generally well maintained with there being a good communication system with the maintenance staff who prioritized tasks and completed as soon as they were able. Discussion with the Maintenance staff confirmed that there is an ongoing programme of decoration.

Some of the boys commented that the house could be noisy at night, when pupils were talking and keeping others awake, but there was no indication the nature of the buildings or the layout of the accommodation was contributing to a 'noisy' atmosphere in either house. Neither of the houses are designed in such a way that boarders with physical disabilities could be appropriately provided for without major adaptations being made.

There are plans to extend the girls' boarding house – Thorneycroft.

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.

Key Findings and Evidence	Standard met?	3
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Boarders sleeping and living areas are for the exclusive use of boarders and other scholars must seek permission from the resident boarders and the house-parents to enter. 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 security lighting in key areas, security patrols late at night, key pads on doors, alarmed exits and a set of procedures for staff to lock access to parts of the School at specific times of the day and night.

Public use of the School facilities does not involve substantial use of 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.

Key Findings and Evidence	Standard met?	3
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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. All dormitories have windows, are carpeted and generally have sufficient space for clothing and personal items.

The two boarding houses are fully separated by gender, are appropriately separated by age group (no more than two year groups to a room) and all accommodation for staff and their families (boys' house) is separated from the boarders' accommodation.

Requests from boarders to change bed or dormitory, for good reason, were reported to be considered.

All of the boarders are able to personalise their dormitory, some very elaborate colourful decoration was seen, enhancing the homeliness of the boarding accommodation.

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

Key Findings and Evidence	Standard met?	3
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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 School library is open during the day.

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
<p>There are adequate numbers of toilet and washing facilities in the boarding house. The provision was considered to provide reasonable access, was in satisfactory working order, fitted with suitable locks. 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 or by staff</p>		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
<p>It was considered that changing facilities were satisfactory and meet the standards. They are situated in each house and in the sports centre.</p>		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	3
<p>There is a good range of recreational areas at Tettenhall College. Boarders have access to both indoor and outdoor facilities including a very popular pets corner. These include a common room in each house, library, woodland trail, swimming pool etc.</p>		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
<p>The School has a comprehensive list of health and safety risk assessments, which are regularly amended and updated. The work of the School's Health & Safety Committee is monitored by a Governors' sub-committee.</p>		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
<p>Boarders who are ill are either cared for in the Health Centre or their own dormitory.</p>		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
It is the responsibility of each boarder to ensure that his / her clothes are clearly labelled. Each student should have a linen bag with his / her name clearly on it. Laundry arrangements are posted on house notice boards. If dry cleaning is required, then the Laundry Assistants or House Parents can arrange this.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
Boarders can obtain stationary or tuck on site, they may also go to the local shops in Tettenhall.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the College 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 such as a host School. 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 15th, 16th and 17th March 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.

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 Dr Peter Bodkin of Tettenhall College 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 P.C. BODKIN
Signature _____
Designation Headmaster
Date 20/4/05

Or

D.3.2 I _____ of Tettenhall College 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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