



*Making Social Care  
Better for People*

# inspection report

Boarding School

**St Mary`s School**

Bateman Street

Cambridge

CB2 1LY

8th November 2004

## 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**

St Mary`s School

**Address**

St Mary`s School, Bateman Street, Cambridge, CB2 1LY

**Tel No:**

01223 353253

**Fax No:**

01223 357451

**Email Address**

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

Mrs Denise Wilkinson

**Name of Head**

Mrs Jayne Triffitt

**CSCI Classification**

Boarding School

**Type of school**

**Date of last boarding welfare inspection**

15/10/01

<b>Date of Inspection Visit</b>		8th November 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		10:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Jacqui Barry	125443
<b>Name of CSCI Inspector</b>	<b>2</b>	NA	
<b>Name of CSCI Inspector</b>	<b>3</b>	NA	
<b>Name of CSCI Inspector</b>	<b>4</b>	NA	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Marlene Fleming	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		NA	
<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>		JAYNE TRIFFITT	

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## INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of St Mary's 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 Institute of The Blessed Virgin Mary founded St Mary's School in 1898. Today, St Mary's operates as a Catholic day and boarding school for girls aged 11 to 18, although students of all faiths are accepted.

The school has one boarding house situated on the school grounds, accommodating a total of 52 boarders at the time of the inspection, 8 of whom were weekly boarders. A team of five were responsible for the boarding house, including two senior housemistresses.'

St Mary's is situated in the heart of Cambridge with easy access to shopping, sporting and leisure facilities. An activity programme was in place for boarders providing structure and interest over weekend periods.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The welfare policies and procedures within the school were of good standard.

The school had a harmonious and friendly atmosphere and the relationships between students were respectful.

The school had responded appropriately to concerns or complaints.

The student's health and welfare needs were clearly recorded on the student's file and responded to appropriately by the school.

The management and development of boarding had been carefully organised to complement existing provision.

The school had in place appropriate systems to ensure that the majority of areas within the grounds were free from foreseeable risks and hazards.

The care and accommodation provided by host families was of a high standard.

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

Several recommendations and advisory recommendations were made as a result of this inspection and it therefore is suggested that this report is read in full. The points listed below do not refer to all recommendations and advisory recommendations.

The school should improve their security to ensure that boarding accommodation cannot be accessed by anyone without the appropriate supervision or authorisation.

The child protection policy should be revised and housemistresses should receive child protection training. In addition, there should be a child protection briefing for all staff.

All sanctions should be recorded and expectations placed upon educational guardians should be clearly defined.

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

During the inspection of St Mary's School on 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> November 2004, all aspects of the boarding accommodation was seen and the majority of boarders were spoken to in their year groups. A tour of the school premises was undertaken and interviews with several key members of staff were completed.

The findings in this report conclude that the care and accommodation provided to the students was of a high standard. The school's approach to ensuring the welfare needs of the students were met was impressive.

Boarders spoken to during the inspection were complimentary about the care and attention they received. Boarding staff provided a good balance between supervision and independence.



## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.**

### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS1	The school should produce a staff/boarder handbook.	30 <sup>th</sup> April 2005
2	BS3	The school should update their child protection policy, the Area Child Protection Committee procedures and obtain a copy of <i>Working Together to Safeguard Children</i> (Department of Health 1999).	31 <sup>st</sup> January 2005
3	BS3	The school's designated child protection coordinator should remain in this role until another suitable individual has undertaken the child protection training.	Immediate, i.e. 8 <sup>th</sup> November 2004
4	BS3	Housemistresses/head's of boarding should receive child protection training and all other staff a child protection briefing.	30 <sup>th</sup> April 2005
5	BS4	The school's policy on discipline should be updated to include how situations in boarding will be dealt with and whether or not restraint is permitted.	30 <sup>th</sup> April 2005
6		The school should keep a record of all sanctions.	Immediate, i.e. 8 <sup>th</sup> November 2005
7		The school should develop its 'critical incident' policy to meet the standard.	31 <sup>st</sup> January 2005
8		Boarders should be encouraged to sign when they have received their money.	31 <sup>st</sup> December 2004

9		The school should clarify expectations placed upon educational guardians and ensure that all parties are aware of their responsibilities.	30 <sup>th</sup> April 2005
10		The school should develop a system to monitor all key records as detailed in the standard.	31 <sup>st</sup> December 2004
11		There should be a supply to bread, milk etc. for boarders to make snacks in the two kitchenettes located in the boarding house.	31 <sup>st</sup> December 2004
12		Boarders should be able to make telephone contact with boarding staff especially during evenings and through the night.	Immediate, i.e. 8 <sup>th</sup> November 2004
13		The school should ensure that all boarding areas are subject to rigorous security and that existing security doors are not 'propped open.'	Immediate, i.e. 8 <sup>th</sup> November 2004 and 30 <sup>th</sup> April 2005
14		Broken bathroom door locks should be replaced and there should be sanitary disposal bins in all toilets.	31 <sup>st</sup> December 2004
15		The balcony outside sixth form bedrooms should be risk assessed as a matter of urgency.	30 <sup>th</sup> November 2004
16		All areas of the boarding house should be risk assessed.	30 <sup>th</sup> April 2005
17		The school should formalise their systems for recruiting and vetting host families, even if only used in emergency situations.	31 <sup>st</sup> December 2004

### 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	BS1	It is recommended that the Boarders' Handbook be updated to include the matters detailed in the main body of this report.

2	BS2	It is recommended that the school undertake a verbal briefing to clearly explain to students what 'bullying' means.
3	BS3	It is recommended that the 'logging a concern about a child's welfare' form should be available to all staff.
4	BS12	It is recommended that boarders meetings be minuted.
5		It is recommended that information about services connected with children/young people and protection be more prominently displayed around the school.
6		It is recommended that boarding staff monitor the length of time boarders study for after school to avoid excessive pressures.
7		It is recommended that more information is made available to boarders about local amenities.
8		It is recommended that boarding staff produce a written hand-over at the end of each shift.
9		It is recommended that the school update their recruitment checks on existing staff.
9		It is recommended that lighting and seating is improved in common room areas.
10		It is recommended that kitchens situated in the boarding house are redecorated.
11		It is recommended that weekly boarders are permitted use the school's laundry facilities.

\*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	
• Social Services	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	YES
• Independent Person or Counsellor	YES
• Chair of Governors	NO
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	NO
Group discussion with ancillary staff	NO
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)	NO
Date of Inspection	08/11/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	55.75
Number of Inspector Days spent on site	6

**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 

12
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 TO 

18
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	<table border="1" data-bbox="842 362 938 443"><tr><td>X</td></tr></table>	X
X		
<b>Girls</b>	<table border="1" data-bbox="842 443 938 524"><tr><td>52</td></tr></table>	52
52		
<b>Total</b>	<table border="1" data-bbox="842 546 938 627"><tr><td>52</td></tr></table>	52
52		
<b>Number of separate Boarding Houses</b>	<table border="1" data-bbox="842 616 938 689"><tr><td>1</td></tr></table>	1
1		

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

The 4-point scale ranges from:

- 4 - Standard Exceeded (Commendable)
- 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

The school's prospectus and Information for Prospective Parents document, details the overall aims of the school and the admission process. It is recommended that the school produce a staff/boarding handbook for reference and consistency of practice.

The Boarders' Handbook includes useful information including complaints and welfare arrangements. This document should be refined to include the school's anti-bullying policy, the code of conduct and fire safety and evacuation procedures.

### 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

The inspectors were impressed by the overall quality of relationships observed between students in this culturally diverse school. The anti-bullying policy was thorough and covered all of the elements required to meet the standard.

It was noted that some overseas boarders were unsure of the definition of bullying. It is therefore suggested that the school undertake a verbal briefing at the beginning of each academic year to explain this clearly.

As stated in standard 1, written information regarding bullying should be available to boarders.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

100

%

**Standard 3 (3.1 – 3.9)**

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

**Key Findings and Evidence****Standard met?**

2

There had been no child protection issues in the 12 months before the inspection. The school's child protection policy should be updated to include a definition of abuse, the procedure for dealing an allegation made against someone outside of the school and strategies to ensure boarders and students are kept safe whilst an investigation is taking place. There should be greater clarity over the way in which the school would intend to conduct 'initial enquiries' as referred to in the child protection policy.

The policy should make clear that Social Services take the lead role in all child protection matters and the school should be guided by decisions taken at this level. The school's designated child protection officer should carry-on this role until another suitable individual has undertaken the training. Housemistresses should also undergo child protection training and head's of boarding should receive a short briefing.

Records relating to child protection concerns should remain on boarders' welfare files. The school should update their Area Child Protection Committee procedures and obtain a copy of the Department of Health's *Working Together to Safeguard Children*, 1999. The 'logging a concern about a child's welfare' form should be available to all staff.

**Standard 4 (4.1 - 4.7)**

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

**Key Findings and Evidence****Standard met?**

3

The code of conduct for students was displayed prominently throughout the school and boarders spoken to during the inspection were aware of the expectations placed upon them. The discipline policy requires updating to include information relating to boarding and not only difficulties in the classroom. The school should refer to the guidance contained in standard 4 for this and provide a statement as to their policy on restraint.

The inspectors observed positive relationships between students and academic and boarding staff, with very few sanctions imposed overall. A written record should be kept of all sanctions, in the boarding house and in the school to provide a clear audit trail for monitoring and inspection purposes.

<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>	<b>3</b>
<p>The school's policy on complaints was clear. There was a centralised record of complaints, although the outcome and date should be more obviously recorded.</p> <p>Boarders reported being encouraged to e-mail the head teacher with any complaints, although they should be made aware that there is a formal complaints system in place.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b> The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Personal and Social Health Education is taught as part of the national curriculum where students receive age appropriate guidance about a range of health related matters.</p> <p>The school had policies relating to smoking, alcohol and substance misuse; all of which were seen and satisfactory.</p>		

<b>Standard 7 (7.1 - 7.5)</b> Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>There was a well-documented record of each boarder's health needs, which was stored securely. In addition, each boarder had a separate card on which information regarding drug administration was recorded.</p> <p>Parents were required to complete a medical health history form and these had recently been translated into four languages.</p> <p>There were sound systems in place for communication between boarding and academic staff regarding illnesses. Boarders were able to summon for assistance when they were unwell, using walkie-talkies.</p> <p>The school had handled particularly well the medical situation of one of its 6<sup>th</sup> form students and should be commended for their work in this area.</p>		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

### Standard 8 (8.1 - 8.3)

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

#### Key Findings and Evidence

#### Standard met?

3

There had been significant changes in boarding provision since the last inspection and boarding numbers had doubled. The headmistress had led this initiative and continued to do have a thorough overview of boarding arrangements through weekly meetings with key boarding staff.

The appointment of a second housemistress had proved advantageous and provided clear lines of responsibility. All staff with boarding responsibilities had clear job descriptions. A statement about the future of boarding in the school development plan would assist the momentum.

### 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

The school's 'critical incident' policy, similar to a crisis management plan should be added in order for this standard to be fully met.

<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>	3
The overall standard of accommodation was consistent throughout the school with no area significantly better than another.		

<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>	4
<p>Weekend activities were clearly structured and varied. It was positive to note that boarders now have use of local gymnasium facilities. The school may wish to revise the level of compulsory activities during weekend periods for older boarders.</p> <p>There had been a real success in creating a welcoming, homely atmosphere, with appropriate access to staff flats and the resident cat. This is complemented by organised activity evenings for younger boarders.</p> <p>Each boarder had access to the internet and the inspectors were informed that appropriate filters and late evening restrictions were in place for safety and wellbeing.</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>	3
Boarders' spoken to during the inspection confirmed that weekly meetings were held where they could discuss a range of issues, from activities to food. These should be minuted for monitoring and action purposes.		

<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>	3
The school had two head's of boarding in the school, elected by students, providing a positive representation of the school's cultural diversity. Both had a very clear understanding of their roles as intermediaries between boarders and boarding staff. This system appeared to work very well, with no concerns raised by boarders.		

**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

There was information available to boarders in the Boarder's Handbook about external contacts, with telephone numbers detailed. It is recommended that this information be displayed more prominently around the school, such as close by to telephones. All boarders were able to identify members of staff with whom they felt confident to approach with a concern or complaint.

## WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

### Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

#### Key Findings and Evidence

#### Standard met?

3

All boarders were registered with a GP at the beginning of term. It was positive to note that the school had appointed a registered nurse as school nurse, as well as two other staff members whose work will involve health and welfare issues. This development will free-up one housemistress greatly.

The school GP visits weekly and reported positive working relationships with the school and good links with local health services. There were no concerns regarding access to health or medical treatment. Medications were securely stored and records relating to prescribed medication were in order. Parental consent to medical treatment had been obtained routinely.

<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>At the last inspection in 2001, a recommendation was made that boarders should be able to contact a member of staff for assistance when they are isolated due to sickness. The school has introduced walkie-talkies to address this issue.</p> <p>Boarding staff reported that a member of staff takes responsibility for supervising boarders who are unwell according to the duty rota. The location of the housemistresses flats allow for boarders to summon assistance when needed during the night.</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>Key staff were aware of significant health and welfare issues concerning individual boarders and there was good evidence that these were managed appropriately. As stated elsewhere in this report, boarders readily identified trusted members of staff to whom they felt able to approach with a difficulty. The school had access to a local trained counsellor, attached to the GP practice whom had been used to provide specialist support to individual boarders. Lines of accountability regarding confidentiality and protection were clearly understood.</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>As a school accepting international boarders, there was no evidence of discrimination. Some boarders commented that the catering arrangements could better reflect the international cuisine from their home countries, although menus seen were culturally varied. There is a chapel on site, which is open to students and access to local churches representing different faiths.</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>Boarders had access to the internet and there are two pay 'phones located within the school. However, junior boarders wishing to make a telephone call in the evening have to walk through the school to access a telephone.</p> <p>The inspectors were informed that a telephone had been ordered for the junior boarder's floor. As stated previously, information about local and national services connected with children/young people and protection was available although this should be sited close to telephones and more prominently displayed.</p>		

<b>Standard 20 (20.1 - 20.3)</b>		
<b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was evidence that appropriate arrangements were in place for boarder's money to be kept securely. Boarder's were able to access their money when required and records pertaining to finances were accurate and up to date.</p> <p>It is recommended that boarders sign when they have received their money. Boarders were reported to receive guidance and support to set up bank accounts. Each boarder had their own lockable space in which to store personal belongings.</p>		

<b>Standard 21 (21.1 - 21.3)</b>		
<b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>As stated elsewhere in this report, there was written information available to boarders providing an appropriate introduction to the boarding arrangements.</p> <p>Again, this document should be added to. The presence of a housemistress in the boarding accommodation provided well for boarders requiring guidance and support in settling in.</p>		

**Standard 22 (22.1 - 22.4)**

**Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.**

**Key Findings and Evidence****Standard met?**

3

The school does not take responsibility for appointing guardians. Details of the person's responsible for boarders were recorded on welfare files. There were reported differences in the degree of contact educational guardians, appointed parents had with the boarders for whom they are responsible. This has on occasion left boarding staff to deal with crises, which should have been managed by the appointed person. It is suggested that the school develop a system to clarify expectations placed upon educational guardians, which the school, guardian and parents sign up to.

**Standard 23 (23.1 - 23.4)**

**The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.**

**Key Findings and Evidence****Standard met?**

3

The bursar monitors records relating to risk assessments.

The school must develop a system to monitor key records within the school at least twice a term.

In addition, all punishments must be recorded, including those given out in the boarding house.

**Standard 24 (24.1 - 24.8)**

**Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.**

**Key Findings and Evidence****Standard met?**

3

There was a full menu, comprising of breakfast, a cooked lunch, tea and supper available to boarders. Menus inspected were balanced and varied.

Meals sampled by inspectors were wholesome and nutritious with a choice at every meal. Some boarders commented that the standard and variation of food could be erratic.

It is recommended that a food committee be established to meet regularly in order that meal options are discussed, implemented and reviewed.

<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>
<p>There was access to drinking water within the boarding accommodation. Vending machines were located around the school, supplying soft drinks and snacks. It is recommended that basic supplies of bread, milk etc. are supplied and replenished in the two kitchenettes located in the boarding accommodation. There were appropriate facilities such as refrigerators and microwave ovens available for boarders to use.</p>		

<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>3</b>
<p>Boarders and boarding staff were clear about fire evacuation procedures. Signage relating to emergency exits had been upgraded prior to the inspection and was clearly visible.</p> <p>There had been a fire inspection in October 2004, in which a number of requirements were made. The bursar confirmed that the points raised had been addressed.</p> <p>Records showed that fire evacuation practices had been carried out once a term for boarders and emergency lighting was tested twice a year.</p>		

<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>
<p>Boarders reported no onerous demands made upon them. There were clearly defined times for prep/homework, although some students chose to study for longer periods.</p> <p>Computers are switched off at a certain times in the evenings. This should be monitored to avoid excessive pressures.</p>		

<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>	9
Not applicable.		

<b>Standard 29 (29.1 - 29.6)</b> Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Horse riding was one high-risk activity recently made available to boarders. This was undertaken at local riding school where trained instructors taught. Most activities and local trips available to boarders had been risk assessed satisfactorily.		

<b>Standard 30 (30.1 - 30.5)</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>Key Findings and Evidence</b>	<b>Standard met?</b>	3
<p>National daily newspapers were delivered to the school although these are not exclusively for boarders.</p> <p>Younger boarders were appropriately supervised for visits into Cambridge where there is range of recreational, sporting and shopping facilities.</p> <p>Greater information could be made available to all boarders about local facilities and places of interest.</p>		

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 31 (31.1 - 31.7)

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

Key Findings and Evidence	Standard met?	3
<p>Duty rotas were displayed around the boarding accommodation. Staffing levels were adequate with two or three members on at most times during the evenings; one of whom was a housemistress. The exchange of information regarding boarders had been occurring verbally, although it is recommend that a written daily log is kept which is accessible to all staff on duty.</p> <p>There were no reported concerns regarding the availability of staff. The school accommodation is closed during school holidays, although boarding staff have accommodated boarders returning earlier or staying on later. There were no male staff with boarding responsibilities. Boarding staff must ensure that the duty mobile is kept on at all times.</p>		

<b>Standard 32 (32.1 - 32.5)</b> 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.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	3
Boarders were required to seek verbal permission to leave the building and sign in and out. This was routine practice and well covered. The Gap student was not left in sole charge of boarders.		

<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
There were at least two members of staff on sleep-in duty at all times. Their accommodation was readily accessible to boarders.		

<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>	3
<p>The boarding staff had a clear statement of their boarding responsibilities. The two Heads of boarding were sent on courses to update their information and practice and had weekly meetings with the headmistress to discuss boarding issues.</p> <p>The school was due to introduce a system of annual appraisal in 2004. This was a positive step and would provide the opportunity for regular reviews of staff performance.</p>		

<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
Each member of staff had a job description and were clear about their individual duties and responsibilities. As stated elsewhere in this report, it is recommended that a staff boarding handbook is introduced to provide a point of reference and secure consistency of practice.		

<b>Standard 36 (36.1 - 36.4)</b> <b>There are sound staff/boarder relationships.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
From discussions with boarders, it was apparent that their relationships with boarding staff were positive. Boarders expressed confidence in discussing issues with staff and chose to spend appropriate levels of their free time with them.		

<b>Standard 37 (37.1 - 37.2)</b> <b>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
Staff were sensitive to boarders' privacy. They were observed always knocking, for example, before entering boarders' accommodation and were sensitive upon entering areas where there were showers and toilets.		

<b>Standard 38 (38.1 - 38.10)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
All boarding staff and those with access to boarders had passed through the appropriate recruitment procedures.		
It is recommended that the school introduce a system for updating their vetting checks on staff, particularly those who have been employed for long periods.		
All personnel files inspected, with the exception of one, contained two written references. It was not clear whether checks or proof of references had taken place.		

<b>Standard 39 (39.1 - 39.4)</b> <b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
As stated in the previous standard, all staff with access to boarders had been suitably. Other adults visiting the boarding area, for example maintenance men, were reported to be accompanied by a member of staff.		

## 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

The boarding accommodation was of a satisfactory standard. Heating and ventilation facilities were adequate. It is recommended that the lighting be improved in the common room areas. The senior common room would also benefit from more comfortable seating.

All areas were clean and the standard of decoration was generally satisfactory. Some toilet areas and the junior kitchen would benefit from re-decoration. There was an on-going maintenance programme.

**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.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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The boarding accommodation generally appeared to be secure. Doors into the boarding areas are fitted with a digital key-pad, but certain of these were observed to be frequently propped open.

It was noted with concern that access to one area of boarding contained no security arrangements. Ground floor windows in the school were locked and the front door was locked by the staff on duty in the evening.

**Standard 42 (42.1 - 42.14)**  
**Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The standard of sleeping accommodation was consistent, of a reasonable standard and adequately furnished. Each boarder had a bed, wardrobe and room to change comfortably.

Rooms were personalised with posters, photographs and other personal belongings, all of which contributed to a homely and comfortable atmosphere.

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

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Until recently younger boarders had done their prep under supervision in a classroom. At the pupils' request this term on an experimental basis they were doing it at tables in their bedrooms. Sixth formers routinely did prep in their own rooms and were checked by matron. This arrangement seemed to work well.

**Standard 44 (44.1 - 44.10)**

**Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.**

**Key Findings and Evidence****Standard met?****3**

There were 14 toilets, 15 showers in separate cubicles and 1 bath, together with washbasins in most of the toilets and 2 washbasins in bedrooms shared by 2 or 3 boarders and 1 in each sixth form bedroom. This more than satisfied the minimum requirement.

Boarders had easy access to these facilities and all toilets and showers contain locks on the doors although 2 shower locks were in need of repair. It is recommended that proper sanitary disposal units are placed in the 2 toilets which do not have them.

**Standard 45 (45.1 - 45.3)**

**Suitable changing provision is provided for use by day.**

**Key Findings and Evidence****Standard met?****3**

Boarders can change in their bedrooms or in the area outside each individual shower.

**Standard 46 (46.1 - 46.6)**

**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.**

**Key Findings and Evidence****Standard met?****4**

Boarders had access to a limited range of safe recreational areas. There was a junior and senior Common room, a tennis court and garden within the school grounds and to the music school and computer suite in the evening under staff supervision.

Boarders regularly watched television and films in common rooms and in staff sitting rooms and partake in a number of craft activities. During weekend periods, a wide ranging programme of activities was arranged including visits to a local gym, horse riding, rowing, visits to the theatre and to towns of interest. As the boarders themselves say 'we are never bored'.

**Standard 47 (47.1 - 47.9)**

**Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.**

**Key Findings and Evidence****Standard met?****2**

Most areas in and around the boarding house appeared secure. A number of windows contain safety restraint bars and boarders were aware of which areas are out of bounds.

The balcony area outside the windows of the sixth form rooms onto which boarders could easily climb was an area of considerable and immediate concern. Although there is a written notice on the window, there was no evidence that this area had been formally risk assessed. This must be addressed as a matter of urgency.

Boarders go to areas outside the boarding house but within the school grounds in groups of two or three and stated that they feel safe doing this. It is recommend that a member of the boarding team take responsibility for risk assessing the various areas of the boarding house.

**Standard 48 (48.1 - 48.4)**

**Suitable accommodation should be available for the separate care of boarders who are ill.**

**Key Findings and Evidence****Standard met?****3**

The reported practice for boarders who were ill was for them to stay in bed and be checked regularly by the staff on duty. The school's sick-bay was on the floor below the boarding house and is not for sole use of the boarders. There was therefore no designated room for isolation of sick boarders within the boarding house. However, the inspector's felt that the arrangements were appropriate. In the case of serious illness or an epidemic, sick boarders would sent home or to a guardian. However, at the time of the inspection, there was no formal obligation for a guardian to take a sick boarder and it would recommend that this system be formalised as stated in previously in standard 22.

<b>Standard 49 (49.1 - 49.3)</b>		
<b>Adequate laundry provision is made for boarders' clothing and bedding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders' bedding and uniform was sent to the school laundry or to an outside company on a regular basis. Sixth form boarders wash their own clothes in-house using the washing machine and dryer in the senior kitchen and a rota is in place.</p> <p>Prior to the inspection, boarders were permitted to use the washing machine and dryer facilities once a week. Increasing this to twice a week was a move greatly received by boarders. Weekly boarders were not allowed to use the machines and it is recommended that this practice changes.</p>		

<b>Standard 50 (50.1 - 50.2)</b>		
<b>Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders have the opportunity to buy stationery in the school's stationery shop. Other personal items can be purchased in local shops.</p>		

<b>Standard 51 (51.1 - 51.11)</b>		
<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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school does not organise lodgings as such. However, on occasion, academic staff have been utilised to provide temporary accommodation, for a period of one or two nights to boarders awaiting flights abroad. The school should formalise these arrangements to ensure that all adult household members must have passed through the relevant vetting checks.</p>		

<b>Standard 52 (52.1 - 52.8)</b>		
<b>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.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It was the responsibility of the staff members organising short-stay trips to appropriately risk assess the accommodation, staffing levels and supervision and any high-risk activities.</p>		

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Lay Assessor**      Jacqui Barry      **Signature** \_\_\_\_\_

**Date**      12<sup>th</sup> January 2005

**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 8th November 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We feel that the findings of the report are thorough, fair and accurate. I have enclosed a copy of the report on which I have amended typographical errors.

The boarding staff and I were very pleased with the professional and positive way that the inspection was handled by our two inspectors.

I have enclosed the Action Plan as requested.

Action Plan on file.

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

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

**Note:**

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

**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 Jayne Triffitt of St Mary's 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** Mrs Jayne Triffitt  
**Signature**  
**Designation** Headmistress  
**Date** 22.12.04

**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.**

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