



Making Social Care  
Better for People

# inspection report

Boarding School

## **Stamford High School**

St Martin`s

Stamford

Lincs

PE9 2LT

13th October 2003

## 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**

Stamford High School

**Address**

St Martin`s, Stamford, Lincs, PE9 2LT

**Tel No:**

01780 4842000

**Fax No:**

**Email Address**

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

Stamford Endowed Schools

**Name of Head**

Mrs Y L Powell

**NCSC Classification**

Boarding School

**Type of school**

Independent

**Date of last boarding welfare inspection**

11.02.00

<b>Date of Inspection Visit</b>		13th October 2003	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Mark Ryder	124974
<b>Name of NCSC Inspector</b>	<b>2</b>	Jane Barton	959529
<b>Name of NCSC Inspector</b>	<b>3</b>	Alan Geeves	078185
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Angela Tear (from the 15 <sup>th</sup> October 03)	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		Dr Mason	

## CONTENTS

### **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 National Care Standards Commission (NCSC) 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 NCSC, 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 NCSC 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 NCSC in respect of Stamford High School.

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.

The Stamford Endowed Schools (SES) comprises of three distinct schools within the town. The Junior School (co-educational), The High School (for girls) and Stamford School (for boys).

Founded in 1877, Stamford High School provides day and boarding education for girls aged 11 to 18. The school aims to provide a flexible boarding system with weekly, flexi and full time boarders catered for.

There are three boarding houses that accommodate the girl boarders attending Stamford High School: St Michael's House, Welland House and Park House.

St Michael's House is a co-educational house for boys and girls aged 8-11 years and girls in their first year at Stamford High School. At the time of this inspection there were 6 year 7 girls within this boarding house. It is a family run house, headed by houseparents who live within the accommodation with their own children. A semi-resident matron, assistant house tutors and two gap students support the houseparents.

Welland House is a single sex boarding house that can accommodate up to 39 girls between the ages of 11 to 16. At the time of this inspection there were 30 young people in residence. Welland is a family run house headed by resident houseparents who also have children of their own. A resident Deputy Housemistress and resident House Tutor support them in the daily running of the house.

Park House offers boarding provision for up to twenty-two 6th Form Girls. A Resident Housemistress, supported by the semi-resident Deputy Housemistress and other assistant housemistresses, run this Boarding House.

Within the SES boarding handbook it states that the boarding principles are to, "...provide a safe and secure environment for the personal and academic development of each boarding student. The ethos aims to reflect, as far as is possible in a communal environment, the best values of family life".

## **PART A      SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

#### **Welfare Policies and Procedures (Standards 1-7)**

##### **7 of the 7 standards assessed were met.**

Boarding principles were clear within handbooks and, through observation, reflected within practice. Evidence of the schools personal, social and health education (PSHE) provision was considered good. Records regarding health and welfare needs on boarders were detailed and specific.

#### **Organisation and Management (Standards 8-14)**

##### **6 of the 7 standards assessed were met**

Organisation was considered good within all the boarding houses. The inspection team were impressed with the wide range of extra-curricular activities available for boarders. Both Park and Welland operate a boarding committee that is staffed and chaired by the girls. The boarders survey identified that the girls are aware whom they can seek personal guidance from.

#### **Welfare Support to Boarders (Standards 15-30)**

##### **13 out of the 15 standards assessed were met**

A GP holds a weekly surgery at the school and boarders can choose to see a GP, male or female, outside of the school if required. Girl boarders have the use of a sick bay situated in Park House, which is supervised by members of staff. Equally girls resident at St Michael's have the use of their own sick bay within the house. Both houses present a high level of emotional support to their respective boarders. Inspectors found good evidence that boarding staff consider the needs of children from different cultures. Boarders have access to a lockable facility to ensure personal possessions or valuables are kept safe. New boarders in Welland told inspectors that they were pleased with the induction to the house. There was a varied menu, offering a choice of meals. All boarders had access to drinking water and have the opportunity to make snacks when they wish. There were no onerous demands on boarders identified during this inspection.

#### **Staffing (Standards 31-39)**

##### **7 out of the 9 standards assessed were met**

Supervision of boarders outside of teaching time was considered satisfactory. All boarders sign a register when they both leave and return from the house. Staff were accessible to students throughout the night. Staff discussed and showed their awareness of a number of the schools boarding policies during interview. Inspectors noted a high level of respect by staff to the girls. Supervision and privacy was seen as well balanced during this inspection. All staff records inspected indicated that a CRB/police check had been completed for staff directly working with children.

**Premises (Standards 40-52)**

**11 out of the 12 standards assessed were met**

Inspectors were satisfied with the accommodation of all the three boarding houses. The use of numerical keypads provided good security for the houses. Bedrooms were personalised, well lit and warm. There was ample space for private study both in bedrooms and around the houses. Boarders have use of both indoor and out door recreational areas within the SES sites. Observation of areas used by the boarders indicated a good level of safety. There is a sick bay situated at Park house that is used, by both Park and Welland boarders. Laundry provision is available to all boarders. The boarders are able to purchase personal and stationery items from Stamford town. Overnight trips are well arranged and appropriately supervised by staff.

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

**Welfare Policies and Procedures (Standards 1-7)**

**All standards were met.**

**Organisation and Management (Standards 8-14)**

**1 standard was not met**

The crisis management policy requires being more detailed; ensuring personnel are identified as to their key responsibilities.

**Welfare Support to Boarders (Standards 15-30)**

**2 standard was not met**

There were a number of recommendations regarding fire safety identified during a fire safety inspection on the 2.10.03. These areas were being addressed at the time of this inspection. Consideration is required regarding the privacy the current telephone cubicles afford boarders at Welland house. It is recommended that punishments, complaints, accidents and risk assessments be counter-signed by a representative of the Senior Management Team to ensure overall accountability and consistency throughout all three boarding houses.

**Staffing (Standards 31-39)**

**2 standard was not met**

Inspection of randomly selected staff files showed incomplete records. Job descriptions for all staff with boarding duties are required to be up dated.

**Premises (Standards 40-52)**

**1 standard was not met**

In Welland house one of the shower blocks was in a poor condition. However, inspectors were informed that there would be an extensive up grade to this area. This is urgently required.

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

All parents and boarders were contacted and their views sought prior to this inspection. This information has been incorporated into the body of this report. For the analysis of the pupils questionnaires please see appendix one.

Overall the inspectors were satisfied with the arrangements made to promote and safeguard the welfare of the boarding pupils.

There were no notifications to be made to the Department for Education and Skills.

**The overall standard of the boarding facilities was considered high.**

The schools commitment to employing teaching staff to boarding roles was a particular strength of this school. It ensured close communication between the academic and the boarding staff with noticeable positive effects to the boarders.

The school did particularly well in supporting overseas young people and induction programmes for new boarders. The broad range of extra curricular activities available to boarders including school trips both within this country and abroad were considered good.

Areas for development include a) monitoring of records, risk assessments and procedures by senior staff, b) development of the schools crisis management procedure and c) continued development of the staff personnel files.

The inspectors concluded that Stamford High School is well managed and that the children who board there are well cared for.

This service has been inspected for the first time against National Minimum Standards introduced from 1<sup>st</sup> April 2002. As a result this report may contain a substantial number of recommendations and requirements. If so, the number of these should fall significantly at the next inspection when the provider will have had time to take account of the new legislation and standards and to take action to meet them.



**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 and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	BS9	The school is required to have a detailed crisis management procedure in which staff and their delegated responsibilities are named.	01.08.04
2	BS23	Senior managers of the boarding houses are required to regularly monitor accidents, punishments, complaints and risk assessments at least twice a term. It is further recommended that the signing and dating of such records evidence this monitoring.	01.05.04
3	BS26	There were a number of safety deficiencies identified by a recent fire safety inspection. The location of furniture should be changed to enable free access in the event of a fire evacuation.	20.03.04
4	BS34	Staff with boarding duties are required to have job descriptions that accurately reflect their present role.	01.05.04
5	BS38	Recruitment of all staff should include the relevant checks as set out by Boarding Schools National Minimum Standard 38.2. The school should review their recruitment and selection procedures to ensure the above is met.	01.05.04
6	BS44	Adequate washing facilities should be readily accessible to boarders, offering appropriate privacy. Review of shower facilities, at Welland House, to be carried out and action plan drawn up to ensure Boarding Schools National Minimum Standard 44.6 is met.	01.08.04

### 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	16.3	It is recommended that the practice of requiring boarders, in the morning, to dress and leave the boarding house to report that they are ill to staff be reviewed in the best interests of the young people.
2	19.3	Consideration of privacy offered from the present telephone boxes at Welland House is recommended.

\*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	YES
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person or Counsellor	YES
• 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	YES
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES
Date of Inspection	13/10/03
Time of Inspection	0900
Duration of Inspection (hrs.)	72
Number of Inspector Days spent on site	3

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

**SCHOOL INFORMATION:**

**AGE RANGE OF BOARDING PUPILS** FROM 

11
----

 TO 

18
----

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

<b>Boys</b>	<table border="1" data-bbox="842 365 938 443"><tr><td>0</td></tr></table>	0
0		
<b>Girls</b>	<table border="1" data-bbox="842 443 938 521"><tr><td>54</td></tr></table>	54
54		
<b>Total</b>	<table border="1" data-bbox="842 546 938 624"><tr><td>54</td></tr></table>	54
54		
<b>Number of separate Boarding Houses</b>	<table border="1" data-bbox="842 624 938 689"><tr><td>3</td></tr></table>	3
3		

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 3 - Standard Met (No Shortfalls)
- 2 - Standard Almost Met (Minor Shortfalls)
- 1 - Standard Not Met (Major Shortfalls)

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

### Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
<p>The school's boarding principles were evidenced within the SES handbook and referred to within each of the boarding houses individual handbooks for parents, boarders and staff. These boarding principles, as observed by the inspectors, generally reflected practice within the boarding houses.</p>		

**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

SES has an anti-bullying policy, which both defines the forms of bullying behaviour and clarifies the responsibilities of all parties involved with any alleged incident. This policy was in draft form and completed in September 2003.

Pre-inspection questionnaires were sent to all pupils to complete (see attached). Of the 6% that indicated that they had sometimes been bullied comments indicated that this was mostly name calling by other children. The inspectors discussed this issue with staff and the boarders and were satisfied that this behaviour would be discouraged.

Reference to the anti-bullying policy within all three boarding handbook's for students was noted.

Guidance on how to prevent bullying was seen on posters around the boarding houses. During a group discussion between inspectors and Park boarders, the girls explained that bullying was not an issue within the house.

At Welland the staff interviewed demonstrated that they approached all issues on bullying in a pro-active way, encouraging the girls to discuss any concerns they have with boarding staff. During a group discussion with boarders the young people explained that the best part of being at Welland was that there was no bullying.

Feedback from the questionnaires for the girls at St Michael's evidenced that bullying was not a concern.

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

94

%

<b>Standard 3 (3.1 – 3.9)</b>		
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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>There were no recorded child protection issues. The Local Authority Social Services Child Protection team, prior to this inspection, confirmed this.</p> <p>SES child protection procedures were reviewed during this inspection. The policy, which was dated September 2003, provided good guidance for staff. Interviews held with selected boarding staff demonstrated sound knowledge of child protection procedures.</p> <p>Within Park house, members of staff sign to acknowledge they have read the SES policy on child protection procedure. This document conforms to Area Child Protection Committee (ACPC) procedures.</p> <p>Training on child protection issues was well evidenced for boarding staff through selected reviewing of personnel files and interview with the nominated child protection coordinator.</p>		

<b>Standard 4 (4.1 - 4.7)</b>		
The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>There was clear guidance on conduct and the general expectations for young people within the boarding handbooks. Sanctions were considered as being proportional. Questionnaires completed from boarders at all three houses reflected that discipline was fair. Punishment books inspected had no entries recorded in them.</p>		

<b>Standard 5 (5.1 - 5.7)</b>		
The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>SES has an overall procedure for formal complaints for parents. A complaints/grumbles book for the boarders at Park house was considered as good practice. In Welland there were no complaints recorded.</p> <p>All boarders that were spoken to by inspectors understood how to make a complaint.</p>		
<b>Number of complaints, if any, received by NCSC about the school during last 12 months:</b>		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

This standard was evidenced as being met from information seen regarding the schools personal, social and health education (PSHE) provision. Within the school handbooks there were a number of references to issues of health.

**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

Records regarding health and welfare needs on boarders were detailed and specific. Information seen during the inspection of the schools surgery evidenced that boarders who have major allergies or medical conditions are identified to the boarding staff. It was acknowledged by staff that personal information is regarded as confidential and is treated as such. Files were appropriately maintained and stored in suitable lockable filing cabinets.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

### Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

#### Key Findings and Evidence

#### Standard met?

3

The inspection team was shown a diagram clarifying the hierarchy of management responsibility for boarding provision. It was felt this information would be of benefit within the boarding staff's handbook.

A suggested schedule of the introduction of performance management for boarding staff that incorporated a 'house development plan' for the forthcoming academic year was reviewed. A governors' visit report to the boarding houses was undertaken on the 25<sup>th</sup> and 26<sup>th</sup> March 2003. Generally comments from this report were very positive.

### Standard 9 (9.1 - 9.3)

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

#### Key Findings and Evidence

#### Standard met?

2

Whilst there was a crisis management policy in place this is required to be more detailed, ensuring personnel are individually named with their key responsibilities.

There was evidence of planned responses in the event of a fire.

<b>Standard 10 (10.1 - 10.5)</b> The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Organisation was considered good within all the boarding houses.</p> <p>Lay out of the houses generally afforded separation between ages and, with boarders in St Michael's, gender. Discussion with the boarders indicated that they were comfortable with the privacy arrangements in place.</p> <p>There was little variation between all three houses on protection of boarders.</p>		

<b>Standard 11 (11.1 - 11.6)</b> There should be an appropriate range and choice of activities for boarders outside teaching time.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Inspectors were impressed with the wide range of extra-curricular activities available for boarders. A programme of planned events demonstrated a varied use of leisure pursuits including physical and social activities.</p> <p>There was sufficient free time within the school week for boarders to choose their own pastimes.</p>		

<b>Standard 12 (12.1 - 12.2)</b> Boarders have opportunity to contribute views to the operation of boarding provision.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>School council meetings operate including a food council that is represented by an elected boarder from each house.</p> <p>Both Park and Welland operate a boarding committee.</p>		

<b>Standard 13 (13.1 - 13.7)</b> Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Within both Park and Welland boarders vote a headgirl to represent them and have specific duties within the running of the house. Discussions with boarders expressed satisfaction with this system.</p>		

**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?**

**3**

The boarders survey identified that the girls are aware whom they can seek personal guidance from. Group discussions further evidenced that boarders had access to members of staff when they wished to discuss personal issues. There is a female Independent Listener who has recently taken up this role.

## 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

Discussion with the school nurses and inspection of the medical facilities identified that this standard was well met. A GP holds a weekly surgery at the school and boarders can choose to see a GP, male or female, outside of the school if required.

Medication is given to boarders in line with the schools procedure on dispensing prescribed medication.

<b>Standard 16 (16.1 - 16.3)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders have the use of a sick bay situated in Park House, which is supervised by members of staff. A parent expressed dissatisfaction that no such provision was available at Welland. Some boarders at Welland were unhappy with the procedure of notifying staff that they were unwell and having to dress and leave the house in order to do so. However, there was evidence, from discussion with boarders, that they were well supervised in the sick bay and were able to summon staff assistance whenever necessary.</p> <p>At St Michael's there is a room that can be used as a sick bay for a maximum of 2 boarders.</p>		

<b>Standard 17 (17.1 - 17.8)</b> <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Detailed recording of health needs at Welland were satisfactory. Within Park the monitoring of concerns regarding health was well met. The school doctor visits St Michael's every week. All three houses present a high level of emotional support to their respective boarders. Access to psychological and counselling services was evidenced through discussion with the medical staff.</p>		

<b>Standard 18 (18.1 - 18.6)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Inspectors found good evidence that boarding staff consider the needs of children from different cultures. For example, at Welland House, the boarders and staff celebrate the Chinese new year. In previous years Catholic boarders have been able to worship within their own church.</p> <p>One overseas boarder explained that she is expected to go to Chapel even though she is not a Christian. However, there is provision for parents to request that their children worship at other denominations during this time. Inspectors recognised, however, that this could pose some staffing difficulties during these times.</p>		

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was ample opportunity for boarders to contact their parents via telephone, letter or e-mail. All houses had access to a landline, although some girls at Welland were concerned with the privacy of the telephone cubicles as conversations were easily overheard in either adjacent cubicles or outside.</p>		

<b>Standard 20 (20.1 - 20.3)</b> Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarders have access to a lockable facility to ensure personal possessions or valuables are kept safe. Pocket money is given out by boarding staff and signed by the young person that they had received it.		

<b>Standard 21 (21.1 - 21.3)</b> There is an appropriate process of induction and guidance for new boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	4
New boarders in Welland told inspectors that they were pleased with the induction to the house. One overseas boarder expressed satisfaction with the support she was given when she first moved to this house. The boarding handbooks are well written and clearly describe the routine and expectations of boarders.		

<b>Standard 22 (22.1 - 22.4)</b> Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	0
There are no guardians appointed by the school.		

<b>Standard 23 (23.1 - 23.4)</b> The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
The inspectors were informed that the Senior Management Team (SMT) review and monitor records, risk assessments, punishments, complaints and accidents during their weekly meeting. This was not reflected within the records. It is required that records (under 23.1) are monitored at least twice a term by the head or designated senior member of staff.		

<b>Standard 24 (24.1 - 24.8)</b> Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Inspectors were able to sample the food during this inspection. There was a varied menu, offering a choice of meals that were nutritious and of good quality. Information from questionnaires from Park, Welland and St Michael's boarders suggested that the young people were satisfied with the quality of the food provided.		

<b>Standard 25 (25.1 - 25.5)</b> Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Records of Legionella checks were considered satisfactory. In both houses there was fresh fruit available. All boarders had access to drinking water and have the opportunity to make snacks whenever they wish. A parent of a Welland boarder commented that a healthy snack option could be sometimes considered as an alternative to the current practice of giving out of chocolate when the girls return to the house.		

<b>Standard 26 (26.1 - 26.5)</b> Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
A fire safety inspection was carried out on the 2.10.03 in which a number of deficiencies were identified. The fire officer is due to return after 30 days to ensure completion of the recommendations outlined in this report. In addition to these recommendations the inspectors noted that in one of the bedrooms at Welland there was considerable restriction of access to the fire exit by the position of a bed. This was discussed at the time of this inspection with the boarding staff agreeing to move the bed.		
There are regular fire tests completed. Boarders were aware of the fire evacuation procedures when asked.		

<b>Standard 27 (27.1 - 27.3)</b> Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There were no onerous demands on boarders identified during this inspection.		

<b>Standard 28 (28.1 - 28.2)</b> The welfare of any children accommodated at the school, other than pupils, is protected.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Evidence of level of support for children accommodated, other than pupils, was seen. There were no concerns noted.		

<b>Standard 29 (29.1 - 29.6)</b> <b>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Risk assessments were evident in files at the boarding houses for any activities considered high-risk. The school ensures that the company undertaking the activities are well qualified and insured. Written parental permission was recorded on boarders' personal files for their children to engage in such activities. The inspectors particularly welcomed the very clear and detailed risk assessments, given to them for their attention, for a recent trip to a safari park.		

<b>Standard 30 (30.1 - 30.5)</b> <b>Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Inspectors observed a selection of newspapers available for boarders within Park and Welland. Boarders have access to the internet both within the houses and in school. A number of boarders at Park and Welland expressed some dissatisfaction with the slowness of the internet connections when using the houses computers.		

## 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

Supervision of boarders outside of teaching time was considered satisfactory. Staff had mobile phones to contact colleagues if required and contact details, recorded within a credit card style format, were a useful aid to ensuring good communication.

### 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

All boarders are required to sign a register when they both leave and return to the house. Inspection of this document and observations of its use were considered satisfactory. Staff who drive the schools mini bus undertake a mini bus test (MIDAS) before they can transport children.

<b>Standard 33 (33.1 - 33.5)</b> Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
The system of covering nights at the boarding houses was satisfactory. Staff on duty during the night explained they were aware of any flexi-boarders who were staying. The boarders expressed no concerns regarding contacting staff during these times.		

<b>Standard 34 (34.1 - 34.7)</b> All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
Interviews with staff demonstrated a sound knowledge regarding their duties, induction and training. There was information held on file in Park regarding the guidance on the role of the matron. All boarding staff received training on child protection although domestic staff used a distance-learning model rather than attend a workshop with other staff.		
However, whilst there were job descriptions within Park House these were not current and were in the process of being updated at the time of this inspection.		

<b>Standard 35 (35.1 - 35.4)</b> All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Staff discussed and showed their awareness of a number of the schools boarding policies during interview. For instance the staff at Welland were able to accurately reflect the procedure if a boarder went missing from the house. At Park, staff demonstrated the appropriate actions required if a child discloses information pertaining to child protection issues.		

<b>Standard 36 (36.1 - 36.4)</b> There are sound staff/boarder relationships.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
A number of parents commented on the positive relationships that existed between boarding staff and their children. Young people expressed positive comments regarding their relationships with the boarding staff. Observation by inspectors throughout this inspection period evidenced a fair and consistent approach towards boarders from staff.		

<b>Standard 37 (37.1 - 37.2)</b> Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Several boarders felt that their privacy was respected in the houses particularly concerning morning times. Supervision and privacy was seen as well balanced during this inspection.		

**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?**

**2**

Inspection of randomly selected staff files showed incomplete records. An example of this concerned a lack of evidence of references of boarding staff on these files.

Generally the inspectors found that staff files were not easy to follow, with no Index or partitioning of the files. However, during the course of this inspection a new staff recruitment record check was provided that had recently been completed. The inspectors acknowledged that this would enable a clearer system for finding information.

**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**

All staff records inspected indicated that a CRB or a police check had been completed for staff directly working with children. The Principal of the SES was aware of ensuring all staff had a current, enhanced, CRB before they worked with children in the boarding houses.

## 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

Inspectors were satisfied with the accommodation of all the three boarding houses. The houses were clean, homely with a good standard of decoration. Furnishings were considered as meeting the needs and number of boarders.

Whilst there was some maintenance work required this was clearly identified with timescales for its completion (see standard 44).

### 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

The use of numerical keypads provided good security for the houses. Numbers are changed regularly. At Welland there is the further security measure of a camera situated at the front door of the house.

<b>Standard 42 (42.1 - 42.14)</b> Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Bedrooms were personalised, well lit and warm. Boarders slept in rooms with children of a similar age. All rooms inspected indicated that they afforded the boarders space for their personal possessions.		

<b>Standard 43 (43.1 - 43.2)</b> Suitable facilities for both organised and private study are available to boarders.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There was ample space for private study both in bedrooms and around the houses.		

<b>Standard 44 (44.1 - 44.10)</b> Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	2
In Welland house one of the shower blocks required improvement to the decoration and structure of the facilities. However, inspectors were informed that there would be an extensive up grade to this area. This is urgently required.		
The other shower blocks, toilets and washing facilities at Welland and the other two houses facilities were all satisfactory.		

<b>Standard 45 (45.1 - 45.3)</b> Suitable changing provision is provided for use by day.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
There are suitable changing facilities around the school for boarders during the day. The only area that required attention was the changing room next to the swimming pool area, which is presently subject to legal action between the school and the owners of the pool.		

<b>Standard 46 (46.1 - 46.6)</b> Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarders have use of both indoor and out door recreational areas within the SES sites. Playing fields were in good condition and well maintained. The swimming pool, however, requires some attention to the air conditioning.		

<b>Standard 47 (47.1 - 47.9)</b> Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Observation of areas used by the boarders indicated a good level of safety. Minor hazards seen by the inspectors were pointed out to the staff and were addressed at the time of the inspection.		

<b>Standard 48 (48.1 - 48.4)</b> Suitable accommodation should be available for the separate care of boarders who are ill.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
There is a sick bay situated at Park house that is used, by both Park and Welland boarders. Inspection of this area established that it adequately meets the needs of young people who require rest and quiet.		

<b>Standard 49 (49.1 - 49.3)</b> Adequate laundry provision is made for boarders' clothing and bedding.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Laundry provision is available to all boarders. The girls at Welland commented that some items occasionally go missing. However, the girls are requested to mark their clothes to ensure that they can be identified later.		

<b>Standard 50 (50.1 - 50.2)</b> Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
The boarders are able to purchase personal and stationery items from Stamford town. There is suitable 'town time' in order that they can do this.		

<b>Standard 51 (51.1 - 51.11)</b> Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>0</b>
There are no lodgings 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

Over night trips are well arranged and appropriately supervised by staff. During this inspection a trip was being organised for boarders to stay in Belgium. This was planned and coordinated to ensure the safety of the young people was considered at all times.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

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

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

**PART D****HEAD'S RESPONSE****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 13<sup>th</sup> October 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the NCSC in response to Head's comments:**

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

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

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I *Mrs Y. L. Powell of Stamford High School* confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

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

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_ 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.**

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

S0000002696.V101495.R02

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source