



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Packwood Haugh

**Ruyton Xi Towns
Shrewsbury
Shropshire
SY4 1HX**

Lead Inspector
Jackie Callaghan

Announced Inspection
13th March 2006 10:30

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 Packwood Haugh

Address Ruyton Xi Towns
Shrewsbury
Shropshire
SY4 1HX

Telephone number 01939 260217

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

Name of Head Mr N. Westlake, Headmaster.

Name of Head of Care

**Age range of boarding
pupils**

**Date of last welfare
inspection**

Brief Description of the School:

Packwood Haugh is a well-established boarding school, set in spacious grounds to the north of the Shropshire village of Ruyton XI Towns. It accommodates 141 pupils at the time of the inspection and caters for boys and girls in the age range of 8 to 13 years. The school is equipped to a high standard, and offers a wide range of educational, sporting, recreational and cultural facilities.

Boarding provision for boys is based in the main building. The Deputy Head and his wife undertake the majority of the evening boarding duties, and live in the same building as the boys. A team of matrons is also assigned to the care of boy boarders.

The girls live in Park House, a separate block where their care and supervision is in the hands of the two Houseparents, assisted by a full-time Girls' Matron, and Assistant Girls' Matron and a gap student.

SUMMARY

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

The inspection of Packwood Haugh School was undertaken in conjunction with the Independent Schools Inspectorate assessment made between 13th and 16th March 2006. Two inspectors from CSCI joined the Joint Inspection process and contributed to the feed back session to the school Senior Management Team and Governors.

The CSCI component of the inspection concentrated upon the quality of Packwood Haugh boarding provision drawing supportive information from diverse sources including parents of and pupils using the provision.

The Inspectors would wish to extend thanks to The Headmaster, his staff team, pupils and all other parties contributing to the findings presented in this report.

This report may be read in conjunction with the report provided by the ISI .

What the school does well:

The School's Management Team continue to develop boarding practice and facilities and have ensured that all recommendations made in the previous inspection report have been met.

Packwood provides a supportive and happy boarding environment where boarders thrive and where they can benefit from opportunities to grow and develop in a range of contexts.

Staff make themselves both available and approachable for the children they look after, whether the children are boarders or day pupils.

There is clear leadership and management of boarding at Packwood. The head leads by example and is supported by a professional, committed and caring team of senior staff that effectively manages the school's organisation of boarding.

All school staff play a critical role in caring for the children. They appear to take this responsibility very seriously and effectively communicate any concerns they may have about individual children.

The management team are very strong at enabling both formal and informal opportunities for boarders to express their views with regard to the boarding

provision. All views are taken into account in the development and practice of boarding.

The children have many formal and in-formal opportunities to share their problems. The three senior forms have Personal Tutors that supplement the form staff system. There is also a 'Headmaster's lesson' once a fortnight, where pupils have an opportunity to discuss problems or air grievances.

Pupils can choose to be boarders, many do so, to be with their friends and this socialisation is promoted by the school. The pupils presented as being happy and relaxed. They showed a caring attitude and helpful demeanour towards others, thereby upholding the schools ethos.

Recreational and sporting facilities at Packwood are provided to a very high standard. The school offers an outstanding range of activity out of school time and at the weekends. It is clear that the school continues to be a community where the best interest of the children is at the centre of everything.

What has improved since the last inspection?

Significant work has been undertaken to improve medical records and systems to ensure that all pupils receive appropriate healthcare.

New booklets have been produced to describe the values, ethos and running of the School: they include

- Boarding at Packwood – helpful advice and information for parents of new boarders
- Help for New Children – copy given to all new children.
- Guidance to Senior Children – which includes guidelines for those in authority, their responsibilities as well as their rights.
- The Packwood Code – which identifies what, makes for a happy and constructive environment?

There have been many developments, which have included a 3 new bathrooms, new beds and a new menu.

Following our last inspection notable developments have been introduced to Child Protection Procedures with the inclusion of a Missing Child Protocol; Physical Restraint Policy and the school have appointed a Governor as a Child Protection Governor.

The school have also invested an extremely large amount of money in a new boiler system. The school removed its old boilers and as a result underwent a complete rewiring before the new system was fitted.

What they could do better:

It is our assessment that there is only one standard where there is a minor shortfall; this has been discussed with the Head who is responding appropriately.

- The school has an established and effective staffing rota in the boarding houses. This includes an appropriate balance of male and female staff. The role of the male houseparent participating in the morning routine in the girls' boarding house should be reviewed to ensure practice is sensitive to gender issues.

All other standards have been met or in places exceeded. Therefore, these are Advisory Recommendations.

- We observed excellent practice and as the school strives to be a centre for excellence and endeavours to continue to exceed national minimum standards we feel the school should consider and would benefit from:
- The introduction of a formal 'Welfare Plan' for any pupil that requires additional support, or guidance within the boarding environment.
- The Child Protection Policy should be further developed to include a description of who can abuse. Also an account of the process of an investigation once a referral has been made to Social Services, describing the procedures followed by Social Services, the Police and the school. It is also good practice to include into such a policy contact numbers for The Commission of Social Care Inspection and the Local Social Services team.
- The school need to continue to review its security and access to the main building ensuring that the boys who board are safeguarded against any possible unwanted visitors.
- The school need to consider putting a development plan in place to address privacy matters for the boys in their bathrooms. Although pupils did not raise issues of privacy these facilities are not to a standard now being seen at other boarding schools.

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

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

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

6, 7,15, 16, 17, 24, 25, 48, 49

Boarders' health is promoted and relevant health and welfare needs of individual pupils are supported with access to medical, and dental services. Key members of boarding staff maintain their first aid qualification to ensure competent designated staff are available at all times to administer first aid and minor illness treatment.

Boarders receive meals that are nutritious in quality and good in quantity.

EVIDENCE:

Guidance on health matters and sex education is provided to pupils according to their age. These areas in the main are covered within science lessons, however, the Matrons and boarding staff appear to compliment and support this process effectively. The school has developed a good Health Policy where the Head Matron takes the lead to deliver this to boarders. This policy covers all areas of Physical, Spiritual and Health Education.

Confidential Health Records are available for each boarder, held securely at the school. A card file index is maintained by the Head Matron, which contains details of known drug reactions, allergies and medical conditions in respect of each child. Parental contact details are kept in the Medical Room and the Head Matron and her staff were seen to be aware and well informed about the health and welfare needs of the boarder. The Matron and her staff work to a high code of conduct and follow stringent regulations regarding confidentiality. All documentation is stored appropriately and within the medical ethics and guidelines. There was evidence of close liaison between all staff, designed to ensure that relevant information is given to those who 'need to know' it.

All boarders are registered with the GP practice at Knockin, where the two doctors are in regular contact with the school. The arrangement of dental care is regarded as a parental responsibility, though the school has a link with a named dentist in Oswestry who can be available in emergencies.

Medication is recorded using a Medication Administration Record (MAR Chart). Each child has an individual medication sheet, this is completed monthly then stored in a locked cabinet and archived securely. All medication held at the school at the time of the inspection was stored appropriately and labelled correctly and seen to be in date. Within the Matrons surgery there is a stock list of medication and medication levels were appropriate with prescribed medication on a 28-day cycle, if needed. Any homely medication held works on a similar cycle ensuring that stocks held at the school are not excessive. The medical room is kept locked when not in use. The medicine cabinet is also kept locked and the Head Matron keeps the key. It was considered by the inspectors that standard 7 had been exceeded.

The excellent individual Packwood Haugh Medical Record contains a section that records formal authorisation in the form of signatures from parents to administer medications. It also records that parents have given the Headmaster the authority to act 'in loco parentis' in an emergency if the school after every effort has been unable to contact parents. School staff undertake ongoing Certified First Aid courses. At the time of the inspection there were 31 staff trained in the use of first aid. It was considered that standard 15 has been exceeded.

There were no reported bouts of homesickness by the matrons. Some of the younger children discussed with the inspector that they have from time to time felt a little homesick, but clearly identified that they can turn to staff or their friends for help. One young man told the inspector " I don't get time to be homesick, if I start to think about my parents, I get stuck into an activity with my friends. I guess it is sad for mom and dad really cause I'm having too much fun to miss them".

Any boarders who have problems with bedwetting are well known to the staff and they are supported sensitively and discreetly.

The inspectors felt that the food was satisfactory providing a balanced nutritious diet. A vegetarian option was always available and the school are mindful about providing flexible options for overseas children if they struggle with a British diet. There is a salad bar option for children and there is always fruit served at every sitting. Kitchen staff were aware of children's allergies and special diets and these were always taken into account when devising the menu. A food committee has been set up where the children's representatives put forward suggestions for forthcoming menu options. The school underwent an Environmental Health Inspection on the 10th October 2005. There were no identified issues arising from this visit.

A number of water fountains are installed around the boarding areas, and boarders considered this to be very positive. In addition to the regular meals, snacks, such as 'Little Tea' are available at prescribed times. Senior boarders are able to make themselves a hot drink before going to bed.

The School has a designated health centre with the capacity to look after four boy and four girl pupils. The health centre had a very warm, homely atmosphere. In addition to the bedrooms there is a small kitchenette where drinks can be provided. The inspectors saw appropriate care being given to pupils who visited sickbay. The children themselves refer to the matrons with fondness and many identified in the pupils' questionnaire they would turn to the matrons if they needed help or support.

There is a laundry facility on the main site that deals with all boys' clothing and linen as well as the general school linen, and there is a separate facility in the girls' boarding house. Both appear adequately equipped systems for laundering. The system for returning the right clothing to the right pupils appeared to work well.

Staying Safe

The intended outcomes for these standards are:

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

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

2, 3, 4, 5, 13, 26, 28, 29, 37, 38, 39, 41, 47

The School has made positive advances in their policies, procedures and practice in safeguarding their pupils. Staff are presently only selected following a tight vetting procedure and practical child protection is afforded a high priority. Pupils' rights are respected and their privacy is recognised and enabled on the whole, however the practice of the male houseparent in the morning routine should be reviewed.

School policy and practice recognises the requirements for pupils to live and study in safe and conducive surroundings.

EVIDENCE:

There are talks in assembly, tutorials and the Headmaster's lessons concerning bullying. The school has a clear bullying policy that details definitions of bullying, prevention and procedure. Monitors and senior children have a specific brief to bring any indications of bullying to the attention of a member of staff. Staff receive regular refresher discussions regarding preventing bullying. Parents are made aware of the policy in the 'Information for Parents of New Children Booklet' and are alerted to the fact that they can ask to see a copy of the policy. Children spoken to confirmed that there is no bullying, all spoke about the staff they would turn to if unhappy at school. The children take great pride and affection about looking after their peers. They talk positively about upholding the ethos of Packwood and very much see the school as their community.

Notable developments have been introduced to Child Protection Procedures with the inclusion of a Missing Child Protocol; Physical Restraint Policy and the appointment of a school Governor as a Child Protection Governor. The Child Protection Policy could be further developed to include a description of who can abuse i.e. abuse can happen peer on peer, parents on children etc. Also an account of the process of an investigation once a referral has been made to Social Services, describing the procedures followed by Social Services, the Police and the School (i.e. that the school cannot discuss their concerns with parents unless Social Services advises them to). It is also good practice to include into such a policy contact numbers for The Commission of Social Care Inspection and the Local Social Services team. It was pleasing to see that the head had changed the parents information booklet to notify parents of the Child Protection Policy informing them that they can request a copy if they wish.

Areas of the school's life are the subject of guidance in the Staff Handbook sections entitled 'Marking and Rewarding', 'Good Citizenship' and 'Sanctions', which together amount to a coherent Behaviour Policy. In the schools General Information it states 'Discipline is maintained through the setting of clear guidelines and through an understanding that staff and pupils must work together for the good of the Packwood Community'. Pupils are organised into four houses known as 'Sixes', merit awards are earned by individuals, which confer points at bronze, silver or gold levels, which then accrue to the Six. These awards are principally in recognition of effort and achievement in the academic sphere, but pupils can also win 'green' awards for public-spirited or courteous behaviour around the school and elsewhere, which also earn points for the Six. This reward system creates motivation and enables pupils to gain points for they're 'Six'.

Breaches of school rules or failure by pupils to comply with the school's standards and expectations - which all pupils seemed to have understood and internalised - may result in the award of a 'red', which results in a loss of points to the Six. Such instances and any resulting sanctions are recorded in a book kept outside the Headmaster's office. The range of sanctions used included the withdrawal of privileges ('tuck', TV, video etc) and the imposition of tasks of a community service nature. Records were sampled and found to be appropriate.

The school has a written policy regarding the use of physical restraint, in line with the requirements of the standards, but has never had to use physical restraint.

Parents are informed of the complaints procedure in the 'Information for Parents of New Children' booklet. A parent spoken too felt that the Headmaster made himself very available to all parents and that he's a strength. It was apparent that the Headmaster, with the knowledge of the Governors, deals with all representations that are made to the school. The complaints procedure was amended after the last inspection and now contains the local area office telephone number for the Commission of Social Care Inspection. Speaking to the various children throughout the inspection all were able to describe how they would make a complaint. Complaints records sampled were found to be dealt with appropriately by the school.

The school has the services of an independent listener. This person wrote to the inspector and shared her background and experiences. To date the independent listener has not received any communication from the children, which further evidences that the children feel secure in discussing any issues with boarding or school staff.

The school's monitor system is tailored to meet the needs of both the children and the school. Monitors have a range of supervisory duties, which includes locking some of the buildings at night. These tasks give the pupils concerned an appropriate sense of responsibility, but duty staff ensure that the tasks have been completed properly, and inspectors did not consider that there were any major safety or security issues as a result. The boys spoken too were very complementary about the 'Dorm Captains', informing the inspectors that they are there to look after you. A Dorm Captain is a senior boy who is there to assist and help the younger boys with various tasks. The Dorm Captain system is not used in the Park House, although there is a system for senior girls to help the younger ones each morning.

The school does not currently appoint guardians.

Full emergency evacuation procedures are available and have been tested from sleeping and living areas. Discussion with students and house staff confirmed that this takes place. Fire drills are regularly carried out and always take place twice each term. Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained. Records were seen to indicate that the school has its fire detection and prevention systems maintained and checked by contracted agencies. Fire risk assessments and fire service reports were all held on file and considered to be good.

No other children unless an existing pupil are accommodated at the school therefore, Standard 28 does not apply at Packwood Haugh.

Risk assessments seen during the inspection were extremely thorough. The Headmaster was completing the risk assessment for the forthcoming ski trip at the time of the inspection. He had personally visited the ski resort to assess the possible risks. The school ensures that any outside organisation that is used is thoroughly vetted. 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.

The school has an established and effective staffing rota in the boarding houses. This includes an appropriate balance of male and female staff. The role of the male houseparent participating in the morning routine in the girls' boarding house should be reviewed to ensure practice is sensitive to gender issues. The practice by male staff is extremely good and the inspectors were not concerned about actual practice, however the male houseparent knocks the girls door in the mornings then enters to wish them good morning. This practice places the staff member in a possible vulnerable position and should be reviewed.

An improved Personal File Check List and a Recruitment Procedure has been introduced since the school was last inspected. A selection of staff files was examined and all new staffing files had evidence of CRB checks, references and reference checks, interview notes copies of qualifications, employment history and Curriculum Vitae. The school also vets outside agencies that are employed to offer an activity service to the children, for example the Scout Master.

There are keypad access codes to the girls' dormitory however, the school needs to continue to review its security and access to the main building ensuring that the boys who board are safeguarded against any possible unwanted visitors.

The main building has a sanatorium with eight beds in two rooms situated on the first floor. The Matron on duty supervises when these beds are in use. This accommodation is separate from the boys sleeping areas and is used by boys and girls as necessary. In addition the girls boarding house has a single bedroom that can be used by a girl on an overnight basis. There is a Matron /designated member of staff on duty at all times in both boarding areas to respond to any issues of pupil ill health.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

11, 18, 27, 43, 46

Pupils' activity and recreational needs at Packwood Haugh are generally well met. There is no evidence of discrimination happening at the School. The School's helping ethos positively assists children with any special needs. Children are practically encouraged to achieve by having access to a choice of quiet spaces and work areas in which to study.

EVIDENCE:

The School offers an outstanding range of activity out of school time and at weekends. Activities are wide ranging and appeal to all ages and abilities. The inspectors sampled some of the activities going on, they included first aid, photography, bird box making, quiz club, shooting, soccer club and debating. The children attending these activities made the inspector welcome and were so full of enthusiasm for what they were doing. For those children who wish to 'chill' (as the young people themselves call it) this is promoted by the School as the School recognise that sometimes children need to do nothing to recharge their batteries, it is also a valuable learning curve to entertain themselves. It is considered by the inspectors that this standard continues to be exceeded.

The principles of Christian upbringing and worship are a major influence in the life of the school. Most days begin with a School assembly and on Sunday pupils worship in the village church. Wherever possible, provision is made for pupils with particular religious, dietary, language or cultural needs. The School has set up a Special Educational Needs and the Disability Discrimination Act Committee to review policies, procedures and facilities, as they are likely to affect pupils and prospective pupils who are disabled. The school is committed to securing equality of opportunity through the criteria of an environment in which individuals are treated on the sole basis of their relative merits and abilities. There are clear procedures for dealing with any incidents of discrimination or harassment. The head ensures that appropriate training is undertaken by all members of teaching and non-teaching staff and governors to ensure they are fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on grounds of race, gender or disability. The School should consider and would benefit from the introduction of a formal 'Welfare Plan' for any pupil that requires additional support, or guidance within the boarding environment.

Although the School aspires to high standards and has high expectations of each pupil, inspectors saw no evidence that demands made were excessive or unduly onerous. This was confirmed during discussions with boarders.

Inspectors observed suitable study facilities and staff supervision available to boarders during prep.

Safe recreational areas have been provided, both indoors and out, for boarders. Pupils and staff were clear about the practice for supervising boarders' use of and access to areas within the School buildings and grounds. These areas were safe and provided boarders with a range of activities and places they could go on their own or in a group.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

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

12, 14, 19, 21, 30, 36

The management and staff team are very strong at enabling both formal and informal opportunities for boarders to express their views with regard to the boarding provision. All views are taken into account in the development and practice of boarding. The children are generally well supported by boarding staff and enabled to retain positive links with their families, whether in England or abroad.

Excellent induction and guidance for new boarders ensures they are able to settle in and feel welcomed.

EVIDENCE:

The pupils have both formal and informal opportunities to contribute views to the operation of boarding provision. There is a food committee, and pupils reported that the representatives did try to represent their views. A personal tutor system is established, and most pupils questioned felt comfortable about expressing views to their tutors. There are regular 'Headmaster's lessons', which cover a range of personal and social issues. Indeed, pupils reported a high level of confidence that matters taken directly to the Headmaster would be listened to, although sometimes they preferred to use Matrons as intermediaries. Boarders generally felt that their views were considered on most issues, senior boys watching videos at bedtime was cited as an example of a pupil suggestion which had been taken up. It was considered by the inspectors that standard 12 had been exceeded.

All staff are closely involved in the pastoral care of the children. There are regular tutorials and clear guidance is given to each child to help them in their daily lives at the school. Each child has a Personal Tutor and/or a Form Tutor who is responsible for the tutee's wellbeing. The Personal Tutor remains with the Tutee throughout the last three years at the School. There are weekly timetabled meetings between Personal Tutor and Tutees. Parents are encouraged to talk to the Personal Tutor. Regular staff meetings ensure that any problems that do arise are brought to everyone's attention.

Boarders are able to contact their parents and families in private by using mail, email, and School payphones. Telephones used by the children are situated close to the dormitory areas. They are card-operated and although some boarders considered that they sometimes did not work well, enquiries with boarders and staff suggested that this was often because of the cards, which are provided from home, rather than because of any fault with the phones themselves. The privacy for payphones has been improved by the introduction of hoods and carpet on the stairway to ensure that the children's voices do not echo. Posted near the phones in both boarding areas were details of the telephone numbers of help-lines, including the contact details for the Commission of Social Care Inspection, which children could contact in case of problems or distress.

It is an established practice at the school for new pupils to be accompanied for their first few weeks by a pupil of a similar age (known as a 'shadow') that has been at the school for a little longer, for the purposes of orientation and familiarisation. From conversations with pupils it was clear that his system is clearly valued both by the newcomers and by the 'shadows' themselves. One child informed the inspector " the shadow looks out for you, they introduce you to their friends".

Because of the age of the school's boarders, opportunities to leave the school premises on an unsupervised basis are restricted to Sunday morning walks to the Ruyton shop by older children in groups of three. The school affords boarders age-appropriate access to news media and the Internet – on a closely monitored basis. In particular, pupils are able to watch and discuss a recording of News Round at Friday's rest period. The Headmaster's lessons also provide topical debates, as do the Personal Tutor sessions. It was our assessment that this standard continues to be exceeded.

General observations of interaction between pupils and teaching staff, boarders and boarding staff over the course of this inspection supported the judgement that overall there exists very positive relationships. This was supported by comments from the pupils' questionnaires and verbal feedback. All spoke highly of the staff involved with boarding. Boarders spoken with generally stated that they felt they were looked after well and treated reasonably. Pupils, who were asked about how they would make a complaint and to whom, were clear that they could talk to a range of staff that would listen. The majority of pupils liked the School and the staff, and indicated that it was a good place to be. The impression of the inspectors was that disagreements were dealt with reasonably between pupils and staff. Discussion with individual children also identified that staff would often give them the benefit of the doubt if they were breaking a School rule on a first occasion. It was our assessment that this standard continues to be exceeded.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

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

20, 40, 42, 44, 45, 50

The ethos of the school is one where trust is developed to an extent that personal possessions are respected and safely left alone. Pupils do however have secure places for the storage of valuables and money.

The school accommodation strives to provide a warm and homely environment and atmosphere for boarding pupils. Some significant improvements have been made to the living environment. The school needs to consider a long-term development plan to seek to improve conditions to enhance privacy in the boy's bathrooms particularly for the older boys.

EVIDENCE:

Pupils at Packwood Haugh are not provided with pocket money as such and because there is no need for them to carry money with them, or indeed opportunity to spend it while they are on the school premises, no system has evolved for looking after money. Bedside cabinets were seen not to be lockable, but tuck-boxes were capable of being locked, although boarders tended to choose not to lock them. Several referred with pride to a culture of trust at the school, which rendered this unnecessary. It was our assessment that this standard continues to be exceeded.

Boarding accommodation is provided on two areas of the site with the boys being accommodated in the original house and the girls in a purpose-built house a few minutes walk from the main building. A year 5 boy proudly informed the inspector "we have dorm captains, good heating, good beds, lots of water from our water fountain. Showers are ok and the seniors and matrons have common rooms".

Boys are accommodated in rooms on the first and second floors of the main building. There is no lift facility so accommodation is not accessible to people with disabilities. The accommodation is adequately lit by natural light and each room has windows to provide adequate ventilation. All windows are fitted with restrictors to maintain safety.

The girls boarding area is accommodated in a relatively new building (approx 17 years old) located away from the main building. It offers facilities on ground and first floor levels. The ground floor consists of changing rooms and showers and utility facilities. The first floor consists of sleeping, bathing and toilet facilities and a common room for senior girls.

The seniors are very happy with their facilities and the furniture. New beds have been provided for the senior boys and the school plan to replace all the beds in due course. Some windows in the boys' boarding house can be a little draffy. However, the rooms did not feel cold when the children were getting ready for bed.

Sleeping accommodation across all boarding houses is suitably furnished. All areas were found to be of sufficient size for the number, needs and ages of boarders accommodated. The sleeping areas in all the houses were found to provide adequate storage space for boarders' possessions. Some rooms were seen to have been personalised by the pupils occupying them. The general impression was that the rooms and dorms were a 'home from home' and that pupils were allowed and encouraged to create their own space.

All bathrooms and showers that were inspected were found to be clean and sufficient in number. The water temperature is monitored and the boilers have been replaced since the last inspection at a considerable cost to the school. The school needs to put a development plan in place to address privacy matters for the boys. Although pupils did not raise issues of privacy these facilities are not to a standard now being seen at other boarding schools.

The main house and the girls' boarding house have changing facilities that include areas for storing clothes and sports kit and separate shower/washing facilities. These facilities are separate from the boarding facilities and are suited to purpose.

Boarders' are encouraged to bring necessary personal and stationary items with them, but there is a school store from which items can be purchased. This includes minor personal toiletries. These arrangements appear satisfactory and the children had all the equipment they required.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1, 8, 9 ,10, 23, 31, 32, 33, 34, 35, 51, 52

Packwood Haugh has drafted a clear statement regarding its aims including the principles for boarding. Boarding practice is generally sound and is underpinned by staff training. The school have produced appropriate policies and guidance for boarding staff. There is generally competent supervision and care of boarders.

EVIDENCE:

The school's statement of boarding practice was updated in November 2005 and meets all the requirements set out in the National Minimum Standards. It is presented in a style that makes it accessible to parents, boarders and staff. The school have also developed two booklets for parents. The first is Advice for Parents of New Children; the second is for existing parents and contains all relevant and up to date information for Parents. The school structure identifies clear lines of management and responsibility for the practice and development of boarding in the School.

It was clear from discussion with governors that they are kept informed of ongoing issues relating to boarding and they are enabled by the School's ever full and ongoing drama, musical and sporting events to have contact with the pupils. The head provides a full report on all areas at each governors meeting.

The School has a crisis management policy that deals comprehensively with a range of possible scenarios. There are planned responses to these eventualities, including guidance on handling enquiries from parents and the media. The policy has been fully trialled, and the School found these exercises to be very useful and aid further development of the policy. The staff handbook contains a policy statement about Health and Safety at Work. This guidance includes fire and emergency evacuation procedures.

There is one house for girls and one for boys, the former being set in premises built quite recently, and the latter in a building, which dates from the 19C. The physical surroundings within the girls' accommodation are consequently more modern than those of the boys. There has however been a considerable effort in recent years to mitigate the impact of this, and significant improvements have been made to the boys' house. The inspectors did not however consider that there were major discrepancies in the principles or practice of boarding between the two Houses, but the system of 'dorm captains' (whereby a senior boy sleeps in, and takes charge of, a junior dorm) was not found on the girls' side. This however, was appropriate due the layout of the building enabled easier staff supervision within the girl's dorms.

The school has invested a considerable amount in a new water system. This water still fluctuates in temperature and the school are monitoring it very closely. Risk assessments seen during the inspection were extremely thorough. The Headmaster monitors sanctions, child protection and serious punishments.

Observation of the evening arrangements, on one day of the inspection, demonstrated that all the pupils were offered a range of activities, supervised by a range of different staff. Several staff live on the premises and make themselves available to the pupils throughout the day and, when dictated by circumstances, at night. The afternoon and evenings are usually taken up with a range of sporting and recreational activities. The matron and her staff are on hand to settle the boys last thing before lights-out and afterwards if necessary. Young people were observed talking to a range of staff at various points during the day. In discussion with the pupils it became apparent that a large majority had a trusted member of staff whom they could talk to and confide in. This view was supported by the questionnaires completed by pupils.

The School closes for half terms and 'exeat' weekends. Feedback from the pupils was that there was always a sufficient number of staff on site and they could always have access to someone if they needed to. A tour of the School during the evening demonstrated that staff were widely deployed around the whole School site. In the early part of the evening, there were organised activities but these were followed by free time. The pupils were observed being involved in activities with staff, but other staff were also circulating around the School grounds to ensure that pupils were safe. It was considered that standard 31 had continued to be exceeded by the School.

The pupils have limited opportunity to go off site without staff supervision. The notable exception to this takes place on Sunday, when senior pupils are allowed to go to the village shop in groups of three. Arrangements for the supervision of boarders outside the school grounds continue to exist within the limits specified for sporting & leisure activities as well as for longer trips and residential breaks.

For the girls' boarding house, the Houseparents reside in a flat attached to the house unit as does the Girls' Matron and periodically the Assistant Girl's Matron. A gap student, who lives within the house unit, assists them. The school follows the same recruitment procedures when recruiting any Gap Students who come to work at the School. In the main house, a range of staff sleep in the building and are easily contactable by the pupils. The Headmaster and the Deputy Head both live on site. Pupils spoken to indicated that they felt that they were well looked-after at night. In the boys' accommodation, an older boy known as the 'dorm captain' was placed in charge of each dormitory for a period of one term.

Job descriptions are in place for all staff, and the roles of spouses and partners of staff within boarding houses are made clear. Supervision of ancillary and cleaning staff takes place and the School is aware of its responsibilities in this area. There is a formalised induction policy and guidance in place for staff. Ongoing training is provided to staff and training is beginning to be evidenced in each staff file.

No educational lodgings are arranged by the School to accommodate pupils.
This standard does not apply to this inspection.

The only off-site short-stay accommodation that is arranged by the school for boarders is when the school undertakes trips and excursions. These provisions are subject to Risk Assessments and the schools Educational Trip policy.

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	4
15	4
16	3
17	3
24	4
25	4
48	3
49	3

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	4
14	3
19	3
21	3
30	4
36	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	4
40	3
42	3
44	3
45	3
50	3

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	3
9	4
10	3
23	3
31	4
32	3
33	3
34	3
35	3
51	N/A
52	3

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	37	The role of the male houseparent participating in the morning routine in the girls' boarding house should be reviewed to ensure practice is sensitive to gender issues.	17/03/06

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