



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Knighton House School

**Durweston
Blandford Forum
Dorset
DT11 0PY**

Lead Inspector
Veronica
Crowley

Announced
26th September 2005

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

Reader Information

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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	Knighton House
Address	Durweston, Blandford Dorset DT11 OPY
Telephone number	01258 452065
Fax number	01258 450744
Email address	enquiries@knighton-house.co.uk
Name of Governing body, Person or Authority responsible for the school	Ms Claire Renton
Name of Head	Ms Claire Renton
Name of Head of Care	Ms Lorraine Dunst
Age range of boarding pupils	7 - 13
Date of last welfare inspection	23/09/03

Brief Description of the School:

Knighton House was founded in 1950 by the late John and Peggy Booker, who established the traditions of scholarship, responsibility and hard work, which remain central to the school's philosophy today. The school is situated in the Dorset countryside close to the market town of Blandford. It is a boarding and day school, based on Christian beliefs, for girls aged from two and a half to thirteen and for boys aged from two and half to seven. There are currently 92 girls in the preparatory department consisting of 24 full boarders, 24 weekly boarders and 44 flexi boarders. There is one main boarding house for the younger girls overseen by the Senior Housemistress and a separate 'flat' on site for the older Year 8 girls overseen by their own Housemistress. Knighton House offers learning support throughout the school for children with mild to moderate learning difficulties in both literacy and numeracy and English Language support for foreign students visiting the school. Free time is spent on a creative and varied range of activities and the school also boasts its own equestrian centre, allowing girls the opportunity of bringing their own ponies to school.

SUMMARY

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

This was a full inspection by the Commission for Social Care Inspection (CSCI) under the National Minimum Standards for Boarding Schools and was carried out jointly with the Independent Schools Inspectorate between 26th –28th September 2005. The Commission for Social Care Inspection Team included a Boarding Sector Professional Inspector and a Pharmacist Inspector. It serves as an audit against the National Minimum Standards for Boarding Schools and demonstrates that the school exceeded the standards in three areas, met the standards satisfactorily in thirty-five areas and partially met the standards in three areas. Three areas did not meet the standard, which the school readily acknowledged as shortfalls in their provision. Four areas were not assessed and four areas were not applicable.

Tours of the boarding accommodation and recreational facilities took place, guided by children. Key staff seen included the Headmistress, the Deputy Headmistress, the Bursar, Head of Learning Support (SENCO), Senior Housemistress (Head of Care), Year 8 Housemistress, Matrons, Gap Students, members of staff responsible for both PSHE and recent trips, Chef and the Chaplain. The Pharmacist Inspector visited the Health Centre and spoke with the G.P. responsible for the children at the school. Correspondence was also received from external professional agencies, the Chair of Governors and the Independent Listener for the school. Pupil discussion groups took place and included a selection of children from all year groups. The inspectors also enjoyed breakfast, lunch and supper with the children and observed the children at leisure and in the boarding houses during the evening and early morning. Various policies, procedures and records were examined before and at this visit. A pupil questionnaire was undertaken in June 2005 and the Independent Schools Inspectorate undertook a parent survey. All responses received were discussed fully at the inspection and any concerns identified were explored further resulting in satisfactory outcomes.

The time taken on this inspection was seventy-nine hours on site and ten hours carrying out the pupil survey, reading relevant documentation and preparing for the inspection.

What the school does well:

The Headmistress and her Senior Staff Team strive to maintain a programme of constant improvement. Observed relationships between the children and the boarding staff were delightful and the over riding atmosphere in the school ensures that the children are happy and confident. The staff team work hard to create an environment where children are able to flourish and become self assured. The warm, friendly and comfortable atmosphere created in both

boarding houses is exceptional. Much evidence was also seen where the older girls are encouraged to support and nurture the younger girls, creating a real family environment.

Health and safety and all matters relating to fire safety are afforded high priority and the school exceeded the standards in both these areas. All maintenance issues are dealt with promptly and efficiently and the school maintains a good level of cleanliness.

Cultural identity and diversity is well promoted and the Senco and house staff demonstrated excellent sensitivity in dealing with a vast range of welfare issues. The school ensures that there are numerous opportunities for girls to express their views and that where possible action is taken. They are also congratulated on their continued efforts to create ways in addressing any incidents of bullying.

The school support children in having quality free time with a wide variety of activities, of particular note are the creative equestrian arrangements.

The school exceeded the standards in its provision and commitment to the children's meals. A rich and varied diet is provided with emphasis on healthy eating. Meals are beautifully presented with good attention to detail. The dining room atmosphere promotes good manners and social interaction based on family values.

What has improved since the last inspection?

The school had addressed all the recommended actions and advisory recommendations following the last inspection.

The recruitment process had recently been formalised and now offers a robust system. The centralising of recruitment records and procedures further supports this system.

Staffing ratios in the boarding houses had been increased to meet the ever-changing demands.

What they could do better:

Although children receive good direct medical care, greater detail should be afforded to matters relating to medication records. A senior member of staff must also oversee and monitor the Health Centre, reporting back to the Senior Management Team and ultimately the Board of Governors.

Attention to the induction, supervision and mentoring of Gap students must be improved and opportunities should be afforded to the boarding house staff to meet and discuss pertinent matters affecting boarding.

Staff should not start work at the school before a satisfactory Criminal Records Check has been received and security issues within the boarding houses should be reviewed.

The school should also review the punishment and sanction system to ensure consistency. Although children are provided with Personal, Social and Health education within the educational curriculum this subject should be further extended to meet the needs identified within the boarding houses. This is particularly relevant for the older girls in readiness for their transition into senior schools.

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

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

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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 standard(s) 6, 7, 15, 16, 17, 24, 25, 48 & 49

The staff demonstrated a sensitive and cohesive approach to welfare matters, however improvements are recommended to heighten awareness surrounding Personal, Social and Health Education (PHSE) in order to prepare young people for life beyond Knighton House.

Matters relating to children's health are well promoted by the school. Excellent attention is paid to diet ensuring that children experience a healthy lifestyle.

Although some issues were identified for improvement relating to the recording of medical/medication procedures these do not compromise the good direct care that children receive.

EVIDENCE:

The school have policies covering alcohol, smoking and illegal substance abuse. Although Personal Social and Health Education is delivered within the school's educational curriculum a recommendation is made for this subject to be broadened throughout the school and boarding houses to ensure, in particular, the older girls are prepared for life beyond Knighton House.

The school sanatorium is staffed 24 hours a day by a team of matrons, and the atmosphere was warm and welcoming.

“Matrons” are not nurses but all are first aid trained and they have good support from the school doctor. There is a doctor’s surgery once a week and there are clear arrangements for contacting a doctor at other times.

Visits to the sanatorium, administration of household remedies, and first aid treatment are recorded in the daybook. Administration of regular medicines was recorded in a separate book but not signed. There was no system for monitoring the records but arrangements for this were agreed during the inspection.

Medicines were stored in locked cupboards. The quantity of medicines received and returned was not recorded to provide an audit trail and there were no arrangements for recording the remaining balance of Controlled Drugs and these records should be improved. Some non-prescribed medicines were not in a labelled container and parents should be asked to provide a properly labelled supply.

A list of household remedies that staff may give was seen but there was no written protocol and there were stocks of two medicines that were not included on the list.

There is a form for parents to record health information and prescribed and non-prescription medicines that a pupil regularly takes but the current consent form seen does not include parental permission to give the general non-prescription household medicines that the school keeps, or first aid. There were arrangements for sharing welfare needs with other staff on a need to know basis.

The sanatorium has a sick bay, inspirationally decorated, with five beds where boarders who are ill are looked after. The bathroom and toilet is adjacent to the sanatorium.

Files examined, for ‘tracking’ individual children, and staff spoken to clearly demonstrated that welfare matters are addressed sensitively and appropriately. Boarding management issues are discussed and dealt with on a daily basis if required and any identified concerns are ‘flagged up’ at the weekly staff meetings. Learning support is a strength of the school and links exist with outside professional services to support individual children if appropriate. The school are proud to offer a whole package of care and education priding themselves on early assessment. Children spoken with confirmed that they feel well cared for by a dedicated staff team who nurture, support and encourage them through times of personal, emotional or health difficulties.

The school exceeded the standards in its provision and commitment to the children’s meals. The school undertakes their own catering arrangements. Menus demonstrated a rich variety of balanced, nutritional options available to the children. There is a four-week rolling seasonal menu offering more than

five fruit and vegetables each day. Where possible, produce served is grown at the school and no frozen vegetables are used. The school carry out 'Hazard Analysis' on suppliers and purchase non-additive yogurts and fruit and vegetables where spraying has been kept to a minimum. Between the Bursar and the Chef much thought and effort is afforded to the identified special diets (for example gluten free, sugar free and wheat free) in addition to the vegetarian alternatives. The children also experience 'Theme Days' where they enjoy menus from other cultures. Delicious home made cakes and cookies are available each afternoon for tea and are deservedly well reputed. The dining room atmosphere promotes good manners and social interaction based on family values. Children sit on small tables and are served by older girls. Meals are beautifully presented with good attention to detail. Children undertake regular food surveys and discuss menus at the School Council meetings in order for the school to stay abreast of likes, dislikes and suggestions. The last food hygiene inspection reported that "all their food safety measures in the kitchen and high operating standards were in place." The children have ample access to drinking water both in the boarding and teaching areas in addition to mealtimes. Snacks are provided daily and purchasable weekly from the 'tuck shop'.

The school undertake all laundry including mending. All clothing is satisfactorily stored and issued to the right child following laundering.

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 standard(s) 2, 3, 4, 5, 26, 29, 37, 38, 39, 41 & 47

The school have excellent protocols and demonstrated an open approach to promptly addressing matters relating to bullying, child protection and complaints thus ensuring welfare is promoted and children are protected. Although the school has good discipline procedures instances were identified which suggest that a review of the use of sanctions would be beneficial to ensure consistency for children.

Health and Safety issues are given high priority in all aspects of school life with positive outcomes noted from this inspection. The security of the school should be kept under constant review to ensure boarders safety at all times.

A robust recruitment process is now in place addressing previous shortfalls. However staff must not start employment at the school until a satisfactory

Criminal Records Check has been received in order to protect the welfare of children.

EVIDENCE:

Matters relating to bullying, child protection and complaints are addressed appropriately in line with the school's own policies and where necessary in line with the Area Child Protection (ACPC) procedures. All staff spoken with, barring the Gap Students, confirmed that they had received child protection training and all were able to name the designated Child Protection member of staff. No Child Protection issues or complaints had been received since the last inspection.

Children are given opportunities in PHSE to develop the skills needed to recognise and stay safe and bullying is a 'live' topic in both the educational and pastoral setting. The children spoken with were aware that the school would not tolerate incidents of bullying. A small minority of children had reported being bullied in the pupil survey undertaken prior to the inspection. Inspectors spoke with the children and the Headmistress and Deputy Headmistress who promptly and creatively addressed and resolved any outstanding issues satisfactorily.

Although the school have a comprehensive policy on the use of punishments/sanctions it became evident that these were not always adhered to. The majority of children reported, in the pupil questionnaire undertaken prior to the inspection, that they felt punishments were unfair. Discussions revealed that some children felt they were given demerits unfairly with no way of redress, and that some punishments were idiosyncratic or 'blanket'. These were discussed with both the Headmistress and the Deputy Headmistress at the inspection and a review of the punishment system is recommended.

The school ensure that parental consent forms are obtained in advance of any school trip and that only reputable companies are used. Records demonstrated that thorough risk assessments are carried out and precautions/safety measures are taken to ensure the safety of any child participating in a high-risk activity e.g. horse riding.

Of those boarding house staff observed supervision of boarders was carried out sensitively and in a non-intrusive way. No reports were received from boarders where privacy had been invaded unnecessarily.

The newly improved recruitment process now includes all elements required under Standard 38.2 and ensures a robust system is in place. All personnel records are currently being centralised in the Bursary, which will ensure consistency. Records examined at random demonstrated that staff had begun employment before a satisfactory Criminal Records Check had been received and a recommended action is made to address this shortfall.

The school has a visitor policy in place and a policy on restricting access to the school premises and boarders accommodation by people from outside the school. Boarding accommodation is reserved for the use of those boarders designated to use it. However the school are requested to review those aspects of security discussed at the feedback of this inspection in order to ensure children are fully protected, at all times.

The school exceeded the standards in areas relating to Health and safety and all matters relating to fire safety. Health and Safety checks are carried out more frequently than required and include electrical and gas installation testing, PAT testing, water testing, asbestos testing, tree safety (undertaken by Arboricultural consultants), glazing throughout the school and coshh safety. Staff confirmed that maintenance issues are dealt with promptly and efficiently. An external company oversees and advises on Health and Safety and the school has its own Health and Safety Committee. Risk Assessments seen were thorough working documents, updated and reviewed as necessary. Dorset Fire and Rescue Service approved the school's Fire Risk Assessment and reported that all fire precautions were being satisfactorily maintained. Records confirmed that all fire checks are carried out more frequently than required and include checks both by the school and an external company. Staff receive fire training before the start of each term and children and staff were aware of the fire evacuation procedures.

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 standard(s) 11, 18, 43 & 46

Knighton House boasts a wealth of safe opportunities to support children in their study and leisure.

The school embraces diversity ensuring that all children feel valued and respected.

EVIDENCE:

The school has a range of safe recreational areas and extensive grounds where children can play, build dens and climb trees. Boundaries are clearly defined and known to children. There are quiet areas, a common room, two libraries, a games room, Matron's sitting rooms, dorms and a large sports hall available to children for activities. The school has its own equestrian centre where children can livery their own ponies under constant supervision. There is also an arrangement with a nearby senior school for children to access their swimming pool. Other activities include trips out to nearby Moors Valley Park, Splashdown, Studland and other adventure and beach areas. Organised activities provided in the school include camping in the orchard, karate, karaoke, 'movie' nights, bike rides, picnics, drama – dressing up, reading, using computers, watching television and listening to music. All children spoken with said they were never bored and that they really enjoyed the varied evening activities in the sports hall with the Gap students. Children undertake organised study after supper each evening and can access the library.

Staff reported and inspectors observed that children from overseas were fully integrated in school life. The Senco confirmed that any child where English is their second language receives extra support as required, generally on a one to one basis. Some children who have English as a second language may be

on 'School Action' which means that a plan of care/education is prepared in order to fully support the child. Any special religious requirements are discussed with parents upon admission and special diets are well catered for. House staff observed and spoken with clearly demonstrated that where children, for a variety of reasons, do not necessarily 'fit in' they are nurtured, encouraged and supported to become self assured and confident young people. Children themselves reported that they are encouraged to share and play together and if someone is unhappy then everyone tries to make it better.

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 standard(s) 12, 14, 19, 21 & 36

Staff and pupil relationships are excellent giving children the confidence to grow knowing their views will be heard and respected. A further strength of the school is the nurturing of the younger children by the older children, which is supported and encouraged by staff. Contact between children and their parents is sensitively facilitated in order for children to maintain positive links.

EVIDENCE:

The children have a number of opportunities to contribute to the operation of the boarding provision. These include the School Council, the Boarding Committee, through their Form Tutors and the Boarding house staff. Children spoken with all felt they were listened to and that action would be taken, where possible, to any suggestions they may voice. Examples of where action had been taken include hot water bottles and story tapes being allowed and the time changed on a Friday exeat to enable parents to hear their children play in a music concert.

When asked in the pupil survey children listed a wide range of people they would go to if they needed personal guidance or had a personal problem. The children spoken with were all aware of the existence and role of the Independent Visitor and felt she was very approachable and friendly. She reported by letter that any concerns the children had brought to her had not led her to question any of the actions of the school. The school also has the

Parish Chaplain to whom the children may turn should they require spiritual guidance.

Boarders are encouraged and enabled to contact their parents and families in private. Letter writing is encouraged, each child has an email address and can use the telephone with phone cards or in specific cases, such as full boarders with parents abroad, their mobile phones.

Staff contact parents about any significant welfare concerns and foster good relationships. Comments received from parents via the 'Parents Survey' relating to the care their children receive were all extremely positive and included: "pastoral care is one of the strengths of the school" "the school has a strong pastoral set up and caring, committed staff" " couldn't be happier with the support and care my child receives" " the school has lots of purpose and fun with an inspirational Headmistress".

New boarders are introduced to the school's procedures and operation firstly through a simplistic, well devised 'Questions and Answers' brochure sent to parents before the start of term. When they arrive at school each child has a 'Shadow' whose job it is to look after them in their first few weeks. Staff support and encourage peer groups and the older children nurture and care for new girls, ensuring that they soon settle in to the school's routines.

The overriding view of all children spoken with was that they are looked after well. Throughout the inspection process inspectors encountered many different examples of why boarders say the school is such a happy place to be finding much evidence to confirm sound boarder/staff relationships. All staff spoken with across the disciplines agreed that relationships were very good and the inspectors' own observations throughout the three days spent on site reinforced this opinion. Comments received from children when asked in discussions groups and the 'Pupil Survey' what they would give the school a prize for included: "being homely" "happiness" "for keeping us safe" "acting like parents" " the staff being kind and caring" "for being fun and friendly" " being like a big family" " being the best school in the world" and "because every day is a good day at Knighton House".

The philosophy of the school encourages a sound community spirit based on family values demonstrating respect and a real sense of caring.

The children and staff appeared happy and inspectors were very impressed with the confident, courteous manner in which the boarders conducted themselves in discussion groups and around the school in general.

No inappropriate favouritism or antipathy of staff towards individuals or groups was reported or observed.

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 standard(s) 20, 40, 42, 44 & 45

Boarding facilities are safe, comfortable and well maintained providing a homely environment in which children can thrive.

EVIDENCE:

Each boarder has a suitably secure, accessible place to keep personal possessions and treasured items. Pocket money is dealt with via an 'account' system.

Accommodation for boarders is split between the main house for the younger girls and the 'Alpha Flat' for the older girls. Both boarding houses provide clean, homely accommodation, Suitably furnished, well lit, maintained, heated, and ventilated. Sleeping accommodation is also suitably furnished, personalised with posters, teddy bears and other treasured or personal items and are of sufficient size for the numbers, needs and ages of the children accommodated. There is adequate storage space either in or adjacent to sleeping areas for boarders' clothing and property.

Each boarding house has sufficient baths, showers washbasins and toilets to meet the needs of the children. Children did not report queues for any facilities at peak times and commented that there was always plenty of hot water. Staff and other adults have separate toilet and showering/bathing facilities, and do not share boarders' facilities.

There is adequate changing provision with additional locker space for every girl's trainers. Toilets and showers are adjacent to changing rooms.

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 standard(s) 1, 8, 9, 10, 23, 31, 33, 34, 35 & 52

The school has a suitable Prospectus and Statement of Boarding enabling all parties to gain a full insight into the ethos and management of the school.

The school has a suitable Crisis Plan which cross-references to other school policies ensuring that all foreseeable events are covered.

Although boarding staff receive good training, supervision and appraisal greater attention must be paid to the induction and training of Gap Students to ensure that children receive a consistent approach. A member of staff from the Senior Management Team should also oversee and monitor the Health Centre in order to maintain the safety and well being of the children. Provision should also be made to support regular meetings between the house staff .

The Headmistress and her Senior Management Team offer a comprehensive management style. Observed relationships between the children and the

boarding staff were delightful and the over riding atmosphere in the school ensures that the children are happy and confident.

EVIDENCE:

A suitable statement of the school's boarding principles and practice is available to parents, boarders and staff. The Statement covers the aims, ethos and philosophy of the school and the organisation at the school. It also includes the admission criteria, an outline of the facilities available, welfare support services for boarders, any special religious or cultural aspects of the school and relates as appropriate to relevant school policies and practice. This document was reviewed and updated in May 2005.

There are clear lines of accountability, management and leadership evident at the school. The Bursar plays a significant role in monitoring all areas specific to her position, reporting to the Headmistress on a weekly basis and attending various forums throughout the school to ensure all bursarial responsibilities are strictly adhered to. The Headmistress and Bursar meets with the Governing body every four months and provides a report on the welfare provision Health and Safety matters.

Currently the Senior Housemistress is undertaking a BSA course, which is certificated for professional development in boarding.

The school has a thorough policy addressing Critical Incidents cross referencing to other school policies where appropriate.

The monitoring of delegated responsibilities and records are in the main good. Child Protection, Gap Students and punishments are overseen and monitored by the Deputy Headmistress and where any trends or patterns emerge these were seen to have been addressed satisfactorily. Complaints received from parents are investigated and recorded by the Headmistress. Any concerns are raised in the weekly 'flagging' staff meetings or via the email system. A Health and Safety Committee meet regularly and risk assessments are reviewed as required. Currently no-one from the Senior Management Team oversees the Health Centre and a recommendation is made to address this shortfall.

Staffing in the boarding houses has improved and is now considered sufficient in number and deployment for the age, number and needs of the boarders, and the locations and activities involved. There is a duty rota followed in practice and all children spoken with were able to confirm who was on duty at any given time. Two members of staff sleep in the 'Alpha Flat' and six members of staff sleep within the main building. Boarders have a satisfactory means of contacting a member of staff in each house at night. All staff with boarding duties are provided with up to date written guidance on the school's

boarding policies and practice. All staff with boarding duties have job descriptions, receive induction training in boarding when newly appointed and receive regular review of their boarding practice, with opportunities for continuing training in boarding. However equal attention must be afforded to a full induction training and supervision programme for Gap Students, including guidance on child protection.

The school arranges accommodation for a bi-yearly trip to France and a leaving trip for the Year 8 girls every Summer. School staff inspect accommodation prior to trips and complete appropriate risk assessments. All staff at the Chateau in France have satisfactory 'French equivalent' CRB checks and at least one accompanying member of staff is a qualified first aider. All elements required under this standard are well met.

In conclusion, it must be recognised that the Headmistress, her staff team, the boarders and their parents have contributed to achieving the schools mission. They have successfully lived up to their principles of care by ensuring that each child is supported to flourish and become self-assured within a caring, nurturing environment.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	3
15	1
16	3
17	3
24	4
25	3
48	3
49	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	3
4	2
5	3
13	N/A
22	N/A
26	4
28	N/A
29	3
37	3
38	3
39	1
41	2
47	4

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

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

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

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	3
9	3
10	3
23	2
31	3
32	X
33	3
34	1
35	3
51	N/A
52	3

Are there any outstanding recommendations from the last NO inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	15.9	There should be a written protocol for administration of 'non-prescription' household medicines to boarders including dose directions and any contraindications.	30 th Nov 2005
2.	15.12	The person responsible should sign records of administration of medicines.	28 th Sept 2005
3.	15.14	Parents should be asked to give their written permission for administration of 'non-prescription' household medicines and first aid if needed.	30 th Nov 2005
4.	4.4	The school's disciplinary practice must be consistent with the policy. No idiosyncratic punishments must be given.	28 th Sept 2005
5.	39.1	The school must not allow any member of staff to work unsupervised with boarders unless a satisfactory Criminal Records Check has been received.	28 th Sept 2005
6.	23.1	A senior member of staff must oversee and monitor and report on the Health Centre.	31 st October 2005
7.	34.4	Gap Students must receive a full induction, training and supervision, including guidance on child protection.	30 th Nov 2005
8.	6.1	The school should promote a broader PHSE programme throughout the school and boarding houses to ensure girls are prepared for life beyond Knighton House.	
9.	4.4	The school should revise the punishment system to ensure consistency.	

10.	34.7	The school should consider setting up formal meetings between all house staff with the opportunity for periodic professional input from other disciplines.	
11.	41.1	The school should constantly keep security issues under review.	
12.			

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