



*Making Social Care  
Better for People*

# inspection report

**BOARDING SCHOOL**

**Felsted Preparatory School**

**Felsted  
Dunmow  
Essex  
CM6 3JL**

*Lead Inspector*  
David Downes

*Key Announced Inspection*  
27th November 2006 07:45 am

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

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	Felsted Preparatory School
<b>Address</b>	Felsted Dunmow Essex CM6 3JL
<b>Telephone number</b>	01371 820252
<b>Fax number</b>	01371 821443
<b>Email address</b>	
<b>Provider Web address</b>	<a href="http://www.felsted.org">www.felsted.org</a>
<b>Name of Governing body, Person or Authority responsible for the school</b>	Felsted School Trustee Limited
<b>Name of Head</b>	Mrs Jennifer Burrett
<b>Head of Boarding</b>	
<b>Age range of boarding pupils</b>	8 - 13
<b>Date of last welfare inspection</b>	Full boarding welfare inspection: 26 – 27/02/04

**Brief Description of the School:**

Felsted Preparatory School is an independent co-educational school for children up to the age of 13. At the time of the inspection, 19 children were full boarders and 60 were flexi-boarders. There were 223 day pupils attending the School.

Boarders are looked after by two resident Houseparents, two Assistant Houseparents, a resident Tutor, a resident Matron and three day Matrons. The boarding staff are assisted by three gap students, who have accommodation on the senior School site.

The School's boarding accommodation is on two floors in the main school building. Boys and girls are accommodated on separate landings.

The Preparatory School has its own sports and recreational facilities and also benefits from being able to access the facilities and services of the senior School, which is located nearby.

The School is situated in a rural area of north Essex, which has good road and rail links and is close to Stansted airport.

# SUMMARY

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

This announced boarding welfare inspection of Felsted Preparatory School covered all of the key National Minimum Standards identified by the Commission and some other Standards were also assessed.

The following sections of the summary have been written in a style that is suitable for young people to read and will be produced as a separate document for boarders.

Before the inspection, the School arranged for full-time boarders and some flexi-boarders to complete a confidential questionnaire for the inspectors. This was to give boarders the opportunity to tell the inspectors what they thought about boarding at the School.

David Downes and Myra Rogers, a Boarding Sector Professional Inspector, visited the School for the day on 27<sup>th</sup> November, arriving early in the morning and staying until early evening. The inspectors joined the boarders for meals and spent time talking with them about the School.

The inspectors also:

- spoke with the Headmistress, the Houseparents, other boarding house staff and the gap students
- looked at some records
- talked with two groups of boarders
- watched how the boarders and staff got along together
- toured the boarding accommodation
- visited other parts of the School where boarders spend their leisure time.

The week before the inspection, one of the inspectors visited the School's Medical Centre to speak with the nurses and also met with the Personnel Manager to look at some other records.

The School provided written information for the inspection. The inspectors received letters from parents of boarders and from the School Doctor, Environmental Health and the Fire Service.

The inspectors would like to thank the Headmistress, staff and boarders for making them welcome and for their help with the inspection.

## **What the school does well:**

These are some of the good things that the inspector saw and that the young people and the staff told him about.

## **What the boarders said:**

- "I was boarding one night a week and I liked it so much that I asked to board full-time this year"
- "It's great – the best school I've ever been to."
- "There's always something to do and you're never bored."
- "We always have fun."
- "[Staff] are always concerned about you."
- "There are good matrons who look after us."
- "It's always fun to board. Nice teachers."

## **What boarders' parents said:**

- "The school looks after boarders very well and puts their personal needs uppermost."
- "House staff are always very kind and available for consultations..."

## **What the inspector saw:**

- The relationships between the boarders and the Headmistress and boarding staff are very positive. The boarders feel well cared for and enjoy boarding. The standard of boarders' behaviour is extremely good.
- Pupils said that they were not being bullied. It was clear that the staff worked hard to prevent bullying and would take any reports seriously.
- The boarding House is well organised and there are plenty of staff to look after the children.
- Boarders are offered a very good variety of activities after school and they enjoyed the evening events and time spent with the staff.
- Boarders are encouraged to eat a balanced diet and to drink plenty of water. Most boarders said that they were happy with meals at the School and older boarders enjoyed the opportunity of having their lunch in the senior School's dining hall.

- There are ways for boarders to contribute to boarding, as representatives on the Pupil Council, as Monitors and by telling the staff what they like and how things could be better.
- All boarders were able to name someone they could talk to about any worries or concerns.
- The boarding House staff meet regularly with the Headmistress to talk about what is happening in boarding.
- The staff work hard to make sure that boarders are as safe as possible.

## **What has improved since the last inspection?**

- The checks and information on new staff who join the School have been strengthened and very good records are kept. This helps to make sure that staff are the right people to work with children.
- The security of the school buildings and grounds has been improved.
- The School has looked at the staff handbook and has improved the information.
- The boarding accommodation has been decorated and made more homely. New showers have been fitted. Boarders are happy with their bedrooms and like the common rooms.
- The School is developing more ways of asking boarders for their views about boarding.
- There is a very clear registration procedure so that staff know who is boarding each night and where they are. This is particularly important because there are lots of flexi-boarders.
- The School has made good progress in improving the quality and choice of food and further work is planned, taking into account the views of pupils and parents.
- Staff have received training in child protection. The Matrons are receiving more support and training.
- All staff have clear job descriptions and have reviews of their work with boarders.

## **What they could do better:**

- The records of any medicines given to boarders in the boarding House need to be kept in a clearer, more formal way. The records kept in the Medical Centre should be checked regularly by a senior member of staff.
- The School should check that the upstairs entrances to boarders' accommodation are sufficiently secure.
- The School needs to make sure that boarders cannot be hurt by a hot radiator.

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](mailto: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):**

6, 15, 24 and 48

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The School takes health promotion seriously. Boarders' health and first aid needs are met. Appropriate records are kept by nursing staff. Some medication records kept by boarding staff need to be improved. Boarders are provided with suitable accommodation when they are ill.

Catering provision is good. Meals are of a good overall standard and boarders' views about the quality and variety of food are taken into account.

## **EVIDENCE:**

Boarders' personal, health and social education (PHSE) is mainly addressed in class time through a planned programme, which includes drugs education. Boarders told the inspectors that staff talked to them informally about personal health and safety issues. The School was working towards the National Healthy Schools Award and this has involved reviewing the ways in which the School promotes a healthy lifestyle for pupils. A Healthy School Committee, with parent representatives, has been established to co-ordinate the School's

application. The School has a 'Drink to Think' policy, to encourage pupils to drink water regularly throughout the day. The Healthy Body, Healthy Mind Project is helping pupils to understand the connection between food and health.

The Medical Centre, situated on the adjacent senior School site, is staffed 24 hours a day by qualified nurses. The doctor holds a surgery at the Medical Centre four days a week and is available outside these times in case of emergencies. Paramedic cover is provided for major sporting events held at the School. The School Doctor commented very positively on the service provided by the Medical Centre. There is good accommodation at the Medical Centre for any boarders needing to stay overnight or be kept apart from other pupils. The Matron's room also has a bed that can be used, if required.

The School seeks an appropriate range of health information from parents before boarders are admitted and the nursing staff held appropriate information about boarders with identified health problems. The School had recently reviewed and updated the medical questionnaire for parents. Signed parental permission forms for the administration of medication were held for boarders, but these did not include permission to give first aid. The Headmistress subsequently confirmed that parental permission for the administration of first aid was included in the 'terms and conditions', which parents sign to say that they accept. Appropriate records were being kept of medicines administered to boarders at the Medical Centre. The Matrons kept records of any medication that they administered to boarders. The recording system in use needs further development to ensure clear recording of the time of administration and the amount given. Arrangements also need to be made for auditing medication held in the boarding House. Medication records kept in the Medical Centre were not being monitored by a senior member of staff on a regular basis. Appropriate accident records are kept and these are monitored by the Health and Safety Officer for any issues that require further action.

Boarders are provided with nutritious meals and snacks throughout the day. Menus for the main meals are displayed in advance. The inspectors joined pupils for breakfast, lunch and tea, all of which were pleasant social occasions. Food was satisfactory with regard to quality and quantity. Boarders in Years 7 and 8 are able to eat lunch in the senior School dining hall. They told the inspectors that they enjoyed this arrangement and appreciated the wider choice of food available. Discussions with boarders and comments received from the survey indicated that most boarders thought that the School's meals provided them with a balanced diet. Most of the comments made by boarders about the food were positive. Boarders were aware of how they could give their views and make suggestions for improvements through the Pupil Council.

## 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):**

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

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

The school has a range of appropriate practices and systems in place to keep boarders safe and to respond to any concerns or complaints. The anti-bullying policy operates effectively. Staff recruitment records provided evidence of a robust recruitment process.

## **EVIDENCE:**

The School has a clear and detailed anti-bullying policy. Boarders told the inspectors that they were not being bullied. They had taken part in PHSE lessons and assemblies, at the beginning of term, in which they were reminded of the School's policy on bullying and what to do if they experience bullying. Staff demonstrated a good level of awareness of the potential for 'cyber bullying' using e-mail and mobile phones. League Captains take a lead role in designing anti-bullying posters and these are displayed in the School.

The School has improved the child protection policy and related procedures since the last inspection, ensuring that they cover the required areas. The Headmistress, who is the designated staff member for child protection, confirmed that she had attended training and was keeping this training up-to-date. Staff spoken to during the inspection, including Matrons and gap students, were aware of child protection procedures and the role of the designated member of staff.

The School had referred a child protection matter to statutory agencies since the last inspection, resulting in an investigation. This provided evidence of effective operation of the procedure and enabled the School to develop links with the local social services child protection team.

Boarders were polite and very well behaved throughout the inspection. The School's behaviour and discipline policies are explained in written information given to parents and boarders. The HOWDI behaviour code was well known to boarders. The boarders explained how the merit and demerit system worked and the rewards for those who achieve the best scores. They said that staff were fair and generally consistent in the way that they applied rules and sanctions in boarding time. Demerits were said to be seldom used, but some boarders felt that they were not always given consistently. The School had identified that it could improve the consistency with which sanctions and rewards are used. The School has a brief written policy on physical intervention. This policy would benefit from development to give more guidance for staff about good practice.

The School has a complaints policy, which is made available to boarders and their parents. The complaints policy could be improved by including time scales for responding to complaints. The Headmistress said that written information about how to contact the regulatory body regarding any complaint concerning boarders' welfare is sent out to all parents and boarders. These details were, however, not included in the copies of the complaints procedures that were made available for inspection. This information could be added when the policies are updated with the details of the new regulatory body. Boarders said that staff tried to sort out any issues that they raised. The

Headmistress confirmed that the School had not received any formal complaints relating to boarding welfare.

Boarders told the inspectors that they had taken part in fire drills. The boarding house staff were fully aware of the fire evacuation procedures. Records of fire alarms system checks and drills were well maintained. A new fire alarm system was installed a year ago. Essex Fire Service confirmed that the School's fire precautions were satisfactory at the time of their last inspection.

The boarders were happy with their bedrooms and felt that their privacy was respected and protected. Staff (including gap students) explained routines and procedures in the residential accommodation that helped to provide privacy for boarders.

Since the last inspection, the School had appointed a Personnel Manager who had reviewed and updated the staff recruitment procedures. The inspectors sampled the recruitment records for a range of recently appointed staff during a separate visit to the senior School. These files were well organised and contained records of all the required checks. The School was waiting for the second reference for a member of ancillary staff; appropriate arrangements had been made to ensure that they did not have any opportunity for unsupervised access to pupils until this final check had been completed. The inspectors were informed that the School had been proactive in completing Criminal Records Bureau (CRB) checks for those long-standing members of staff where records of the original police and List 99 checks were not held on file.

Common rooms and sleeping areas are reserved exclusively for boarders' use. A thorough review had been undertaken of the security of the School site, in consultation with the local police. The School had introduced additional security measures as a result of this review and other elements of the new security plan were to be implemented. The inspectors did, however, consider that the School should review one aspect of security relating to access to boarders' accommodation upstairs. Staff described appropriate practice in relation to the supervision of visitors.

The sampled risk assessments for boarding accommodation and other areas accessible to boarders provided evidence of action that had been taken to minimise identified risks. The only potential hazard to safety noted during the inspection was a very hot, unguarded radiator in a dormitory. Risk assessments are completed for any trips away from the School site and these are monitored by the Headmistress.

The School has continued to make representations to the relevant authorities about the hazard presented by the public road that runs between buildings on the main School site, but has been informed that the road does not meet the

criteria for traffic calming measures. The inspectors were informed that the School has paid for the pavement to be extended at the point of highest risk and that other measures were to be put in place.

In their questionnaires, boarders said that they felt safe "because there are good matrons" and "[the staff] look after us well".

# 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):**

11, 14 and 18

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Boarders are offered a particularly good range of enjoyable activities.

Staff provide boarders with a welcoming and supportive environment and value them as individuals.

## **EVIDENCE:**

There was an excellent programme of evening activities for the boarders. On the evening of the inspection, a range of different activities was offered. The evening was well organised and staff were observed to interact positively with the boarders. Staff knew the whereabouts of the boarders, kept good records of their attendance at different activities and ensured a safe 'handover' at the end. Outings and other events are also organised for boarders. The School has good outdoor play areas.

There are three common rooms for boarders. One common room is available for all boarders to use, another is for girl boarders and the third common room is for boarders in Year 8. Common rooms were equipped with books, toys, games, television and DvD/video. Boarders commented very positively about the facilities and activities available to them.

Boarders benefit from a supportive and caring staff team, who provide good personal support. Examples were given of additional support that was being provided for two boarders. There was evidence of effective communication between Houseparents, Assistant Houseparents, Matrons and other staff regarding the needs of boarders.

All of the boarders who took part in the survey and those who talked to the inspectors said that they had someone they could talk to about any problems or concerns that they might have. Written information is provided that identifies people for boarders to contact, including 'Childline'. The inspectors were advised that the School intends to develop the role of the Chaplain as an independent person whom boarders may contact.

The Headmistress explained that referrals could be made to a counsellor, if necessary, following which parents would then make their own arrangements.

The School's stated aims of promoting consideration and respect for others, including those of different cultural backgrounds, were carried through into practice. Boarders from overseas are given support to help them to integrate with other pupils. International days and other educational events are held to help pupils to appreciate other cultures. All evening activities are available to both boys and girls.

## **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):**

12, 19 and 36

Quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service.

Boarders have opportunities to contribute to the operation of boarding and their views are listened to.

Boarders are supported in maintaining contact with their families.

The relationships between the staff and boarders are very positive.

### **EVIDENCE:**

Boarders said that they were given opportunities to contribute to boarding provision and that the staff listened to their views. The Pupil Council has elected representatives, including boarders. Older boarders can become Monitors, who have responsibilities for certain duties in the boarding House and have some additional privileges. Monitors who spoke to the inspectors understood their roles and responsibilities. The Headmistress meets with the Monitors to hear their views about boarding. A recent questionnaire survey had been used to elicit boarders' views and parents of Year 8 leavers are asked

to complete a questionnaire with their children to provide the School with feedback.

Boarders have access to a payphone near the boarding accommodation. The sound insulation around the telephone had been increased to improve privacy for boarders. Some boarders said that they had to queue to use the telephone, but others did not feel that this was a problem. The School was keeping the telephone arrangements under review and options were being considered for improving the telephone access for full boarders. Full-time boarders are allowed to have mobile phones and they are given access to them at appropriate times. The inspectors were advised that the boarding mobile or Matrons' phone can also be made available should a boarder need to make a private call. Boarders have access to the internet and can e-mail their family and friends.

The inspectors observed the boarders talking with house staff in a relaxed and friendly manner. They were observed to respond positively to boarders' requests and comments and boarders enjoyed their company. Boarders said that they felt well cared for. The inspectors were confident that the relationships between staff and boarders were good.

# 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):**

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.

Boarders are provided with pleasant, well-maintained accommodation.

## **EVIDENCE:**

The boarding accommodation had been completely refurbished since the last inspection. All areas were in a good state of repair and decoration.

Sleeping areas and common rooms were bright, clean and well ventilated. Boarders told the inspectors that they liked their bedroom areas. There was plenty of evidence of boarders' personal belongings and pictures in the dormitories. Beds were in a satisfactory condition. Boarders are encouraged to bring their own duvet covers.

Boys and girls have access to showers, all of which are satisfactory.

There was adequate separation between the girls' and boys' dormitories. Full-time and flexi-boarders are accommodated in different areas to save causing unnecessary disruption for full-time boarders.

The school does not place boarders in lodgings.

# 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):**

1, 8, 9, 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.

The school's boarding provision is managed effectively to provide a stable and secure environment for pupils.

## **EVIDENCE:**

The Boarding Manual contained copies of information that the School provides to parents of boarders. This documentation covers a range of boarding issues and supplements information in the School prospectus. Some of this information is also provided in a form suitable for boarders.

The Headmistress provided a clear explanation of the changes that had taken place in the School's boarding provision since her appointment in September 2004 and described the rationale behind current initiatives to develop boarding. The Houseparents who were in post at the time of this inspection also arrived in September 2004. The Headmistress and staff involved with boarding have worked very well as a team to address the majority of the recommendations made after the last inspection. The School has been proactive in identifying a number of other areas for development and a plan has been drawn up setting out the ways in which this work is being taken forward. All staff spoken with demonstrated commitment to providing a good standard of care for boarders.

Boarding staff meet with the Headmistress at least twice in each term to discuss issues and review boarding practice. Boarding staff said that they felt well supported. The Matrons confirmed that they had received training in first aid and child protection.

As the School offers flexible boarding, the number of boarders changes daily. The inspectors considered that a good level of staffing was being maintained for the number of boarders accommodated. The School has employed more Matrons to ensure full cover. Boarders said that they always knew who was responsible for them and staff were always available. Duty rotas are displayed and there are bells near boarders' sleeping areas to call staff at night. The evening of the inspection was well organised and staff were clear about their allocated tasks.

The general standard of record-keeping was good. The inspection did, however, highlight the need for the School to be able to evidence a more systematic approach to the monitoring of some records of medication administration (see 'Being Healthy').

The School has a robust and detailed policy for managing crises affecting boarders and this is regularly reviewed and updated. Paper exercises have been undertaken to simulate scenarios that could arise and the crisis management arrangements had recently been tested by a fire in one of the boarding Houses in the senior School.

The Boarding Manual has been reviewed, amended and updated. Boarding staff were clear about their job descriptions, roles and boundaries in the boarding House. Discussions with staff indicated that they enjoyed their work and the time that they spent with boarders. The Matrons had good links with other staff and felt very much part of the boarding team. Gap students had clear roles and responsibilities and it was evident that they were also enjoying their work with staff and boarders.

The Personnel Manager has reviewed and developed the job descriptions and contracts for boarding staff. A sampled job description included clear line

management arrangements and made reference to the post-holder's responsibility to help to ensure that National Minimum Standards are complied with. The Headmistress confirmed that all staff, including gap students, have job descriptions.

Boarding staff operate clear and effective registration procedures to ensure that they know which children are boarding on any particular night and their whereabouts at all times. This system had been designed to take into account the high proportion of flexi-boarding and the changes that parents sometimes wish to make at short notice.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	2
16	X
17	X
24	3
25	X
48	3
49	X

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
11	4
14	3
18	3
27	X
43	X
46	X

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

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

# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	3
9	4
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?

Yes

### 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.	BS4	It is recommended that the School develops a more detailed written policy on physical restraint.	
2.	BS5	It is recommended that information about how parents and boarders can contact the regulatory body is included in the complaints policy. This is a repeat recommendation.	
3.	BS15	It is recommended that the Headmistress or a senior member of staff monitors all records of medication administered to boarders. This refers to records kept in the Medical Centre.	
4.	BS41	It is recommended that the School reviews the security of the internal doors leading to boarders' accommodation.	
5.	BS47	It is recommended that the School carries out a risk assessment for any uncovered radiators in the boarding House.	

## **Commission for Social Care Inspection**

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