

St Francis College

Inspection report for boarding school

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Inspector	Sue Michowicz
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Date of last inspection	5 October 2004

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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

St Francis College is a single sex school for girls situated in the town centre of Letchworth Garden City. It was founded in 1933 and was run by an order of nuns until 1983 when it was taken over by an educational charity. The school offers boarding accommodation to both British and overseas pupils, with the majority of its boarders originating from mainland China and Hong Kong.

Summary

This was an announced full inspection to ensure the school is meeting the Key National Minimum Standards for Boarding Schools. The school was inspected under the Every Child Matters outcomes of Being Healthy, Staying Safe, Enjoying and Achieving, Positive Contribution, Economic Wellbeing and Organisation. The school received a high number of good and outstanding outcomes in these areas, with an overall judgement of good. As a result of this inspection the school have received two recommendations to support further development.

The overall quality rating is good.

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

Improvements since the last inspection

As a result of the 2004 inspection of the college the school received seventeen recommendations. All of these recommendations have been assessed during this inspection as met, however, only those pertaining to key standards have been reflected in the main body of this report. The school has worked hard to ensure they have an effective policy on the countering of bullying. The current policy in place has been assessed as meeting the standard, with young people and staff spoken to, familiar with the policy and the zero tolerance philosophy in place. The school has recently adopted the newly reviewed Hertfordshire Area Child Protection Committee policy and its reporting procedures. There is good training provision in place with all staff receiving regularly updated training in Safeguarding Children. A review of the internal policy is necessary to ensure it reflects the above named policy. The school operates a comprehensive complaints procedure which enables significant parties to raise issues of concern in a formal manner. Young people spoken with felt they could raise any issues affecting them without fear of reprisal and that they would be supported through the formal process. There are sufficient records available in both the school's surgery and the boarding provision. Information in relation to the welfare of young people which highlights any identified health issues are in place, however, the surgery records were found to be sometimes incomplete, necessitating a further recommendation. There is good provision in place to treat minor illnesses or first aid requirements with a knowledgeable first aider running the surgery, with the support of a registered nurse who visits the school twice a week. All young people receive regular optician and dental checks. All meals provided to young people are tasty, nutritious and appealing. Meals are of good quality with a wide variety of options available. A good system of risk assessing is in place ensuring any high risk activities are identified and measures put in place, which support young people to maintain their independence in a safe and supportive environment. Boarding staff are receiving fortnightly training to support their professional development. The school has identified further training opportunities for staff which will support them in their roles. The school is implementing an outstanding recruitment system which ensures all persons employed at the school are subject to security checks which include CRB Disclosures at an enhanced level and professional

references which are verified. Good health and safety systems are in place which ensure all electrical items brought into the school by boarders are tested and labelled as useable at the school. Any items that do not pass the stringent electrical testing are removed from the premises. Young people are supported to voice their views and affect change within boarding with such things as a boarding council and weekly boarders' meetings providing a voice to young people. Minutes of all meetings are posted in the boarding facility for young people to view. The school ensures there are adequate laundry facilities made available to young people. All clothing is washed at the school's main laundry with provisions in place for clothes to be washed by young people, on request, using the domestic appliances provided in the boarding facility. There are sound boarder and staff relationships with the head of boarding working hard to ensure all staff have a clear understanding of the cultural and diverse needs of the young people. Young people were generally happy with the relationships they have with boarding staff.

Helping children to be healthy

The provision is outstanding.

The school implements systems that promote the health and welfare of its children; with policies and guidance in place to support staff practice. There is an excellent Personal Health and Social Education (PHSE) programme in place which is implemented in an outstanding manner. The programme for year seven to eleven is divided between health, citizenship, exam preparation and revision. The PHSE coordinator and colleagues have achieved certification in PHSE having completed a one year course with Bedfordshire County council. The school invites outside speakers and are proactive in focusing on a particular year's needs as well as key policies. The coordinator has placed emphasis on ensuring the whole school ethos of ambition, self-esteem, staff student relationships, competitiveness in physical education, self-value and respect are reflected in all aspects of the course. The coordinator is creative and flexible in the approach to delivering this part of the education package, ensuring the course is regularly reviewed to meet the needs of the young people. The school has good arrangements for meeting the first aid and medical needs of all young people with a trained first aider running the school's surgery as well as a suitably qualified and experienced nurse who visits twice weekly and a General Practitioner who is available during surgery times. Fact sheets and information for both pupils and staff are available at the school's surgery on any illnesses or social issues affecting young people. Records are maintained of all visits to the surgery with a clear audit trail of any treatments received and ongoing support. This information is shared with the registered nurse through a communications book to ensure consistency of care. All young people have an individual medical file which contains all consent forms for medication, treatment and so on. Any identified medical concerns which require intervention are recorded in this file with a welfare plan in place to support the young person. Whilst assessing these files it was evident that although there was an abundance of information supplied to the surgery some of the welfare plans had not been updated to reflect the changes in the young person's health. Medication systems are maintained to a high standard with administration records in place of any prescribed medicine or homely remedies administered. All medication is appropriately stored and any administrations are recorded efficiently with no gaps evident. A homely remedies list is available in the surgery which gives clear detail of what these remedies are used for. All medical forms which give consent to administer medication and address medical issues are provided to parents in their chosen first language to ensure parents fully understand what they are signing. Young people spoken with were complimentary of the support they receive from the surgery, they felt they could speak to the surgery staff about any issues affecting their well-being and that their confidentiality would be maintained. Girls with specific medical issues

felt the school supported them with special provision put in place to undertake their school work as well as their leisure activities; again these girls were complimentary of the support they receive and believed the school generally had a good understanding of their conditions. There is evidence of good record keeping and communication between the first aider and the nurse. Meals provided to young people are well balanced and nutritious, ensuring young people are provided with a varied and appealing menu. Meals sampled throughout the inspection were of a high standard, very tasty and well presented. Young people were generally satisfied with the meals provided. Feedback from young people was for a change in the type of rice provided, from Indian to Chinese, for the evening meals, to reflect the dietary preferences of the high population of Chinese pupils. There is a good balance between hot and cold options with a well-stocked and varied salad bar. Fresh fruit and yoghurts are available at the service counter as well as the prepared puddings. Good arrangements are in place to ensure all young people maintain a healthy eating regime with staff ensuring all young people do attend meals. Any issues of concern young people may have with food is addressed in a sensitive and supportive manner. In addition to the provided meals boarders are provided with a tuck shop, if requested, and provisions are available for storing and preparing snacks in each common room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

There is an open and supportive approach to addressing the potential for bullying of children; an anti-bullying policy is made available which supports practice within the school. The school policy was last reviewed in May of 2006 to include references to email and text bullying. The policy focuses on both the support necessary to the victim and the perpetrator with an appendix of useful websites to refer to, which includes the race equality policy. In addition to the school policy, boarders have a statement of student requirements which outlines actions to be taken should their be an issue with bullying. Each boarder is issued with a personal copy of the anti-bullying policy. There were no reported incidents of bullying from either staff or boarders throughout the inspection process. The school is vigilant in their observations to ensure any differences between the young people are addressed in an appropriate and timely manner. Systems and training are in place, which aim to prevent the abuse of children. There is an emphasis on maintaining the safety of young people with staff trained to a high standard in child protection procedures and how to apply these to all aspects of school life. The school has recently adopted the newly reviewed Hertfordshire Area Child Protection Committee policy and its reporting procedures. Training in the new protocols has been provided by Hertfordshire Social Services with a further update day planned for those staff who were absent at this time. The head of school has attended a three-day training session in the new procedures and is now in a position to train her staff team in these procedures. Regular inset days have taken place with Child Protection training provided, staff reported these as being very good. Copies of the new Hertfordshire policy are kept in the staff room for easy access. The schools internal policy is sufficient but does not fully reflect the new county protocols. All child protection files are held securely and confidentially with information shared on a need to know basis. Disciplinary measures are applied fairly and consistently The school has written protocols and supporting reporting systems for any sanctions. There is a clear discipline and exclusion policy in place which is to be read in conjunction with the parents handbook. The school rules clearly state three main principles in relation to behaviour and attitude. Acceptable sanctions are detailed within the policy, with a merit, demerit and detention system in place. Incident sheets are provided in the staff room which are to be completed as soon as possible after an incident of behaviours that have a negative affect or behaviours that should be praised. The policy states

that parents only have the right to appeal against expulsion, however, reference is made to raising issues of concerns through the complaints procedure if they are dissatisfied with any sanctions received. Young people spoken with felt sanctions were fair and were not given routinely. There is no use of physical restraint in boarding. Children receive information on how to raise an issue of concern or a complaint with supporting policies and systems in place, which ensures children are able to make a complaint without fear of reprisal. Suggestion boxes are available to all young people to raise concerns. Young people felt they were able to raise any issues of concern with key members of staff and that staff would take them seriously. However, due to the cultural protocols of the majority of the boarders they do not generally raise complaints in a formal manner. The school is aware of this and through their open communication with the young people emphasise their rights and that they can speak openly about any issues that may concern them. Minor issues on the day to day function of boarding were raised by young people, which with their permission, was reported to the senior team on their behalf. Recruitment procedures are in place which ensure staff are compelled to apply for legislative clearances that render them appropriate for the post applied for and in turn are suitable to care for and support children. All relevant checks are in place which include Criminal Record Bureau (CRB) disclosures at enhanced level, three references, verbal verification of references, interview assessment forms, proof of qualifications and a full employment history check. A new proforma is in place for checking that all the relevant information has been received and is judged as suitable. There have been minor issues with the updating of this information, however, this is not an issue of concern as the school are still 'bedding in' the new system which is rarely used due to the low staff turnover at the school. Additional systems are in place which ensure young people are protected from persons entering the premises who have not been subject to the school's full recruitment procedures. Any contractors are employed to attend the boarding area at times when young people are not in residence, if this is unavoidable then they are escorted into the area by a senior member of staff or a member of staff who has undergone all of the school's recruitment checks. The school uses a contracted taxi firm to transport young people as required, with CRB checks undertaken by their employers, these are verified with the school. The school's recruitment procedures under National Minimum Standard 38 have been judged as outstanding. The school has good systems in place for identifying and dealing with other potential safety hazards, which ensure the safety of young people is maintained. Boarding accommodation is reserved for the use of boarders and is secure from public intrusion with a key pad system in place. The front of school is protected through a secondary door system which can only be opened by staff. There are window restrictors on all windows in the boarding house and other windows that could be used to gain entry to the building. Intruder alarms are in place which are maintained by outside contractors. The public do have access to some of the school's facilities during the evenings and weekends. The caretaker is always on duty at these times and boarders are only allowed to use the school facilities if a member of staff is present. The school is proactive in ensuring the local community become part of the school whilst balancing the need to ensure the safety and protection of its boarders. There is a health and safety policy which is available to all staff in the staff handbook. All staff are instructed to familiarise themselves with its content. The policy contains good detailed information on such things as accidents and illness, fire drills, first aid, swimming pool, insurance, data protection and the responsibilities of the bursar and heads of departments. There are no outstanding issues of concern which affect the safety of young people with any maintenance or repairs undertaken within reasonable timescales. In September 2007 procedures were put in place to ensure a full safety audit of the school and its facilities be undertaken. There is a safety committee who have plans in place for further improvements which will further increase the

safety of the facilities provided to young people. The school has good systems in place covering fire safety with regular fire alarm testing and checks on fire equipment by outside contractors. The school takes its fire procedures very seriously with a full fire risk assessment carried out in October 2006 which is to be reviewed shortly by Occupational Safety Systems, the contracted support company. It is a comprehensive document which includes the Regulatory Reform (Fire Safety) Order 2005 and the Enforcement of Regulatory Reform (Fire Safety) Order 2005. The assessment includes a good standard of evacuation ability and appropriate facilities which included the sleeping areas. Individual risk assessments were seen for electrical, fire assessment escape, corridors, rooms, fire action notices, flammable substances and heating appliances. There are also risk assessments with action plan recommendations for people asleep, contractors, disabled persons, training and education. In response to the spate of residential fires nationally a few years ago, the school has placed a high level beam in the chapel, smoke detectors in other places and reassessed their fire management procedures. There are door closures and intumescent strips on doors in all corridors. Boarders have ample information on fire exits with maps provided in their bedrooms. There are regular daytime and evening drills undertaken at the school with the evacuation taking approximately two minutes. There is a fire procedure poster giving excellent detailed preventative information, these are posted throughout the boarding facility. Two contractors are employed to ensure the fire equipment is regularly checked and serviced. Emergency lighting is in place which comes on if there is a fire emergency or the electricity is cut. The school promotes the protection of its young people with good procedures for risk assessments, central record keeping and monitoring of significant issues ensuring the welfare of boarders is promoted. There are good systems in place which ensure all risk assessments are regularly updated. Alerts are in place for any identified environmental hazards with warning posters placed around the building. The head of boarding writes the risk assessments for boarding which are then submitted to the bursar's office for approval. The school is proactive in ensuring safety hazards are identified and relevant risk measures are put in place to minimise the risks. Extensive work has been carried out to improve the risk assessment systems in place with the current systems maintained to a good standard.

Helping children achieve well and enjoy what they do

The provision is good.

Young people are supported by a boarding team who ensure their needs are met. Young people are supported in a manner that is non-intrusive and respectful of their privacy and dignity, ensuring all information held about them remains confidential. Generally boarding staff are sensitive to the needs of the young people, making sure any support offered is implemented in a non-intrusive manner. Some young people did report they felt some staff were not fully respectful of their privacy, whereas others felt they were supportive in all areas including personal privacy. There is good evidence of positive relationships between staff and boarders when addressing the needs of the majority ethnic group of boarders, which is Chinese, with evidence throughout their practice of an integrated school that is enriched by its diversity, providing peer and staff support to overseas boarders in a sensitive and welcoming manner. There are good language support systems in place for all overseas boarders with additional English as a second language tuition taking place. The staff undertaking these duties have an excellent understanding of the cultural needs of these young people and provide a good level of support. There are now a small number of boarders from other countries that require further support to meet their cultural differences and diversity. The school is aware of this and is addressing these new challenges through further training and development of their boarding team.

Helping children make a positive contribution

The provision is outstanding.

Young people are supported to contribute to the operation of the boarding school. There are a number of ways young people are encouraged to voice their opinions on, and contribute to, change within boarding, these include the boarders' council which is elected by the young people. Full boarding house meetings take place which are attended by all young people to discuss any day to day issues affecting boarding. The minutes of all meetings are posted in the corridors of the boarding house. Suggestion boxes are placed in all common room and the games room. The head of boarding is proactive in gaining the views of the young people, seeing them very much at the centre of her work. The head of boarding is available on a daily basis with her office situated in the games room. The head of boarding is always available, with an open door philosophy for all boarders to come in and chat about their day or raise any issues that affect them in the boarding house. Young people believed they were listened to by senior management and that they could speak to the head of boarding about any issues. Young people are supported to maintain their links with family and friends; private facilities are available to young people to make telephone calls. A high proportion of young people have their own mobile phones which are accessible out of school hours. Most boarders have laptops with wireless connection available in the boarding facility; there are additional computers with internet access available in the sixth form common room and the school. The head of boarding stays in contact with the parents of new boarders during the settling in period by email and telephone. Parents are able to contact the head of boarding should there be need. Young people were happy with the methods of communication in place to stay in contact with friends and family with no issues of concern raised.

Achieving economic wellbeing

The provision is good.

The school provides all of its young people with suitable accommodation and facilities to meet their needs. The boarding facility is situated on the upper floors of the main school building. There is sufficient signage instructing that only boarders are allowed to access these areas. Common rooms are provided for the use of the individual year groups which have been personalised. Common rooms are equipped with fridges, toasters, microwaves, irons and ironing boards, music centres and televisions. Comfy furnishings are provided throughout. New equipment such as replacement ironing boards and food lockers are due to be fitted. All young people are provided with sufficient personal space. Bedrooms are highly personalised with sufficient furnishings provided. All bedrooms contain a double wardrobe, under bed drawer space, book cases, shelves and a pin board. All rooms have a study space for each young person. Most rooms provide single bed accommodation with the years eight, nine and ten sharing double rooms with high bunks over a work space. All bedrooms are spacious with shared accommodation suitable in size to accommodate both young people. There are sufficient numbers of toilets and bathing facilities provided for the use of the young people. Three power showers have been fitted which are popular with the young people. All areas of the boarding facility including bathrooms and toilets are cleaned to a high standard by the designated domestic staff team, ensuring the facilities provided remain pristine and free from the risk of cross-infection. Sufficient heating is provided for young people, there were some comments that the rooms can fluctuate in temperature, with reports from young people that areas can be too hot or somewhat cold at times, however, staff have counteracted this by providing additional bedding on those nights that it takes longer to regulate. Young people spoken with

were happy with these arrangements and didn't believe the fluctuations in temperature caused them any undue discomfort. Any repairs or maintenance to the boarding facility are undertaken in a timely fashion to ensure they remain safe and comfortable for the use of young people.

Organisation

The organisation is outstanding.

A good range of information on the school's principles and practice is made available to boarders and their parents. There is a folder available which contains all of the schools' policies and documents, with which staff are to familiarise themselves. Parents are sent very full and thorough information, including the major policies, so that they know what their child can expect. There is a staff handbook which contains a brief summary on boarding and makes reference to the staff boarding handbook. There is a very attractive boarders' handbook which has been developed with the support of the young people, this document is student friendly and illustrated to help boarders whose English is not proficient. The school has an excellent interactive networking websites policy, produced in January 2007, it makes reference to 'My Face' and 'Bebo' giving information on the dangers of, for example, harassment and racism. This document is sent to parents, educational guardians as well as the governors and staff. Monitoring of the school documentation is undertaken by sub committees, these include the recording of accidents, punishments, complaints and health and safety. Regular monitoring processes which range from weekly, monthly, termly and annually are clearly identified with all monitoring found to be up to date. There is a school policy on major risks with a health and safety committee, chaired by a governor, which meets once a term. The responsibilities of this committee are to review accident reports, examine safety audits and risk assessments and consider safety legislation, reports and information to determine action. It also monitors the effectiveness of college safety rules, systems of work and training and communication of safety matters in general; all information gathered is then reported to the governors. As previously mentioned in this report the school maintains a good system for the writing and implementation of its risk assessments. Further work is currently being undertaken to ensure that risk assessments receive a more consistent approach as to when they are reviewed. However, as the school is already addressing this 'perceived' weakness and the assessment of the standards highlight no issues of concern, it will be left in the school's capable hands to address as part of their quality audit systems. The head of boarding has devised and implemented documentation which supports boarding practice and ensures the ongoing welfare of the young people. Documentation is cross-referenced to other relevant documentation which provides a clear audit trail as to how issues are actioned or improvements are made. The documents and systems in place for recording, reporting and monitoring the welfare of young people are above the national minimum standard and have been judged as outstanding. The school provides adequate numbers of skilled and trained staff to maintain the safety of young people during boarding regimes. Staff always begin their evening duty during dinner, ensuring young people are always aware who is on duty. There is a rota at reception and in the boarding house. Boarders did not report any thin times and the younger boarders are not allowed in the boarding house until the staff go up after dinner. There are two housemistresses on duty at any given time with support from the head of boarding. All boarding staff have specific duties and are provided with a formal induction and ongoing training. There is a staff induction procedure which includes health and safety, site services, training needs, accounts/fees/payroll information, car parking, meet mentor/line manager, introduction to colleagues, tour of college, work routines. There is no reference to child protection, anti bullying or fire safety in this induction document, however, references to training in these areas were found throughout the inspection with all staff showing

a good knowledge of these areas of care. The lead on induction is split between the head of school and the bursar, with the head undertaking the induction of teaching staff and the bursar taking the lead for all non-teaching staff. Formal annual appraisals will be taking place. Clear arrangements are in place for the supervision of ancillary and contract staff, who presented a very professional front for the school which showed concern for the girls and an understanding of their needs. Training and development of the schools boarding staff have increased internally with the head of boarding undertaking group and individual training sessions on a fortnightly basis. The head of boarding herself has completed the Boarding Schools Association (BSA) professional practice course. Part of this training included studies in 'prolonging the life of the small boarding house' and 'integrating overseas students'. The head of boarding is proactive in her approach to her own professional development, seeking out and attending relevant courses as the opportunity arises; the school senior management team is supportive of external and internal training. It was reported that some staff have been resistant to attending BSA or other external courses; the school is working with these staff within their personal development plans to increase their confidence and support their growth and professional development. The Bursar attends regional meetings of the Independent Bursar's Association (ISBA) each term as well as ISBA national courses and annual conferences. He reported attending good workshops which have supported him and his team in their role. The school is capable of satisfactorily managing crises affecting the boarder's welfare. Although not a key standard through the inspection process the school was able to demonstrate excellent forward thinking and planning when addressing such issues as the SARS outbreak, Avian Flu, fire and flood and how these would affect young people. In the case of SARS outbreak arrangements were put in place which ensured young people were not prevented from returning to the United Kingdom to undertake exams; allowing them to remain in the United Kingdom with their educational guardians. In the case of an outbreak of fire or flooding the school have reciprocal arrangement with a neighbouring school, however, they accept these arrangements would be difficult to put into practice. Further information and guidance is received by the Bursar at the termly East Anglian Bursar's Association meetings, on any significant issues that may affect the school or its pupils.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all welfare plans held in the schools' surgery accurately reflect the interventions to be undertaken in response to specific medical conditions and emergency interventions. National Minimum Standard 17.2
- ensure the internal child protection policy is reviewed to reflect the Hertfordshire Area Child Protection Committee policy currently used by the school. National Minimum Standard 3.2

Annex

Annex A

National Minimum Standards for boarding school

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).

Ofsted considers 6 and 15 the key standards to be inspected.

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 responded to appropriately (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; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

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

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)

Ofsted considers 14 and 18 the key standards to be inspected.

Annex A

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)

Ofsted considers 12 and 19 the key standards to be inspected.

Achieving economic well-being

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)

Ofsted considers 51 the key standard to be inspected.

Organisation

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 managed effectively (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 supervised adequately 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 which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow 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)

Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.