



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Polam Hall Boarding School

**Polam Hall
Grange Road
Darlington
Durham
DL1 5PA**

Lead Inspector
Leonard Hird

Announced Inspection
25th September 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

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

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

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

SCHOOL INFORMATION

Name of school Polam Hall Boarding School

Address Polam Hall
Grange Road
Darlington
Durham
DL1 5PA

Telephone number 01325 463383

Fax number 01325 383539

Email address information@polamhall.com

Provider Web address www.polamhall.com

**Name of Governing body,
Person or Authority
responsible for the
school** Mr C D W Pratt
Oxney Flatt
Croft Road
Darlington
DL2 2SD

Name of Head Ms Marie Green

Name of Head of Care Mrs J Garvey

**Age range of boarding
pupils** 7-19

**Date of last welfare
inspection**

Brief Description of the School:

Polam Hall School is an independent day /boarding school with charitable status.

The school is set in its own large grounds on the outskirts of Darlington.

It offers independent education to children from the North-East of England, and further a field, including Hong Kong.

The school provides education for children between the ages of 4-18 years and boarding school facilities for girls between 7-18 years.

The school maintains a strong Christian tradition, but welcomes pupils of other faiths.

Polam Hall School currently provide boarding facilities for 55 girls between the ages of 7 -- 19 years during term times.

The boarding provision at Polam Hall School is made up of three houses located on the school site and known as South View, Grange and Newhouse respectively.

SUMMARY

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

This announced inspection of Polam Hall School took place between September 25 -- 29th 2006. It found that of the 49 standard areas inspected 42 were met and 7 standard areas were exceeded.

The inspection process included talking to boarding pupils, parents, house and teaching staff, ancillary staff, members of the management team and school governors.

A boarding pupils pre-inspection survey sent by the Commission for Social Care Inspection in both English and Cantonese was looked at along with records, documents and information supplied by the school.

The school had ensured that any recommendations made at the last inspection had been addressed.

There had been significant changes to the senior management team at the school since the last inspection with the appointment of a new Headmistress in 2004, and more recently the appointment of a new Head of Boarding.

The management team provided positive and effective leadership to the school as a whole but especially to the boarding houses.

Policies and procedures had been revised and updated, where appropriate in line with current regulatory and social developments.

The documentation examined during the inspection was accurate, well maintained and readily available.

Boarding pupils spoke positively of their life at the school and of their good relationships with the boarding staff.

This was a positive inspection of Polam Hall School, finding that the commitment of both the school and its staff to the development and welfare of the boarding pupils was of a high standard.

What the school does well:

Polam Hall School provided a caring, listening and encouraging environment for boarding pupils to develop in.

The Health and Safety of the boarding pupils was considered to be very important and all staff ensured that the needs of the boarding pupils were being met.

The physical environment of Polam Hall School was found to be pleasant, well maintained and looked after by boarding pupils and staff.

The school took account of the differing views of the boarding pupils via the formal house committees and School Council, as well as the informal contacts made on a day-to-day basis, between staff and boarding pupils.

The school provided good levels of support for all boarding pupils and ensured that wherever possible overseas boarding pupils from different cultures were well supported.

What has improved since the last inspection?

Polam Hall had developed and was continuing to develop all of its policies and procedures on training, guidance and given information for the staff.

The environmental standards to be found in the three boarding houses had significantly improved since the last inspection.

Boarding pupils now had their own ICT room which they used after school and at the weekends.

What they could do better:

Polam Hall School needs to develop the recording systems used in the boarding houses and link them to the central recording systems used in the school. This development should take account of the headings used in Every Child Matters, eg Being healthy, Staying safe, Enjoying and achieving, Making a contribution, Achieving economic well being.

The school needs to develop an appraisal and supervision system for boarding house staff.

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

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

DETAILS OF INSPECTOR FINDINGS

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Scoring of Outcomes

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Being Healthy

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is good. This judgement has been made from evidence gathered both during and before the visit to this service.

Boarding pupils were given advice, guidance, and support in health and personal care issues in a positive and constructive manner by all staff.

The health and medication needs of boarding pupils were well monitored, administered and recorded by staff.

There were a number of healthy eating choices of meals on the menu and the meals were well-prepared, nutritious and wholesome in content.

EVIDENCE:

The school had its own small medical Centre that is used during term time.

The medical centre acted as the school's sickbay and isolation area with 4 beds available for use by boarding pupils when necessary.

It was managed and run by a registered nurse, with the support of an assistant nurse enabling 24-hour medical care to be provided throughout the week.

Boarding pupils were registered with the local medical centre, and could see a local GP, either at the surgery or if necessary by an arranged "home" visit.

Staff supported boarders, when they had appointments with doctors, opticians and dentists.

A boarding pupil commented, 'I had a poorly leg and they took me to the matron, and they told me that I should rest it'.

Records were being maintained of medication prescribed, dispensed and disposed of, as well as parental permission for the dispensation of medication by staff.

'Homely' medications were checked out with a pharmacist and administered in accordance with the school's medication policy and procedures.

Medication was stored securely within the centre.

Staff had received training in first aid, food hygiene and child protection.

Nursing staff had access to clinical supervision where necessary.

There were clear written policies and procedures available for staff that enabled them to promote the health and welfare of the boarders.

Nursing staff liaised regularly with house staff on the health and welfare of boarding pupils and there were well-established links to the school's, personal health and social care courses.

Food was prepared by a well managed, and trained staff in a modern kitchen area that met environmental health standards.

Boarding pupils, along with day pupils and staff, took their meals in a large and pleasant dining room.

Menus were displayed in the dining hall as well as in the boarding houses. A number of different healthy eating choices were available to the boarding pupils on a daily basis.

Boarding pupils had easy access to drinking water as well as being enabled to make hot drinks and snacks in the boarding houses.

A number of overseas boarding pupils indicated in the Pre- inspection survey that sometimes the choice of menu for their tastes was limited.

The catering manager regularly spoke with boarders and their staff to discuss the boarding house pupils' wide-ranging dietary needs.

From these discussions and other meetings the catering manager tried to respond positively to suggestions taking into account the need for healthy eating.

The catering department had offered the opportunity for overseas pupils to cook either their own meals under staff supervision or provide menus for the catering department to cook.

Parents confirmed they were supplied with copies of menus, and that they could sample the meals.

Boarding pupils looked after their clothing with the support of boarding and laundry staff, where appropriate. A contracted company laundered larger items and bedding.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

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

NMS 2, NMS3, NMS 4, NMS 5, NMS 13, NMS 22, NMS 26, NMS 29, NMS 37
NMS 37, NMS 38, NMS 39, NMS 41, and NMS 47

Quality in this outcome area is good. This judgement has been made from evidence gathered both during and before the visit to this service.

Polam Hall School was working to and within the standards. The school was positively trying to ensure that the boarding pupils who go to the school are safe.

EVIDENCE:

Polam Hall School had a clear anti bullying policy and guidance document available for staff.

Boarding pupils confirmed in discussions that they were aware of the school's anti-bullying policy, as well as to whom they could talk about any problems. They also confirmed they knew who the independent listener was and how they could contact her.

They spoke positively of the network of staff, peer supporters, and friendship buddies available to them and said that they did not think bullying was an issue.

Information was available in the houses on how pupils could contact the Independent Listener and external agencies such as Childline.

The school's child protection policy, procedure, and guidance documents were available for staff reference.

The documentation was consistent with both national guidance and local policies and procedures.

The Headmistress was the designated Child Protection Procedure Coordinator, through which child protection referrals were made in the first instance.

There was also a member of the governing body, who took a lead in child protection issues.

Any records referring to child protection issues were kept securely and were available only to authorised staff.

Records were maintained of when and at what level staff had undertaken child protection training.

Not all of the ancillary staff had received basic child protection or diversity awareness training.

Staff confirmed in discussions that they were aware of their responsibilities and the need for vigilance in this most important area.

All staff employed at the school since 2002 had undergone before their employment the appropriate reference checks as well as the appropriate Criminal Records Bureau Check.

Similar checks had been undertaken on Guardians, Gap students and volunteers prior to their involvement with the school.

Records of this information were being kept securely and maintained in accordance with the Data Protection Act.

The school provided clear written guidelines regarding the discipline procedures being used in the school. This information was contained in the staff and parent handbooks.

The system was run on a reward and sanctions basis and no written or verbal reports were received from the boarding pupils of unfair or inappropriate sanctions being used.

Boarding House rules had recently been reassessed, and generally the staff and boarding pupils welcomed the clearer establishment of boundaries that had been established.

Boarders were aware of how and to whom to complain if they had any problems, and that there was a complaints procedure available in the school.

A boarding pupil commented, 'I do have chances to talk to house mistresses if I am upset or have problems'.

The School and Boarders Council met on a regular basis, and provided a recognised route for any pupils' comments or complaints.

A boarding pupil commented, 'There is a boarding council that meets every term, where we discuss what we like and dislike, and how we can change things to make a better place to live in'.

Another boarding pupil commented, 'I can tell the staff if I think something should be changed or I can tell the boarding council representative to mention it in her meetings.'

Staff supervision of the boarders varied according to their age. The relaxed family atmosphere observed in South View created an appropriate sense of care and supervision to maintain boarders' personal privacy.

Whilst in Grange and New House an atmosphere that encouraged the girls' independence and privacy prevailed.

Regular fire, security, and safety checks were being undertaken in the houses. These regular checks were in line with the school's health and safety policies and procedures.

Members of staff had appropriate policies, procedures and guidance set out in the staff handbook for the management of out of school activities, including the Duke of Edinburgh Award scheme, trips to the Lake District and the Yorkshire Dales.

Boarders were also able to inform inspectors as to what action they would take in event of a fire and how repairs were carried out in the houses.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

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

NMS 11, NMS 18, NMS 27, NMS 43, and NMS 46

Quality in this outcome area is excellent. This judgment has been made from evidence gathered both during and before the visit to this service.

Boarding House staff worked closely with educational and support staff to ensure that boarding pupils were given the help and support they required to manage their out-of-school time.

Both planned and unplanned leisure activities were well supported by staff and took account of the differing needs of the age and cultural backgrounds of the pupils.

Boarding pupils were living and working in pleasant surroundings that were warm, well lit, and maintained. The furnishings and decorations in individual pupils' bedrooms and communal living areas were meeting the needs of the pupils though there were some areas requiring redecoration and refurbishment.

EVIDENCE:

During the week and after the school day there was a wide range of activities on offer such as music, sport both in and out of school, as well as involvement with community projects.

These activities were available for both boarding and day pupils. This 'stay back time', was viewed positively by all of the pupils as a good opportunity for joint activities.

Sixth form boarding pupils had the opportunity to use the Plantation Centre and all boarding pupils had access to the school library and computer suite for study purposes. Boarding pupils also had a personal study area in their room in the boarding house.

At weekends, the core group of boarders were predominantly from overseas. At the time of inspection this group consisted mainly of years 11/13, many of whom were new to the school and the boarding experience.

The school had managed the increased numbers of overseas pupils in such a way that they did not experience any inappropriate discrimination and were well integrated into school life.

The overseas pupils were encouraged to take part in many different activities such as the Duke of Edinburgh Award Scheme, different sports, shopping and cultural visits.

Events such as the celebration of the 'Chinese Moon Festival' organised by the houses had offered an opportunity for a sharing of cultures between the boarding pupils.

The pupil survey contained positive feedback about the range of activities and from conversations with the girls they confirmed that in recent months the range and choice had increased markedly. They also confirmed that they did not feel they were having any unusual or onerous demands made on their time.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

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

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

Quality in this outcome area is excellent. This judgement has been made from evidence gathered both during and before the visit to this service.

Boarding pupils at the school were being treated fairly and without favouritism by the staff.

Relationships between the boarding pupils and staff were friendly, positive and caring.

Boarding pupils were aware of the boundaries that they could operate within.

Staff were also aware of the many differing needs of the children, particularly those from different cultural and ethnic backgrounds.

Guidance was given to boarding pupils and their parents on how they could develop their future careers on leaving school.

EVIDENCE:

Boarding pupils were actively encouraged to take part in the House and School Council.

Both groups had a good cross-section of boarding pupils and staff among their members.

Boarding pupils felt that the groups enabled them to positively raise issues relating to their lives.

Members of the groups felt that the Headmistress was open to suggestions put forward in the various meetings, and always attempted to explain the reasoning behind the decision-making process.

The sixth form boarding pupils spoken with during the inspection process commented that they felt members of staff treated them with respect and dignity.

The atmosphere of care and support in the school was highly evident to the inspectors. The pupil survey highlighted a number of 'significant others' that each pupil felt able to approach if they needed support.

Every boarding pupil in the sixth form had a Form Tutor and Personal Tutor, and in addition, the Boarding pupils each had a member of the House staff, who were available for personal guidance.

A peer support scheme operated in the school enabling trained older boarding school pupils to offer help and support to other pupils, when they required support.

An Independent Listener regularly visited the school to offer support where required and was well known to the boarding pupils. Boarding pupils could contact the Independent Listener by telephone, if necessary, and this telephone number along with the Childline number, was prominently displayed.

Boarding pupils had a range of different resources through which to access their parents.

In the pupil survey they commented they could use the house phone, their own mobile phones, maintain e-mail contact with their family and even use 'snail mail'.

Some boarding pupils preferred to write letters and receive the replies through the postal system as they said they looked forward to receiving the mail.

Where boarding pupils were regularly using computers the school had ensured that appropriate computer 'firewall systems' were in place.

The school on entry provided a comprehensive guide for all pupils and parents.

New boarding pupils were encouraged to arrive a day early in the autumn term to help settle in before the busy start of term.

Comments contained in the pupil survey confirmed new pupils had been made to feel very welcome.

The recently appointed Head of Boarding indicated they were planning to encourage the boarding pupils to write their own house guide to provide a pupil-friendly introduction to the routines of each Boarding House.

Parents spoken with commented that they had been made very welcome at the school, and especially within the Boarding House.

Boarders had full access to information outside the school through the Internet, newspapers, magazines, and television.

Additionally, boarding pupils were encouraged to experience the cultural world of the North of England with weekend visits to a wide range of places and events.

Boarding pupils spoke highly of the way they were treated by staff at Polam Hall School.

They indicated that they were listened and spoken to with respect and well supported in times of concern or crisis by staff.

Both boarding pupils and staff spoke of the happy, family atmosphere apparent in the school, and said that everyone's contribution was valued.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

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

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

Quality in this outcome area is good. This judgement has been made from evidence gathered both during and before the visit to this service.

Boarding pupils at Polam Hall School had their school uniform and own clothes to wear.

There were places for them to store their valuables securely to which they had a key and advice was being given to them by staff on how to look after their possessions.

There were appropriate levels of washing, toileting, showering and bathing facilities available in the boarding houses.

EVIDENCE:

Boarding pupils had a locked facility for storing small personal items and house staff could provide a lockable facility for other valuables.

Many of the senior boarding pupils had their own financial arrangements with local banks and building societies.

The accommodation provided for boarding pupils was clean and satisfactorily maintained. The communal areas in the Houses were suitably furnished and comfortable.

There were televisions, music systems, and computers provided to which the boarding pupils had ready access.

The kitchen areas in the Houses provided a focal point of contact as would be found in a family home.

There were adequate numbers of toilets, showers/baths, and washbasins available in the Houses and these were adequately lit and ventilated. Many of the boarding pupils bedrooms had their own washbasins.

Boarding pupils had made comment about some showers not being up to standard, but they confirmed that this issue had been recently addressed.

There were a few areas, particularly in Grange House, that needed decorative attention though it is acknowledged that the buildings are old and not purpose-built.

It was confirmed by the Head of Boarding and the Bursar that there were ongoing schedules of work being undertaken to address these issues.

The school's own maintenance team normally carried out minor work to the Boarding Houses but, where more specialist work was required, this was contracted out.

The contracted out work was normally undertaken during the school holidays, so that the least possible disturbance occurred.

The boarding pupils felt that generally their requests for any maintenance work were dealt with reasonably promptly, as did the Head of Boarding.

There was satisfactory provision made for changing by day.

The House staff at the individual boarding pupil's request could purchase small personal items on their behalf.

Access to the town was restricted according to age and boarding pupils had to go in pairs when they went into town.

The school shop and thrift shop were open at certain times for the purchase of uniform and school items

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

NMS1 NMS 9 NMS 10 NMS 23 NMS 31 NMS 32 NMS 33 NMS 34 NMS 35

Quality in this outcome area is good. This judgement has been made from evidence gathered both during and before the visit to this service.

Polam Hall School is well lead, pupil centred and forward-thinking in its approaches to meeting the diverse needs of the boarding pupils.

There had been significant changes to the management team since the last inspection of the school with the appointment of a new Headmistress in 2004 and more recently that of the Head of Boarding.

The administration systems used in the school were ensuring the safety and welfare of all the pupils.

EVIDENCE:

The school provided a statement of its Principles and Practices for parents, boarders and staff. Parents and boarders spoken with confirmed that they had received this information.

The recent appointment of a new Head of Boarding had enabled a thorough review of boarding practices and principles to be started.

The review would look at the training and professional development of boarding school staff, along with a formal supervision and appraisal system.

The review had yet to be completed, but already the different Boarding Houses were benefiting from the input of this experienced manager's guidance.

The Head of Boarding along with her experienced House staff had started to build an increased inclusiveness between the house, academic and ancillary staff.

Academic staff spoken with commented on the good working relationships that were continuing to develop with House staff for the benefit of the boarding pupils.

Boarding pupils commented that they felt the Houses now had a direction and purpose that they felt was not always there previously and that they welcomed this new and positive approach.

There were appropriate policies and procedures in relation to evacuation of the school in case of fire or other significant events.

Boarding pupils confirmed that they were aware of these procedures and had taken part in fire drills.

The school's organisation of the boarding houses had created a safe and supportive atmosphere in which boarding pupils of whatever age felt cared for by a loyal team of house staff, nursing staff and domestic staff.

The three Boarding Houses, all cater for flexi and full boarding pupils, and no distinction was made between the care of the boarding pupils regardless of boarding status.

The school had a central system of record keeping to which the Head of Boarding had access. It was hoped that this computer system would be more fully used and developed over the next few months.

Staff undertake risk assessments where appropriate and the school employs a risk assessment consultant to advise them on these matters.

Staffing levels currently met the needs of boarding pupils during the school term.

Records of events had been kept in the Houses and this information was available.

The school had a computerised record keeping system to which the Head of Boarding had access.

It was hoped that this computer system would be further developed over the next few months to take account of the recording needs of the Boarding Houses.

The welfare of overseas boarding pupils, during exeat weekends, half term, and main holidays were the responsibility of three Guardian agencies.

These agencies had confirmed that their host families were CRB checked and that they had visited the families to assess their suitability.

The school also confirmed that, in some instances, families had been visited by the Head of Boarding to assess their suitability.

As well as accommodation provided by Guardian Agencies, the school used outdoor pursuit centres and field centres in the North-West and North-East of England and were satisfied that these facilities met standards.

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	3
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	3
5	3
13	3
22	3
26	3
28	N/A
29	3
37	3
38	3
39	3
41	3
47	3

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	4
19	3
21	3
30	3
36	4

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

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the 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	BS34	The school needs to develop a training programme, that is suitable for staff working in the boarding house environment, and to include in this training the following areas: anti-bullying, medication administration and recording, welfare planning, child protection and Equality and Diversity.	
2	BS34	The school needs to develop an appraisal and supervision programme that is suitable for boarding house staff.	

Commission for Social Care Inspection

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