



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

New Hall School

**Boreham
Chelmsford
Essex
CM3 3HS**

Lead Inspector
Kay Mehrrens

Key Announced Inspection
28th, 29th and 30th November 2006 09:00

The Commission for Social Care Inspection aims to:

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

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	New Hall School
Address	Boreham Chelmsford Essex CM3 3HS
Telephone number	01245 467588
Fax number	01245 464348
Email address	
Provider Web address	www.newhallschool.co.uk
Name of Governing body, Person or Authority responsible for the school	New Hall School Trust
Name of Head	Mrs Katherine Jeffrey, Principal
Name of Head of Care	Mrs Joy Hopkinson, Assistant Principal
Age range of boarding pupils	8 to 18 years
Date of last welfare inspection	15/06/04

Brief Description of the School:

New Hall School is a boarding and day school for both boys and girls, aged three to eighteen years, with boarders from eight to eighteen years. Approximately one third of the senior school are boarders. Since September 2006, the school has introduced boys into Year 7 and the Sixth Form and has provided the opportunity for them to board in the recently refurbished and equipped Priory House.

There is a co-educational preparatory school on the same site. The school was founded by the Canonesses of the Holy Sepulchre and now operates as an independent charitable trust called New Hall School Trust. The school is run by a senior management team, who report to a board of governors.

The Christian values and ethos of the religious community underpin many aspects of school life. The school welcomes pupils of other faiths and from different cultures.

The boarding accommodation is divided into four houses; Champion House for girls aged eight to thirteen, Hawley House for girls aged thirteen to sixteen, More House for Sixth Form female students and Priory House for boys. In addition to the House staff, the staff team of each house includes a Housekeeper.

The school has spacious grounds with well-equipped sports and recreational facilities, including a swimming pool.

The chapel is located within the school and is used by the local community.

SUMMARY

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

This was an announced visit that took place over 3 days from the 28th to 30th November 2006, this included feedback to the Principal and the senior management team. The lead inspector, Kay Mehrtens, was accompanied by Rupert Blencowe, a boarding sector professional inspector.

The visit to the school lasted 27.5 hours and additional time was taken to read the information requested from the school.

This was the statutory key inspection of the school. All the 20 key standards, identified by the Commission, were inspected as part of this inspection. Additional standards were also inspected and outcomes will be included in this report.

- **The following sections of the summary have been written using language suitable for children and young people and will be produced as a separate document for the young people boarding at the school.**
- The inspector, Kay Mehrtens, visited the school on the 15th November to prepare for the inspection visit. She met with some boarders and they completed a survey questionnaire about life as a boarder. The comments from these surveys will be included in this report but no names will be mentioned.
- The two inspectors, Kay Mehrtens and Rupert Blencowe, started the inspection on the 28th November. They stayed until bedtime joining the young people for the evening meal and some activities. The inspectors then arrived at 7am on the 29th November, joining the young people for breakfast.
- Both of the inspectors were on the premises for all three days of the inspection, leaving on the 30th November at 5 o'clock after giving feedback to the Principal and senior staff.
- The inspectors had the opportunity to meet with the young people, tour the buildings and grounds, watch activities, join in mealtimes, talk to boarding staff, health centre staff and catering staff, as well as the Principal, during the inspection.
- The inspectors would like to thank the Principal, staff and young people for making them feel so welcome throughout the inspection.
- The comments from the young people, written in their surveys, reflect their thoughts both positive and negative. There were more positive comments received and the lists below reflect this.

What the school does well:

These are some of the things that the inspectors saw and that the young people commented upon in their surveys.

What the young people said in their surveys:

- "People are nice in the boarding houses".
- "There is a lot to do".
- "It feels like a family".
- "I feel safe here".
- "I can talk to someone if I need to and they listen".
- "We have a child protection officer".
- "The food is healthy and nice".
- "Boarding is a valuable experience. It helps build self confidence".
- "The staff are caring".
- "I like cooking in the evening".
- "Willow is there for guidance".
- "The food is too healthy!"

What the inspectors saw:

- The school offers young people a safe, caring and positive place to live.
- The school does provide a "community based on trust and respect". This was mentioned many times by the young people and staff during the inspection.
- The inspectors saw lots of laughter and fun in all the boarding houses. The young people clearly enjoyed the activities and time spent with the house staff.
- The school is good at helping young people from different cultures and faiths feel accepted.

- The young people like their bedrooms and their personal space is respected.
- The new boys boarding house was well equipped, furnished and appreciated by the young people living there.
- The young people are provided with an excellent selection of meals and snacks that they clearly enjoyed eating and talking about.
- The work done by the volunteers and young people in the community is excellent. The young people clearly enjoyed the time spent with people from different parts of the community.
- The young people were able to name a variety of people whom they could contact should they have any concerns. The young people that board thought that the young people who organise "Willow" were able to give them support in a positive way.

What has improved since the last inspection?

- The school had no recommendations made at the last inspection
- The school has reviewed and amended the health and safety policies and procedures.
- Many areas of the boarding houses have been redecorated and improved. Some areas still need improvements and there are plans in place to upgrade them.

What they could do better:

These are some of the things that the inspectors saw and that the young people commented upon in their surveys.

What the young people said in their surveys:

- "I get lonely sometimes".
- "They should trust us more".
- "Some staff are too strict".
- "I don't feel I can tell staff if there is a problem, I use my friends".
- "Sundays are boring".
- "Some showers are cold".

What the inspectors saw:

- The medication administration records need to be maintained in a clearer, more formal way.
- Medication should be safely stored.
- The school should keep records about how they help and support young people with emotional and personal issues.
- Staff in the boarding houses should have training in food handling and hygiene.
- Records about young people should be fairly written and kept locked away.

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. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

Standard 6, 7, 15, 24, 48 and 49

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The young people are provided with advice and guidance on keeping safe, healthy and about protection from substance abuse. The school has clear policies with regard to alcohol and substance abuse. There is clear information regarding these topics in the student and parent handbooks.

The young people told the inspector that they had attended classes about personal health, which included topics such as alcohol and drug abuse. The staff were aware of the school's policies and procedures with regard to social and health education and support for the boarders.

A sample of young peoples' health files were inspected. The system currently in place, for recording individual health issues of the young people, was not very efficient. The school health notes were contained in the doctor's records,

which were cramped and it was difficult to separate out the required school information. The school nurse recognised the difficulties in this system and accepted the inspectors' advice to produce separate individual health files for boarders.

There was evidence of accident recording and monitoring by the health centre staff, though monitoring notes were done in a general log book used to record information for all school pupils, not just boarders. The accident records and monitoring recording should be kept in individual health files for boarders.

Examination of the health notes indicated some positive recording about personal and emotional issues for one young person. However, there was little evidence to support that identified welfare issues for other young people were being addressed as there were no individual welfare records available for inspection. This meant that actions and input, with young people experiencing personal difficulties, were more spontaneous than considered and planned with the young person concerned. Some staff spoken to, at the inspection, were not aware of what might constitute a welfare issue and this needs to be addressed through staff supervision or training.

The inspector was concerned that some staff were recording information about young people in a general logbook or diary. These records commented upon all of the young people in a house and so the confidentiality of individual information on young people was infringed. The standards refer to the need to keep individual records for boarders. The inspector observed some house logbooks/diaries left out in the office areas, not locked in secure cupboards, another infringement of confidentiality of information.

The inspector was also concerned about the content of some of the recording, which was less than objective and referred to some young people as part of an ethnic group rather than as individuals. These issues were raised with the Principal and the Assistant Principal during the inspection.

Young people are able to access advice from medical professionals should they need to, though some medical appointments are facilitated by parents. The school medical officer, who is a local doctor, visits the school twice a week. They informed the commission that they have "always enjoyed good professional relations with staff and pupils... my impression of the pastoral care is that it generally good and much thought is put into how [the young people] can best be supported."

Examination of the medication records indicated the need for a system of recording medication that meets best practice and ensures clear recording of the time and dosage given with indications, as stated on the prescription.

There was no evidence of an audit trail of medication, including controlled drugs, and no stock control of homely remedies held in the health centre.

The inspector was concerned to find loose tablets in the medication trays some of which were controlled drugs. The storage of controlled drugs did not meet best practice guidance. The inspector advised the health centre staff to contact the dispensing pharmacist for advice regarding stock control, storage and medication administration procedures.

Environmental Health confirmed there were no outstanding matters concerning food safety. However, the inspector came across out-of-date food, unlabeled food and incidents of cooked and raw food being stored together in some of the boarding-house kitchen refrigerators. This was brought to the attention of the housekeepers who acted promptly to address the shortfalls and put into place a regular check of kitchen facilities. The inspector was impressed by the efficient response from the house keeping staff, to health and safety issues raised at the inspection.

The inspection highlighted the need for boarding staff to receive training, with regard to food hygiene, in order to ensure safe and best practice with regard to food hygiene standards in the boarding houses.

The standard of catering at the school was excellent. The young people are provided with well-balanced nutritious meals and snacks throughout the day. The inspector's were invited to have breakfast, lunch and tea with the young people. The meals were well presented and the young people were very pleasant company. The young peoples' comments regarding the meals provided were varied but generally positive in content. Their comments included, "I like the salad bar". "Food healthy and nice". "Too much pasta". "Too healthy!"

The inspectors did notice that queuing for the lunchtime meal took a long time, approximately 10 minutes. However, the Principal was aware of this and informed the inspectors that a new system was being considered for the dining areas.

Boarders have access to drinking water and snacks at reasonable times and there are good facilities for boarders to prepare drinks and snacks.

The health centre is staffed by qualified staff during the school day. They are also available, on-call, for boarding staff out of school hours. The health centre staff were observed to attend to a young person, who was not of feeling well, in a very gentle and caring manner.

The health centre provides accommodation for young people when they are unwell. The facilities were pleasant and "little touches" by the staff had made them child friendly. The Principal and health centre staff were aware of the need to review the health centre accommodation once the level of boys

accommodated in the boarding houses increases. Any changes to the health centre accommodation should include an upgrade of the sluicing facilities.

The laundry is easily accessible and the laundry facilities were sufficient to meet the needs of the young people. The young people felt that their clothes were well looked after but some also stated, " that sometimes their laundry took too long to come back". However, the inspectors considered the busy staff worked efficiently and the systems were well organised.

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)

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

Standards 2, 3, 4, 5, 13, 26, 37, 38, 39, 41 and 47

Quality in this outcome area is **excellent**.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school has clear policies with regard to bullying. The young people told the inspectors that they were not being bullied. They said that bullying was talked about in school. They were clear whom they could talk to if they were concerned about anything. They were especially positive about the support available from their peer group, "Willow".

The inspectors were impressed with the work done by the young people involved in the "Willow" project. Young people in the school had set up the project, last year, to help support any young person concerned about bullying and "to promote good relationships among students". The inspectors were informed that one young person, involved in establishing the "Willow" project, received an award for their work with "Willow".

Information about "Willow" is contained in the student handbook and photographs of the "Willow" team are displayed around the school with contact details.

The school works well to promote an open policy and support for young people.

The surveys completed by the young people included comments such as, "I feel safe". "I am listened to". "I know who the child protection officer is". "Willow" is there for guidance".

The Assistant Principal is the designated staff member for child protection issues. She informed the inspector that she had recently attended a training programme, specific to the independent boarding sector, which linked in with the local authority procedures. The child protection officer visits each boarding house to cascade information and training with staff. Induction training for new staff included child protection training.

Staff spoken to during the inspection were very aware of child protection procedures and the role of the designated member of staff. There was evidence of child protection information and referral procedures in the staff handbook kept in the staff room.

The young people were very aware of sanctions for serious breaches of the school rules. Some young people, in one of the boarding houses, did comment on the lack of consistency demonstrated by some staff with regard to their response and attitude towards young peoples' behaviour in the boarding houses. The young people may benefit from clearer information, about the boarding house sanctions for unacceptable behaviour, to ensure a consistent response that may improve their sense of fairness.

The sixth formers told the inspector that they were more self-disciplined than younger boarders and were better placed, than staff, to respond to some peer group comments. They also felt that the school's focus and ethos on communication and positive feedback was a better way of helping young people to look at their behaviour, respect others and make changes.

The school has a clear complaints policy and procedures, which is made available to young people and their parents. There was good evidence of responses to and monitoring of complaints by the Principal.

The school process for appointing prefects, Head Girl and a Head Boy next year was well organised. The young people apply to become a prefect in Year 12 and the process enabled them to reflect upon the role of the prefect and their ability to do the job. The young people in the boarding houses were aware of the role of the prefects and spoke positively about them. The younger boarders told the inspectors that they liked their input in activities and house support. The Principal was aware of the need to develop the prefect system for the boys' boarding house and planned to address this in the Spring Term 2007.

The young people were aware of the procedures with regard to fire drills and said that they had done fire practice at the beginning of term.

Planned fire drills had been recorded. However, the estate manager informed the inspectors that due to several false alarms, the young people had taken part in several spontaneous fire drills. These had not all been recorded. The estate manager did acknowledge that the spontaneous drills should have been recorded.

There was evidence of checks with regard to fire systems and equipment.

The young people were happy with their bedrooms and felt that their privacy was respected and protected. Staff were very aware of routines and procedures in the boarding house that ensured the privacy of the young people. They were observed to be discreet and respectful of the young peoples' personal space.

There were clear policies and procedures in place to ensure that the young people are safe and supervised only by staff that had been satisfactorily checked. The staff recruitment files were sampled. They were well organised. The files contained evidence of the required information and recruitment checks to ensure the safety of the young people. The Principal had sought the correct information and checks for overseas staff.

There were clear policies in place with regard to access to boarding accommodation. The young people were aware of the boarding house rules for inviting guests into the houses. The young people told the inspectors that they

felt safe in the houses and that any concerns could be raised with the house staff or prefects.

Staff were good at challenging visitors to the school asking them to produce their visitors' pass. Entry doors to the houses and school were secure. There was good evidence of night security, good lighting and vigilance by staff monitoring visits to the school, by members of the public, and reporting of any incidents.

The school had sought external professional advice and consultancy with regard to health and safety and fire protection. The nominated person for health and safety was well organised and efficient ensuring that staff completed the relevant and required risk assessments on a regular basis. All maintenance requests were centrally organised and so quickly addressed. There was good evidence of safety provision at the school swimming pool with sufficient instructors and lifeguards.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- 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)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

Standards 14, 18 and 46

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The young people's survey returns, completed for the commission, included comments such as, "People are nice in the boarding houses". "There is a lot to do". "It feels like a family". "I feel safe here". "I can talk to someone if I need to and they listen".

The school provides very good pastoral care for the young people. The young people were aware of the name of the child protection officer for the school though not sure of the "independent listener", even though this information is located in each house. However, they told the inspectors that they could talk to their tutors, the gap students, pupils from "Willow" or their parents if they needed help.

As previously mentioned in this report, the inspectors were concerned regarding some recording that referred to ethnic groups of boarders as opposed to them as individuals. However, the young people from overseas felt well integrated and accepted into the life in the school. They said that the

other boarders made them very welcome when they arrived at the school. They told the inspectors that they receive lots of support and help with their English and their cultural needs are respected. The school provides a prayer room for boarders of different faiths and the school's uniform policy accommodates additional cultural dress, as appropriate.

The inspectors observed plenty of positive interaction between the young people, of both sexes and from different ethnic backgrounds.

The young people have access to a wide variety of activities and facilities during the week and at weekends. The school had started to increase and develop different activities that perhaps interest the new intake of boys, as well as the established girl boarders, such as more sporting activities.

The young people were aware of the study times and of the different activities available in their houses and outside of school. A programme of activities was displayed around the school and in each house.

Day pupils study with boarders and also attend several after school activities. This provides time for boarders to socialise with friends from school that do not board.

Some young people told the inspectors that they enjoyed the shopping trips and varied activities on Saturdays though did feel that "Sundays were often boring". However, they recognised that Sundays were time for attendance at Mass and for additional study, as well as time to relax.

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 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)

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

Standards 12, 19, 30 and 36

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The young people have plenty of opportunities to contribute to the operation of the boarding provision. They have representatives on a catering committee and student council. The young people told the inspectors that the Principal attended part of the student council to gather feedback and inform the council of any actions taken by the staff to address issues raised by the young people. The young people felt well represented by the head girl and senior prefects. They are also provided with a "suggestion box" in the houses and generally felt that their comments were listened to.

The young people have access to telephones that ensured their privacy. However, most have mobile phones and are allowed access to them after tea, handing them in at bedtime with the exception of the sixth formers. The young people told the inspectors that they liked this as they could talk to their friends and families when they liked and without anyone listening. The young people

also have access to the Internet and e-mail systems. Boarders were aware of the procedures for organising visits to friends and family during school time.

The school provides very good pastoral care for the young people through the chaplaincy service. The inspectors had the opportunity to speak to the local priest who celebrates Mass in the school's chapel, which is used by the local community. He felt that the school had good links with the community and a positive ethos that encouraged respect and good citizenship amongst the young people.

The boarders have access to local facilities including trips to the local supermarket and town centre. All outings are risk assessed and supervision is dependant on the young persons' age and behaviour. The young people told the inspectors that they appreciated the development of their independence at the school. They recognised that the trips to the local shops and town centre were something to look forward to as an older boarder.

The school encourages pupils to undertake community work through the New Hall Voluntary Service. This is organised by volunteers, including staff and parents, and is very well run and clearly enjoyed by the volunteers and young people that participate. All pupils are expected to do voluntary work in the community through NHVS for one year then any further input is voluntary. The inspectors had the opportunity to observe different voluntary activities undertaken by the young people. These included an older persons' lunch club and an evening club for disabled people. The inspectors were impressed by the young people's enthusiasm and input into the activities, which were clearly enjoyed by all who attended.

The relationship between the staff and boarders was observed to be relaxed and respectful. The young people were polite and very open in their comments to the inspectors.

The older boarders felt that the staff were generally fair and that their independence was encouraged and their comments respected. The younger boarders' comments were more varied with some feeling that staff were not always consistent in their comments and actions whilst others found staff to be kind, helpful and friendly. The young people were observed to enjoying the evening's activities that included having fun doing cooking, listening to stories, swimming and eating Chinese food with friends. For the last three years, the school has used overseas "gap students", as helpers, and the young people found them friendly and fun to be with.

The inspectors enjoyed mealtimes with the young people. Staff eat separately for all mealtimes, which does limit the opportunity for informal interaction at mealtimes between staff and boarders.

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)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

Standards 40, 42 and 44.

Standard 51 is not applicable

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The boarding accommodation was very pleasant. The rooms were bright, clean and well ventilated. The young people told the inspectors that they liked their bedroom areas and are encouraged to personalise their space. There was plenty of evidence of young people's personal belongings and pictures in their bedrooms.

The new house, "Priory House," was well furnished, decorated and equipped with various activities for the young people to enjoy. Hawley and Campion Houses are also of a high standard. There is a "rolling programme" for improvements to the décor and fittings in the older house.

There were sufficient bathroom facilities for the young people. The young people told the inspectors "some showers were broken and ran cold". The inspectors were informed that the upgrade of these shower areas was on the improvement plan for all the houses. The estate manager had undertaken risk assessments and checks with regard to water temperatures and legionella safety.

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 is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

Standards 1, 23, 31 and 34

Quality in this outcome area is **good**.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school provides booklets and brochures with plenty of information for parents and boarders about the boarding provision at the school. The school also has a web site that is well presented and regularly updated.

The Principal monitors records with regard to complaints and punishments in order to identify any actions, which are needed. The senior management team and the health and safety committee monitor risk assessments and accidents. The staffing levels reflect the number of boarders accommodated.

The boarding house policies and staff handbook have been reviewed, amended and updated to reflect the addition of boys as boarders and copies are kept in the staff room and offices. New boarding staff informed the inspectors that they are supervised and supported by the senior house staff. They were aware of their job descriptions, roles and boundaries in the boarding house. Their comments indicated a staff team that enjoy their jobs and the time spent with the young people.

Young people said they were well supervised by staff and knew who was responsible for them at all times. Prefects are allocated to boarding houses to assist, alongside gap students, with house cover during staff meetings. Staff described clear cover arrangements to ensure children are supervised.

The new boarding staff and gap students described receiving induction training when taking on boarding responsibilities to help them understand their role. Evidence was seen of the staff induction training programme, which was comprehensive and covered all aspects of boarding responsibilities including guidance on child protection. The school's commitment to staff training is to be commended. The school supports staff to work towards achieving the Boarding Schools' Association accreditation.

Staff supervision structures are in place and well planned and managed. They are used to identify training needs as well as personal development. There are regular opportunities to informally discuss and review boarding practice in addition to formal staff meetings.

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	2
15	2
16	X
17	X
24	3
25	X
48	3
49	3

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	X
14	3
18	3
27	X
43	X
46	3

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

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

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	BS7	Individual health and welfare records should be held on all boarders.	
2	BS7	Recording about young people should be objective, confidential and reflect their individuality.	
3	BS15	Medication administration, stock control and storage of medication, including controlled drugs, should meet best practice.	
4	BS24	Boarding house staff should receive food hygiene training.	

Commission for Social Care Inspection

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