



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Durham School

**Durham School
Durham
County Durham
DH1 4SZ**

Lead Inspector
Mr Leonard Hird

Announced Inspection
6th February 2006 09:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school	Durham School
Address	Durham School Durham County Durham DH1 4SZ
Telephone number	0191 3864783
Fax number	0191 3831025
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Durham School Ltd
Name of Head	Neil Kern
Name of Head of Care	to be appointed
Age range of boarding pupils	11-18
Date of last welfare inspection	12/11/2002

Brief Description of the School:

Durham School is a co- educational independent school for day and boarding pupils. The school is long established and provides full-time and flexi boarding facilities for approximately 74 pupils ranging from 11- 18 years of age during the school term. Durham School offers independent education to children from the North-East of England and further a field including Germany and other countries.

There are two separate boarding houses on the Durham School site. The girl's boarding house is called Pimlico House and the boy's boarding house is called Poole House. The boys house is managed on a day-to-day basis by a Housemaster who lives in separate family accommodation contained within the house. Whilst Pimlico House is managed jointly on a day-to-day basis by a Housemaster and Housemistress who similarly live in separate family accommodation contained within the boarding house.

SUMMARY

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

This announced inspection of Durham School took place between February 6th - 11th 2006. It found that of the standard areas inspected 38 were met, 7 were almost met and 3 standard areas were exceeded. The inspection process included talking to boarding pupils in both of the houses, talking to house staff, teaching staff, parents, ancillary staff, the senior management team and looking at the children's pre-inspection questionnaire responses as well as other records, documents and files held at the school.

There had been no major changes to the senior management team of the school since the last inspection. The only alteration to the senior management team was that of the recent appointment of a member staff to the position of senior mistress. It was found that the senior management team were providing positive and effective management to the school as a whole.

The senior management team had ensured that any recommendations made from the previous inspection had been addressed.

The boarding pupils spoken with during the inspection spoke positively of their life at the school and that they had very good working relationships with staff. Staffs were found to be caring, thoughtful and very committed to the children they worked with.

The documentation examined during the inspection was found to be generally accurate and well maintained.

This was a positive inspection of Durham School and it found that the commitment of the school and its staff to the welfare, development and outcomes for the individual child were paramount.

What the school does well:

Durham School providing a caring, listening and safe environment for boarding pupils to develop in and this was being done in a well-managed and encouraging manner.

The health and safety of the boarding pupils was considered to be very important and staff were seen to be proactive in ensuring that the needs of the boarding children were being met. The school provided for those children who were boarders from other countries some information in their own language as well as offering the opportunity of learning English as a second language.

What has improved since the last inspection?

The overall individual and communal living environment standards to be found on Pimlico House had been significantly improved over the past few months. Similarly a major refurbishment and redecoration project had recently been started on the boy's boarding house to address the major shortfalls of the communal and individual living environment that the boarders lived in. The school had also appointed a senior mistress to the senior management team of the school. The school had also developed its own laundry provision at the school thereby enabling all of the school's laundry to be dealt with on-site.

What they could do better:

Currently there is no one dedicated member of the senior management team with overall responsibility for the strategic management of Pimlico and Poole boarding houses. If this were the case then the development of the management structures to be found on the boarding houses would be enabled to move forward.

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

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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):

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

The boarding pupils at Durham School were living in a residential and educational environment that provided them with guidance, advice and support in both health and personal care issues in a sympathetic and friendly manner.

Boarders's health and medication needs were being generally monitored, administered, stored and disposed of appropriately.

Boarders took their meals in an ordered and friendly manner in the dining hall. There were a number of choices of meals on the menu including a vegetarian choice and the meals were well-prepared, nutritious and wholesome in content.

EVIDENCE:

The school has its own small medical Centre, managed and run by a team of one full-time and two part time registered nurses. The boarding pupils were registered with the local general practitioners surgery and either attended the medical centre for the treatment of minor ailments or attended the local surgery for more serious ailments or if necessary the GP visited the school. There were within the medical centre beds available for the use of boarders requiring to be looked after when they were ill. It is recommended that a review of the usage of these beds be undertaken and that a bedroom be identified on each of the boarding houses for the use of boarding pupils who are ill.

Records were being maintained of medication prescribed, dispensed and disposed of as well as a record of parental permission for the dispensation of medication. It is recommended that a thorough review of all policies, procedures, guidance and practice currently to be found in use within the medical centre, school and boarding houses that relate to the health of the boarding pupils be undertaken to ensure that they are up-to-date and that this review should take account of the different ethnic backgrounds of the boarding pupils.

Boarders took their meals in an ordered and friendly manner in the dining Hall. There were a number of choices of meals available on the displayed menu for the boarders and this included a vegetarian and sandwich choice. The meals were on the whole well prepared, cooked, nutritious and wholesome in content.

The boarders were generally complimentary of the meals that they ate at the school but some had indicated in their responses in the pre-inspection questionnaire as well as from discussions with the inspection team during the inspection said that they thought there was a need for some of the choices at teatime and at the weekend to be improved. It was observed at the weekend the catering staff were very helpful when two boarders were given different options to choose from when there was nothing on the advertised "brunch" menu that they liked. These boarders were very complimentary of the meal that they had just had and said that they found the kitchen staff very helpful at all times.

Both the boarders and catering team indicated that would welcome the opportunity to discuss the choice and types of food with each other on a more regular and formalised basis. The catering manager regularly changed menus.

Boarders on both the Pimlico and Poole houses had facilities to make their own snacks such as toast and hot drinks and it was observed that both on the boy's and girl's houses they could order in take-away meals if they wished.

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):

NMS2, NMS3,NMS4, NMS5,NMS13,NMS22NMS26,NMS28,NMS29,NMS37NMS38
NMS 39NMS 41NMS 47

Durham School is working to and within these standards. The school is positively trying to ensure that the boarders who attend and board at the school are safe.

EVIDENCE:

The child protection policies and procedures being used at Durham School contain all of the basic requirements to provide for child protection. The procedures contained a definition of child abuse, details of potential indicators and guidance about how staff must react when they have suspicions of abuse occurring or when a boarder discloses.

Staff confirmed in discussions on the days of inspection that they were aware of their responsibilities, where to access information from within the staff handbook in regard to child protection issues and the need for vigilance in this very important area.

The school had one senior member of staff as the designated child protection officer. Any records referring to child protection referrals were being kept securely and these were only available to authorised staff.

Boarders who had completed the pre-inspection questionnaires as well as boarders spoken with during inspection indicated that they did not see bullying as a significant issue. They also confirmed that they knew of the different routes within the school for them to raise any concerns or complaints they had. External agencies such as Childline were also being advertised within the boarding houses and boarders spoken with said that they had confidence in these different systems of raising concerns and complaints that were made available to them.

The school had systems in place regarding the training and deployment of "monitors" within the boarding houses. A designated senior member of staff oversaw these systems and ensured that the house "monitors" were acting and behaving appropriately.

All staff employed at the school post-2002 had undergone before their employment the appropriate reference checks, List 99 check and an enhanced Criminal Records Bureau Check.

For staff employed before 2002 there was evidence of police and List 99 checks been undertaken. Records were being maintained of this information on staffs' personnel files. All of this personnel information was being kept securely and in accordance with Data Protection guidance.

Risk assessments, fire drills and maintenance had been undertaken on the boarding houses and these documents were being maintained and reviewed regularly. It was observed that staff were working in a friendly, caring and supportive manner with the boarding pupils and that there was a positive response to this approach from the boarding pupils.

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):

NMS 11, NMS 18, NMS 27, NMS 43, NMS 46.

House staff were actively and closely involved with the educational and support staff at the school to ensure that boarders were being given the appropriate levels of support and help they required. The boarders' leisure time activities were being supported by staff and generally took account of the needs of both the individual boarder as well as the group.

EVIDENCE:

Boarders were offered a number of different choices of cultural and sporting activities to take part in whilst at the school. These activities were taking place either at the school or at other venues away from the school. Those boarders spoken with who had taken part in the different activities said that they had enjoyed taking part in the sporting activities as well as enjoying their visits to the theatre, cinema, sporting events or shopping centres. The school had appointed a member of staff to act as activities coordinator. Staff were observed to be assisting and helping the children when required during the activities though at weekends there was a potential for a shortfall of the availability of staff to accompany the boarders on some of the activities.

Boarders said that they thoroughly enjoyed taking part in the well-organised Combined Cadet Force activities both at the school and the various camps. Boarders also indicated that they had if they wanted the opportunity to take time out for themselves then they could and that also they could study in their own room if they so wished. It was observed during the inspection process boarders of this multicultural school working together in a happy and friendly way.

Boarders had access to the gardens around the boarding houses, playing fields and supervised areas of the school such as the fitness centre.

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):

NMS 12, NMS 14, NMS 19, NMS 21, NMS 30 NMS 36

Boarders at Durham School were being treated fairly and without favouritism by all of the staff. Relationships between the staff and boarders were observed to be friendly, positive and non-discriminatory. Boarders were fully aware of the boundaries that they could operate within but staff were aware of the many differing needs of the boarders from a wide range of cultural and ethnic backgrounds and made the appropriate adjustments where necessary.

EVIDENCE:

Boarding children were able to keep in touch with their parents by regular phone contact, e-mail, letters and family visits.

Boarders were being encouraged to influence decisions made in the school by their involvement with their House Councils and regular meetings of the School Monitors with both the Headmaster and Deputy Headmaster where the views of the boarders of both houses are brought forward.

The school enabled boarders to have access to a variety of different people and organisations to speak to if they wished. The school currently does not have an Independent listener but it was confirmed that this situation would be rectified.

Boarders spoken with during the inspection process confirmed that they had very good working relationships with the house staff and that they could speak to any member staff for advice if they wanted to. This process was observed to be happening on a regular basis during the inspection process.

Information was provided for the induction of both new pupils and their parents with the school prospectus and booklets for both boarders and parents.

Pre-start visits, interviews and overnight stays were available for prospective boarders if they wished.

Overseas pupils were made welcome and were being well supported by staff particularly in the area of English as a Foreign Language. Those boarders spoken with during the inspection from different countries spoke highly of the support given both to themselves and their families by the school.

Parents were actively encouraged to take part in all aspects of the school life of their children by the school. This was being achieved by parents having regular dialogue with the house staff, parents meetings, attending events taking place within the school involving their children e.g. sports matches, plays and music recitals.

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):

NMS 20, NMS 40, NMS 42, NMS 44, NMS 45, NMS 50.

The boarders at Durham School had their school uniform and their own clothes to wear, there were places for them to store their valuables securely, to which they had a key and advice was been given to them by staff on how to look after their possessions. There were appropriate levels of privacy and facilities for changing, washing, and toileting, showering and bathing in both of the boarding houses.

EVIDENCE:

Pimlico, the girl's boarding house, had recently been completely refurbished and redecorated to a pleasing standard, making it a warm and welcoming boarding house with satisfactory sleeping accommodation. Those bedrooms visited by invitation during the inspection were well decorated, furnished and personalised by the occupants.

Poole, the boy's boarding house, was undergoing a similar program of refurbishment and redecoration work and the school confirmed that this project would be completed by the end of the current school year. This program of refurbishing redecoration would ensure that both the communal and individual living space on the house would be brought up to standard. Those boy boarders spoken with during the inspection and whose bedrooms had been re-furbished and decorated said that they were pleased with the improvements in their rooms.

It was noted, that on Poole House, a number of damaged walls, ceilings and lighting fittings had not been satisfactorily attended to and it is essential between major refurbishment work that minor repairs be dealt with promptly.

There were appropriate levels of privacy and facilities for changing, washing, and toileting, showering and bathing in both of the boarding houses. Though some boarders in the houses felt that sometimes privacy could be improved on particularly in the shower areas. Staff were observed knocking and waiting before entering the boarders bedrooms.

Boarders could, if they needed to, purchase toiletries for their personal use by going shopping into Durham City at certain times during the week and at the weekend.

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):

NMS1NMS8NMS9NMS10 NMS 23 NMS3NMS32 NMS33 NMS34 NMS35 NMS 52

It was found that Durham School was being managed effectively, caringly and safely for the benefit of the boarding pupils residing there. There was a need however for the school to develop the senior management structure so that it included a designated senior member of staff whose role would be to strategically manage the boarding houses.

EVIDENCE:

There was available at the school a statement of the school's Principles and Practices. There was also a booklet provided on the principles of care and practice for those pupils who boarded at the school for staff. Records examined confirmed that each pupil had an individual file showing when they had come into the school, where they lived and the progress they were making in the school. Staff personnel records were examined and they contained the required information in regard to references, contracts, Criminal Record Bureau

Checks and employment histories. Information was also being maintained about the checks made on the Gap student based on Pimlico house.

There were regular monitoring checks undertaken of pupils welfare by the housemaster's, the deputy head teacher and this information was included in reports to the head teacher.

All staff were in receipt of documentation outlining the care practices and principles to be used at Durham School.

Though the Housemaster of Poole House and the recently appointed Housemaster and Housemistress of Pimlico House were effectively managing the day-to-day running of their houses there was however, no one senior member of staff whose role it was to deal specifically with the strategic management of the boarding houses.

It is essential that a member of the senior management team be identified so that strategic management of both houses is developed to ensure that the good work currently occurring on both of these houses is maintained and further developed particularly in the area of staff training, supervision and development.

Staff were adequately supervising boarders during the school day, on trips and over night though unlike Poole House there was no matron in residence during the night on Pimlico House.

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	4
7	2
15	3
16	2
17	2
24	3
25	3
48	3
49	3

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
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	2
9	3
10	2
23	3
31	3
32	3
33	3
34	2
35	3
51	X
52	X

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Boarders 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	BS16BS15	It is recommended that a thorough review of all policies, procedures, security, physical resources, Staff training, staff supervision, guidance and practice currently operating within the medical centre, school and boarding houses relating to the health and welfare care of the boarding pupils be undertaken.	31/10/06
2	BS8	It is recommended that a member of the senior management team be clearly identified to take on the strategic management role of Pimlico and Poole boarding houses and that this role should also take account of staff training, development and supervision of all of the house staff.	31/10/06
3	BS3	It is recommended that the school form links with the local child protection/children in need team so that the child protection Designate can seek guidance easily and quickly.	31/10/06
4	BS38	It is recommended that when agency staff and nurses are employed at the school their qualifications, level of criminal record bureau check and where appropriate their NMC Pin number be checked before they undertake any duties.	31/10/06

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