



Making Social Care  
Better for People

# inspection report

Boarding School

**Bedstone College**

Bucknell

Shropshire

SY7 0BG

11th October 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.



**SCHOOL INFORMATION**

**Name of School**

Bedstone College

**Address**

Bucknell, Shropshire, SY7 0BG

**Tel No:**

01547 530303

**Fax No:**

01547 530740

**Email Address**

admin@bedstone.org

**Name of Governing body, Person or Authority responsible for the school**

Bedstone Educational Trust Ltd

**Name of Head**

Mr M Symonds

**CSCI Classification**

Boarding School

**Type of school**

Independent

**Date of last boarding welfare inspection**

4/11/1997

<b>Date of Inspection Visit</b>		11th October 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Janet Oxley	072938
<b>Name of CSCI Inspector</b>	<b>2</b>	Lorraine Briggs	
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Karen Ramsey	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		NA	
<b>Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?</b>			NO
<b>Name of Establishment Representative at the time of inspection</b>		MR M SYMONDS- HEADMASTER MR N BIDGOOD – SECOND MASTER	

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## INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Bedstone College.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Bedstone College is a well established co-educational independent school for pupils aged 3-18. At the time of this inspection 134 pupils were boarding at the school and there were 136 day pupils.

The College site occupies 40 acres and lies in a very rural setting but is easily accessible by road and rail. It is set in beautiful countryside, in the village of Bedstone, some 30 miles south of Shrewsbury, close to the borders with Herefordshire and Powys. The clearly signposted driveway provides a welcoming approach to the well maintained and attractive grounds and gardens.

Boarding accommodation is provided in the five separate areas of the college. Two houses for boys are situated in the main building and three, one for boys and two for girls, are situated in detached houses in the grounds

Pastoral care and support are provided to boarders by house staff, by staff with teaching duties who also have boarding responsibilities, and by nursing staff. Other staff, who do not have direct pastoral care responsibilities, contribute to the welfare provision for boarders.

The Headmaster is directly responsible for pastoral care, monitoring the boarding provision and child protection. He is assisted by the Second Master and the Head of the Preparatory School.

Boarders are provided with 'out of school' activities and there are systems in place to monitor the safety of these activities.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

#### **Welfare Policies and Procedures**

Bedstone College has written policies in place in relation to all issues. There are clear policies on child protection, bullying and behaviour and discipline and a complaint system is available to both boarders and their parents. There is a medical centre which provides medical support to boarders and staff and where records are kept which help to safeguard and promote boarders' health and welfare.

#### **Organisation and Management**

Boarding at the school is under the clear leadership of the Headmaster who is supported by a Second Master, Bursar and Head of Preparatory School. The College has a very full and comprehensive Disaster Plan Procedure and has effectively managed a crisis affecting boarders' welfare in the past.

Boarders have access to a range and choice of activities and in a number of ways contribute to the operation of boarding provision. Prefects have a good induction, are given appropriate specific duties and responsibilities with professional supervision and support. Boarders were generally complimentary regarding the personal support received from staff.

#### **Welfare Support to Boarders**

The provision of the medical centre enables the school to provide health care and support to those pupils who are ill and it was considered that the significant health and personal problems of individual boarders were very well managed.

The College has an equal opportunities policy and there was no evidence to suggest that any boarder was experiencing discrimination.

New boarders are provided with support and a thorough induction on their arrival at the school and are helped to settle in by a 'buddy' system and the house staff. While some negative comments were received regarding the catering provision at the school, the standard during the inspection was very good.

The school takes the risk of fire seriously and has records in place which demonstrate this. There is a professional system of risk assessment for high risk activities and staff have received training in this field.

#### **Staffing**

It was considered that Boarders are more than adequately supervised at all times by staff who have adequate training and support. Boarding staff are encouraged to register for the BSA/University of Surrey Diploma in Boarding and have regular supervision and appraisal. At the time of this inspection the relationships between staff and boarders were based on good personal and professional relationships.

#### **Premises**

The five separate areas of accommodation for boarders are clearly separated, appropriately by gender and age. Boarding accommodation is protected by keypad access and the college has security measures in place, wherever possible, to prevent unauthorised access. Those boarders who are ill are suitably accommodated in the medical centre. Boarders



have satisfactory provision to study and are, in general, provided with adequate sleeping and changing accommodation. The laundry system works for most pupils and there are various tuck shops and shopping trips for boarders to obtain personal items.

## WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

### **Welfare Policies and Procedures**

The College should have written evidence that all staff have undertaken child protection training and this needs to be ongoing. A central log of complaints and their outcomes should be in place for ease of inspection and monitoring.

### **Organisation and Management**

Boarders' views are sought in a number of ways, but it was considered that, minutes of house and prefect meetings and records of survey's, should be maintained to indicate that views are taken into account and indicate reasons why requests are sometimes refused. The roles of an Independent person have not yet been formally integrated into the pastoral care system.

### **Welfare Support to Boarders**

Recommendations have been made regarding the administration of medication and the need to check on Nurses' qualifications. Some privacy issues were noted however were not seen as a major problem.

### **Staffing**

The College must improve the recruitment procedure to ensure the procedure includes all the required elements as outlined in the standards, before appointment, which can be verified from professionally maintained individual records and the College must not allow any member of staff to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

### **Premises**

Although in general the premises were adequate and satisfactory, there were a number of areas as highlighted in this report that were considered to require attention, sooner rather than later, even though all necessary improvements have been identified and included in a Maintenance Plan.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This report and its contents are based on the evidence gained from all three members of the Inspection Team, which included a Boarding School Professional Inspector.

The college has been particularly proactive in embracing the National Minimum Standards regarding the accommodation of boarders under 18. They have demonstrated a comprehensive understanding and proactive approach in their application of the standards. Throughout the inspection the Headmaster, Second Master, staff and boarders were welcoming, helpful and co-operative and all the recommendations made were fully acknowledged by the Headmaster, Second Master and the Bursar at the time of the feedback.

The effective communication between staff and their enjoyment of and commitment to their roles was particularly evident throughout the inspection process. Boarders were complimentary regarding the support that they receive from staff and in particular the Second Master and House-parents.

Of the 51 standards that apply to the college, 38 standards were considered to be fully met, 6 were considered to be exceeded, 5 were identified as having minor shortfalls and 2 were identified as having major shortfalls, although it has to be noted that both arose from one cause.



**RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION**

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.**

**RECOMMENDED ACTION**

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS3	That the written child protection policy include the requirement for a referral to be made within 24 hours of allegations or suspicions of abuse to the local social services department rather than internal investigation.	13 Jan 2005
2	BS3	That all staff, at all levels, are given training on responding to suspicions or allegations of abuse.	13 June 2005
3	BS14	That the College identifies at least one independent person whom the boarders may contact, that the College ensures that there is easy access to this person and that each boarder knows how they may be contacted.	13 March 2005
4	BS15	That the College confirms that Nurses employed are registered with the Nursing and Midwifery Council.	13 March 2005
5	BS15	That the recording of the administration of medication comply with the guidelines laid down by the Royal Pharmaceutical Society.	13 March 2005
6	BS15	That a written protocol and guidelines be available on the use of Non Prescribed Medicines ( Homely Remedies).	13 March 2005
7	BS38	That the College's system for recruiting staff (including all ancillary staff) includes all the elements as outlined in Standard 38, before appointment, which can be verified from recruitment records.	Immediate.
8	BS39	The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.	Immediate.

9	BS40	That the common room in Wilson House be adequately ventilated.	13 March 2005
10	BS40	That all areas for boarders are kept clean.	13 March 2005
11	BS40	The necessary replacement of furniture and carpets is outlined in a planned maintenance schedule, however those identified, at the time of the inspection, as being unacceptable, should be replaced without delay.	13 June 2005
12	BS44	That in each WC for female boarders there are suitable sanitary disposal facilities.	13 Kan 2005
13	BS44	That the showers in Rees Court be replaced without undue delay.	13 March 2005
14	BS44	That all baths and showers be maintained in a clean condition.	13 Jan 2005

#### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS5	That for ease of inspection and review a central record of complaints be kept to indicate what investigation has taken place and the outcome.
2	BS20	That discussions and action if necessary take place with the boarders in Wilson House to ensure that they are satisfied with individual security arrangements.
3	BS24	That napkins are available to all individuals eating in the dining areas.

\*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

**PART B****INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES

Checks with other Organisations and Individuals

<ul style="list-style-type: none"> <li>• Social Services</li> <li>• Fire Service</li> <li>• Environmental Health</li> <li>• DfES</li> <li>• School Doctor</li> <li>• Independent Person or Counsellor</li> <li>• Chair of Governors</li> </ul>	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NA
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NA
Individual interviews with pupil(s)	YES

Date of Inspection	11/10/04
Time of Inspection	09.00
Duration of Inspection (hrs.)	67
Number of Inspector Days spent on site	9

**Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.**

**SCHOOL INFORMATION:**

**AGE RANGE OF BOARDING PUPILS** FROM 

7
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 TO 

18
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**NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:**

<b>Boys</b>	<table border="1" data-bbox="842 362 938 439"><tr><td>84</td></tr></table>	84
84		
<b>Girls</b>	<table border="1" data-bbox="842 443 938 519"><tr><td>50</td></tr></table>	50
50		
<b>Total</b>	<table border="1" data-bbox="842 546 938 622"><tr><td>134</td></tr></table>	134
134		
<b>Number of separate Boarding Houses</b>	<table border="1" data-bbox="842 627 938 689"><tr><td>5</td></tr></table>	5
5		

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

### Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
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All of the required elements of this Standard are being met by Bedstone College. The statement is well displayed and elements are included in the Prospectus, Staff Handbook, Quick Reference Guide and Scholar's Diary. This information is given to parents when making initial enquiries and on the boarder's admission to the College. It was considered that the statement reflects the actual current boarding practice.

### Standard 2 (2.1 – 2.6)

The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.

Key Findings and Evidence	Standard met?	3
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Bedstone has a full policy on countering bullying which covers necessary prevention, response and a definition. This policy is provided to parents, staff and boarders. The staff handbook also includes the DfES checklist for providing an immediate response to bullying. The subject is covered in more than one policy and the procedures, discussions and observations made indicated elements of built in corroboration. There are strategies in place for boarders to report relevant incidents and forms are available in the Library and each Boarding House. There was no evidence of 'initiation ceremonies' and all boarders spoken to at the time of this inspection gave no indication that bullying was an issue at the College. A small percentage recorded in the pre-inspection questionnaires that they were bullied on occasions, however these questionnaires were anonymous and no evidence was evident to the three inspectors during the three days of this inspection.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	79	%
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**Standard 3 (3.1 – 3.9)**

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

**Key Findings and Evidence****Standard met?**

2

There is a policy available which is consistent with local Area Child Protection procedures and it was reported that this policy was given to all staff members. A response from the Local Authority Children's Safeguards Manager stated that in the one incident only that was referred over the past 5 years appropriate procedures were followed and full co-operation was given. This manager also reported that there are no current outstanding Child Protection concerns relating to Bedstone College.

It was acknowledged that the policy should include a requirement that a referral be made within 24 hours in line with Standard 3.2.

The subject has been included in on going training for staff however there was no evidence that all staff, at all levels, as outlined in Standard 3.5, have been given briefing or training on responding to suspicions or allegations of abuse and that each individual is clear regarding what action they should take.

The Headmaster and the Headmistress of the Prep School are the designated members to take responsibility, have undertaken the relevant training and hold copies of local procedures and guidelines.

Prefects at Bedstone are briefed on the subject during their induction training and are given clear guidelines.

There is a full policy, included in the staff handbook, regarding required action should a boarder go missing. This has not happened at Bedstone since the last inspection.

<b>Standard 4 (4.1 - 4.7)</b>		
<b>The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
<p>It was considered that this standard was exceeded.</p> <p>Bedstone has a fair and appropriate policy on behaviour, discipline and use of punishments, which is well known to boarders, staff and parents. Within the Staff Handbook and in documentation for Boarders, there are full and comprehensive policies on the Use of Force, Discipline, Classroom Management, Form Room Code of Conduct, Offences and Sanctions within the Pastoral Framework and a general Code of Conduct with a boarder's checklist. Responses to the pupils' questionnaire indicated that, in general, the use of punishments is seen as fair. At the time of this inspection the boarders stated to all three inspectors that they considered the punishments to be very fair and they were positive and complimentary regarding the treatment and respect they have from their house-parents.</p> <p>Evidence through observations, discussions, inspection of records and the consistently easy, courteous and friendly manner of the boarders, which was observed throughout the inspection, substantiated this. As noted in Standard 36 the relationships between boarders and all staff was considered to be excellent and based on a good personal and professional basis.</p> <p>It was considered that there are no unacceptable, excessive or idiosyncratic punishments used and that the disciplinary powers of prefects are clearly defined. No physical restraint has been used since the last inspection.</p> <p>A record of punishments is kept and Behaviour Referral forms are completed. These were seen to be satisfactory and the Second Master cross references these and reviews them at regular intervals.</p>		

<b>Standard 5 (5.1 - 5.7)</b>		
<b>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Bedstone has a satisfactory and appropriate policy on responding to complaints and this is given to all parents and boarders. This policy includes Informal Resolution, Formal Resolution and details of a Panel Hearing.</p> <p>Throughout the methodology used during this inspection it was evident that the staff take the opinions and concerns of the boarders seriously and respond whenever necessary.</p> <p>A written record is maintained of all concerns or complaints made and responded to and these are maintained on individual boarders files. It was acknowledged, that for ease of inspection and regular review by the Headmaster, a central record should be kept.</p>		
<b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>		<b>0</b>

<b>Standard 6 (6.1 - 6.3)</b>		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders' health is promoted through clear and appropriate policies on countering major risks, including substance abuse.</p> <p>Policies on smoking, alcohol and drug abuse and misuse are clear, are published in individual houses and are known by boarders. Relevant posters were seen around the individual houses.</p> <p>The resident nurse visits each house weekly to discuss any relevant issues and is conducting sessions on individual health issues for male and female boarders, which are age appropriate.</p>		

<b>Standard 7 (7.1 - 7.5)</b>		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Confidential Health Records are available for each boarder. These are developed from information given by the parents as part of the admissions procedure.</p> <p>The school nurse regularly updates these records and updated information is also requested from parents.</p> <p>These records include any visit to the local GP, vaccinations, referrals to other health professionals, any health problems and any requests from parents regarding health matters. They also identify the person with parental responsibility and contact details.</p> <p>Records are kept in a locked filing cabinet in a locked office. All boarders are registered with the local Medical Practice (Wylcwm Street Surgery).</p> <p>There was evidence of close liaison between the nursing staff, house staff and teaching staff to ensure that relevant information is given to those staff who need to know.</p>		

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

### Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence	Standard met?	4
<p>It was considered that this standard was exceeded.</p> <p>There are very clear details of the management and leadership arrangements at Bedstone. The Governors are fully aware of the College's response to the National Minimum Standards and two Governors have been selected to carry out their own inspection of the College against the standards. The Chairman of Governors reported that each term Governors will look closely at a specific aspect of the College and that at the time of this inspection they had no concerns at all regarding the pastoral care or welfare of the boarders.</p> <p>In house there is a sound process of appraising and developing boarding facilities including a regular reporting system, regular inspections by Houseparents and the Bursar, regular Health and Safety meetings, regular Senior Managers meetings and regular meetings with House Parents and Prefects.</p> <p>All boarding staff are encouraged to register for the BSA/University of Surrey Diploma in Boarding and two members of staff are currently undertaking the course with two others planning to do so for the next intake.</p> <p>The Second Master acts as mentor for those staff on the course.</p> <p>Boarding staff are encouraged and enabled to attend relevant INSET courses both those relating to the BSA course and those independent of this.</p> <p>There is a clear staff disciplinary procedure, which includes all the required elements and all staff have been given copies.</p>		

**Standard 9 (9.1 - 9.3)**

**The school should be capable of satisfactorily managing crises affecting boarders' welfare**

**Key Findings and Evidence****Standard met?**

4

It was considered that this Standard was exceeded.

During July 1996 a fire devastated the main building, which formed the centre of the College, providing not only administrative and teaching areas, but accommodation for boys also. At that time the College was commended on the fact that in September of that year it re-opened accommodating displaced pupils, staff and services in temporary buildings with no loss of education of care arrangements.

There is a full and comprehensive Disaster Plan Procedure, which is used as a working document and includes all required elements and a full range of foreseeable major incidents or crises. This includes a chain of command, disaster support resources and initial reporting and procedure.

**Standard 10 (10.1 - 10.5)**

**The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.**

**Key Findings and Evidence****Standard met?**

3

It was considered that the boarding houses operate generally satisfactorily and no major discrepancies were found between the quality of boarding provision for girls and boys.

There are five boarding houses, Bedstone House for younger girls, Wilson House for elder girls, Rutter House for younger boys, Pearson House for elder boys and Rees Court for elder boys.

No major or inappropriate discrepancies in principles or practice of boarding were found between the five and appropriate separation of the boarding areas and facilities for children of different ages is in place.

**Standard 11 (11.1 - 11.6)**

There should be an appropriate range and choice of activities for boarders outside teaching time.

**Key Findings and Evidence****Standard met?**

3

The extra- curricular programme outlines the range of activities to boarders. A wide variety of activities, which take place out of school time, are available to boarders and individuals of all ages commented positively on these activities. On Tuesdays there are optional activities and Thursdays, compulsory activities. Weekend activities are also in place and a member of staff is designated as Head of Weekend Activities. Every Sunday a trip or event is organised and offered to boarders these have included rock climbing, mountain biking, quad biking, paint balling, visit to Alton Towers, shopping trips and activities on site. Boarders in Year 10 and above are allowed access to the local market town of Ludlow on a Friday afternoon when they are allowed to visit shops, cafes and immediate places of interest. Some 'themed' events are held eg Chinese New Year, Indian and Italian when special dishes are prepared and dining room staff dress accordingly. A Halloween event is planned. Free time for boarders varies according to age group and is clearly set out. Boarders commented that they had sufficient 'free time', which they appreciated. Access to computers appeared satisfactory with clear laid down rules and inappropriate material and use of chat rooms blocked.

**Standard 12 (12.1 - 12.2)**

Boarders have opportunity to contribute views to the operation of boarding provision.

**Key Findings and Evidence****Standard met?**

3

There are opportunities for boarders to express views on aspects of boarding provision through House Meetings, House Roll Call, individual tutorials, 'Birthday' lunches with the Headmaster, through prefects meetings, the food committee which met last in June 2004 and both the Headmaster and Second Master operate open door policies for all boarders. While there is much evidence that the school is clearly committed to listening to boarders and to keeping channels of communication open, feedback to the inspectors indicated that it would be beneficial if communication in response to children's comments, requests and suggestions were recorded, minutes of relevant meetings were taken and reasons why boarders requests were not granted were circulated.

**Standard 13 (13.1 - 13.7)**  
**Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>4</b>
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It was considered that this standard was exceeded.

Prefects are selected on the basis of an assessment whilst carrying out the role of monitor in the Lower 6<sup>th</sup>, this is undertaken by staff and current prefects. Those short-listed for the position are invited for interview with the Headmaster, Second Master and two Senior Prefects.

Their duties and responsibilities are clearly set out in a job description and there was clear evidence that all prefects were fully familiar with the guidelines.

Selected pupils undertake a two day induction, are given a handbook with all the relevant policies and procedures and the process and expectations are fully explained.

It was considered at the time of this inspection that the prefects were fulfilling their role well and they are regularly supervised and directed in their duties by the Second Master. They attend weekly working lunches with Headmaster and Second Master and meet them daily each morning together with the day's Duty Prefect and the Senior Prefects (Head Girl and Head Boy)

**Standard 14 (14.1 - 14.6)**  
**Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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It was considered that the outcome for each boarder in this instance was met. They each have a personal tutor, houseparent, school nurse and the Lay Chaplain to whom they can turn and boarders are encouraged and enabled to approach any member of staff at the College. Discussions and observations indicated that the boarders always felt that they could turn to someone and in particular to their Houseparents and the Second Master.

The tutoring system at the College appears to work satisfactorily and records are maintained. It was evident that there are communication channels between academic and pastoral staff when relevant information is shared and matters followed up.

The Headmaster reported that the Rector of the local church is the person that the school identifies outside the boarding and teaching staff who the boarders may contact directly about personal problems or concerns at school. However many boarders were unaware of this provision and how contact could be made.

As noted in Standard 38 not all persons involved with the boarders have been subject to CRB checks.

## WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- Boarders receive first aid and health care as necessary.
- Boarders are adequately supervised and looked after when ill.
- Boarders are supported in relation to any health or personal problems.
- Boarders do not experience inappropriate discrimination.
- Boarders can maintain private contact with their parents and families.
- Boarders' possessions and money are protected.
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.
- Boarders' welfare is protected in any appointment of educational guardians by the school.
- Risk assessment and school record keeping contribute to boarders' welfare.
- Boarders receive good quality catering provision.
- Boarders have access to food and drinking water in addition to main meals.
- Boarders are protected from the risk of fire.
- Boarders' welfare is not compromised by unusual or onerous demands.
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.
- Boarders' safety and welfare are protected during high-risk activities.
- Boarders have appropriate access to information and facilities outside the school.

### Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

#### Key Findings and Evidence

#### Standard met?

2

All boarders are registered with the local GP practice in Knighton. Shortly after admission to the College each boarder has a medical and arrangements for dental and optical attention are in hand.

The college has a school nurse and employs additional nurses on a part time basis to provide cover. There was no evidence however that the College have confirmed that they are registered with the Nursing and Midwifery Council (NMC).

It was reported that boarders over the age of 16 may choose whether they are accompanied to consultations and the local GP Practice have both male and female doctors.

The school nurse has completed first aid training and the College also has 8 trained staff members and the names of these staff are well displayed. Accidents are recorded appropriately.

Prescribed medication is only given to the relevant boarder and this medication is kept within locked cabinets within each boarding house. It was considered that a more professional approach be taken to the recording of prescribed and non prescribed medication and that individual Medicine Administration Record (MAR ) Charts be completed at the time any medication is administered. Copies of guidelines were forwarded to the College at the end of this inspection. The College should also develop a written protocol and guidelines on the use of Non Prescribed Medicines (Homely Remedies).

At the time of this inspection no boarder was self- medicating.

Individual written health records are maintained for each boarder and the school nurse



regularly monitors these. Written parental permission for the treatment of health problems is obtained on admission to the College.

**Standard 16 (16.1 - 16.3)**

**Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.**

**Key Findings and Evidence**

**Standard met?**

3

There are beds in the College Medical Centre for the use of both male and female boarders if there was a need for separation. When the resident school nurse is not on duty cover is provided to ensure that staff assistance is readily available.  
If the boarder remains in house a member of staff is on duty at all times.

**Standard 17 (17.1 - 17.8)**

**Significant health and personal problems of individual boarders should be identified and managed appropriately.**

**Key Findings and Evidence**

**Standard met?**

4

It was considered that this standard was exceeded.  
The College Nurse prepares and develops individual welfare plans and there was much evidence of how she builds a 'bigger' picture and takes into account a holistic approach to health issues and is perceptive to boarders behaviour and upsets.  
There was also much evidence to indicate that communication between the nurse, house staff and ancillary staff was professional and positive and that if a boarder had a problem, eg eating habits were causing concern, all staff would observe and liaise.  
Bedwetting problems are very sensitively and professionally managed and the house staff deal with offending bedding once the boarder has gone off to school. For older pupils changes of bedding are readily available should they wish to change their beds for any reason.  
Boarders with medical difficulties appeared to be treated and supported in an excellent manner and there was much evidence received by all three inspectors that fellow boarders and staff are fully supportive at times of personal stress and homesickness.  
Links exist through the medical practice used at Knighton should social worker, psychologist or any other health professional be required.

**Standard 18 (18.1 - 18.6)**

**Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.**

**Key Findings and Evidence**

**Standard met?**

3

At the time of this inspection there was no evidence to suggest that any boarder was experiencing discrimination and a number of boarders indicated that they were mindful of groups who required encouragement to integrate.  
There was evidence that the College demonstrates a commitment to equal opportunities. Policy documents on countering discrimination have been developed and are given to all staff and prefects.

<b>Standard 19 (19.1 - 19.6)</b> <b>Boarders are enabled to contact their parents and families in private.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders are able to contact their parents and families in private via the following means – fax, mail, E mail, College telephones, mobile phone, verbal messages passed by administrative staff, visits, week-ends at home.</p> <p>Boarders do not need permission to contact their parents at any time.</p> <p>During the school day, prep and activity time non-essential calls are not allowed.</p>		

<b>Standard 20 (20.1 - 20.3)</b> <b>Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a system in place in the College for holding monies and valuables and records are kept.</p> <p>The only concerns identified were in Wilson House where a number of girls were concerned that they could not lock their doors and had no satisfactory lockable space. These were disputed by the Headmaster and advice would be for Houseparents to discuss the concerns with the boarders and take action to ensure they are fully aware that they have a suitably secure and accessible place to keep possessions and valuables.</p>		

<b>Standard 21 (21.1 - 21.3)</b> <b>There is an appropriate process of induction and guidance for new boarders.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The induction and guidance process, for new boarders, is coordinated by the Second Master.</p> <p>Boarding House induction is organised by respective Houseparents at the start of each term. This is a continuous process.</p> <p>Boarders are supplied with copies of relevant house rules and procedures on admission and prefects are encouraged to help in this process.</p> <p>New boarders are allocated a 'buddy/mother' to help look after them and take them around the College for the first few weeks.</p>		

<b>Standard 22 (22.1 - 22.4)</b> <b>Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The College makes it very clear to parents that it is their responsibility to appoint a guardian if necessary.</p> <p>At the time of this inspection it was reported that there were no Guardians appointed by the College and that appropriate advice and information is passed to prospective parents.</p>		

<b>Standard 23 (23.1 - 23.4)</b> <b>The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Risk assessments are monitored by both the Second Master and the Bursar. Those for the Science and Design Departments are monitored by the Heads of the departments.</p> <p>Major punishments and complaints are undertaken and monitored by the Headmaster whilst lesser punishments are undertaken by the Second Master, prefects or House Parents and are monitored by the Second Master.</p> <p>Accident records are maintained and monitored by the nurse.</p> <p>The action plan and maintenance schedule indicated that reasonable action is taken to reduce risks identified by risk assessments.</p>		

<b>Standard 24 (24.1 - 24.8)</b> <b>Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The menus, discussions and meals taken with boarders over three days indicated that meals provided are nutritious, well balanced with sufficient choice of hot and cold food at each meal.</p> <p>Dining facilities have much improved as a large conservatory has recently been added to the original dining room. Crockery, cutlery and the facilities were considered to be clean and sufficient although it was acknowledged the provision of napkins for staff, pupils and visitors was not always in place.</p> <p>Boarders were seen to have sufficient time to eat their meals and were not hurried in any way.</p> <p>All but 2 of the 19 kitchen staff undertaken the relevant training in food hygiene and plans are in hand for future training.</p> <p>At the time of the most recent Environmental Health Officers inspection matters were reported to be generally satisfactory in the kitchen and that a good standard was being maintained. The recommendation for extra freezer space was reported to be in hand.</p>		

<b>Standard 25 (25.1 - 25.5)</b> <b>Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders have access to drinking water in their individual houses, in the dining room at each meal time and all tap water on site is reported to be potable.</p> <p>Water fountains are available in Rees Hall Foyer and in the Sports Hall changing rooms.</p> <p>Even though there is no access in the teaching areas it was not considered that this was detrimental to the boarders as there was access nearby which would not be denied.</p> <p>Boarders can prepare snacks in the kitchenettes of their boarding house where there is a fridge, microwave, kettle and toaster.</p> <p>There are 2 tuck shops which operate on a daily basis and individual houses also operate tuck shops.</p>		

**Standard 26 (26.1 - 26.5)**  
**Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Full emergency evacuation procedures are available and have been tested from sleeping and living areas.  
 Fire drills are regularly carried out and always take place at the beginning of each term. Emergency lighting, fire alarms and fire fighting equipment are regularly tested and records are maintained. The College has a contract with a local firm, which provides 24 hour cover. At the time of the most recent Fire Officer's Inspection matters were reported to be satisfactory and any recommendations have been complied with.

**Standard 27 (27.1 - 27.3)**  
**Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Onerous demands on boarders at the College, including sport, outward bound activities , appearances in school plays, concerts and public speaking events, lengthy travel or examination pressures have been identified and tutors monitor their tutees and will draw attention to boarders who need special consideration at certain times in common room briefings and House Meetings.  
 As previously mentioned it was considered that the amount of free time boarders have is satisfactory.

**Standard 28 (28.1 - 28.2)**  
**The welfare of any children accommodated at the school, other than pupils, is protected.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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There are no residential activities for which the College accommodates and looks after children other than its own boarders.  
 During the term time there are occasions when day scholars spend the night at school for a variety of good reasons. Such overnight provision is only available once the College has received and accepted a formal request from the parents.

<b>Standard 29 (29.1 - 29.6)</b> <b>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Activities are identified as High Risk by the Second Master, who is extremely experienced in such matters, in consultation with the Headmaster and the Bursar. It is then the responsibility of this group to ensure that high risk activities are competently supervised and accompanied by adequate and appropriate safety measures.</p> <p>Risk assessments seen were satisfactory and had been 'cleared' by insurers.</p> <p>It was considered that adequate and appropriate safety measures were in place and parental permission is obtained at all times.</p>		

<b>Standard 30 (30.1 - 30.5)</b> <b>Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders are able to access information about events in the world outside school in several ways. Each house has a television and house newspapers are provided. Many pupils have laptop computers and mobile phones. It was noted that current issues of topical magazines were held in the Library.</p> <p>Boarders in Year 10 and above may go to Ludlow on Friday afternoons, accompanied by a member of staff on the coach.</p> <p>Boarders attend numerous off-site facilities and activities and are accompanied by staff. The activities are assessed for age appropriateness and all are authorised by the Headmaster. House staff listen to feedback from the boarders about access to information and local facilities and take appropriate action if required.</p>		

## STAFFING

The intended outcomes for the following set of standards are:

- Boarders are adequately supervised by staff.
- Staff exercise appropriate supervision of boarders leaving the school site.
- Boarders are adequately supervised at night.
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.
- Boarders are looked after by staff following clear boarding policies and practice.
- There are sound relationships between staff and boarders.
- Boarders' personal privacy is respected.
- There is vigorous selection and vetting of all staff and volunteers working with boarders.
- 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.

### Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

#### Key Findings and Evidence

#### Standard met?

3

It was considered that the boarders were generally adequately supervised by sufficient numbers of staff and a duty rota is displayed in each house and the rota is discussed at house meetings to ensure that all individuals know which member of staff is responsible for them. All boarding houses have resident houseparent(s). The Second Master is responsible for coordinating the staff who assist the Houseparents.

Weekend cover comprises of the Houseparents, tutors and a senior member of staff on call, which offer sufficient numbers and degree of flexibility to meet the needs of the numbers of boarders involved. In discussion with the boarders they were all aware of the person to whom they should report and where that person would normally be found. There are a number of staff who lived on site and who would cover for staff sickness or offer support in an emergency.

Staff of both genders are available to support boarders over the entire week.

Boarding staff meet regularly at formal and informal meetings and throughout the inspection it was evident that communication between all levels of staff was effective and professional.

It was also reported that the staffing of the boarding provision had become more stable over the past twelve months and there was an evident commitment to continue to provide this stability.

<b>Standard 32 (32.1 - 32.5)</b> <b>Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Visits off site, all College trips and trips abroad are covered by separate full and concise policies that have been given to all relevant staff and boarders.</p> <p>Policies and procedures at the College appear to fully comply with DfES guidance.</p> <p>The college is a Licensed Transport Operator and the 6 mini buses and 54 seater coach used from the College are managed by a fully qualified person.</p> <p>There were no GAP students at the College at the time of this inspection.</p>		

<b>Standard 33 (33.1 - 33.5)</b> <b>Staff should be present, and accessible to boarders as necessary, in each boarding house at night.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There are resident Houseparents in each house who are on call at night.</p> <p>When they have an evening/night off there is a duty rota indicating the member of staff who is to cover.</p> <p>There is at least one adult member of staff sleeping in each house each night and the Headmaster reported that when the houseparent at Rees Court was off duty at week-ends a non resident staff member slept in the house.</p> <p>There are additional members of staff sleeping on site each night to help if necessary and all houses have mobile phones.</p>		

<b>Standard 34 (34.1 - 34.7)</b> <b>All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>All staff with boarding duties have been given job descriptions and it was considered that they adequately reflected their duties. They include an overview of the position, specific objectives and duties, what problems must be referred to the Second Master, day to day practicalities and the specific role of the house-parent's partner.</p> <p>At the time of this inspection no agency staff, GAP students or volunteers were working at the College.</p> <p>An improved induction programme for staff is now available, includes guidance on child protection and is led by the Second Master and the Director of Studies.</p> <p>There is now also a programme of recorded staff supervision and appraisal.</p> <p>As previously mentioned, all boarding staff are encouraged to register for the BSA/University of Surrey Diploma in Boarding and two members of staff are currently undertaking the course with two others planning to do so for the next intake.</p> <p>The Second Master acts as mentor for those staff on the course.</p> <p>Boarding staff are encouraged and enabled to attend relevant INSET courses both those relating to the BSA course and those independent of this.</p>		

**Standard 35 (35.1 - 35.4)**

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

**Key Findings and Evidence****Standard met?**

4

It was considered that this Standard was exceeded.

All staff are provided with a full and up to date College Handbook. All staff have also received a copy of the National Minimum Standards and the College response to those Standards. These documents were evident in each Boarding House.

These documents and guidance more than adequately covers the College's approach to boarding and also fully covers all the elements as outlined in Standard 35.3 and 35.4.

**Standard 36 (36.1 - 36.4)**

There are sound staff/boarder relationships.

**Key Findings and Evidence****Standard met?**

4

Throughout the three days of this inspection and through all the methodology used it was considered that this Standard was exceeded.

Comments received from boarders indicated that relationships with staff are based on good professional and personal relationships. Observations indicated that boarders related easily to the staff caring for them in all boarding houses. Those boarders who spoke with Inspectors did so in an open and friendly manner, which was taken as an indication that they did not feel inhibited from doing so. More senior boarders stated that they were more than happy regarding the respect they received from the staff in addition to the help encouragement and supervision.

Discussions with staff in boarding houses indicated that they knew the boarders in their care well and that they worked as a team to provide a happy environment. This was confirmed by observations.

**Standard 37 (37.1 - 37.2)**

Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.

**Key Findings and Evidence****Standard met?**

3

Staff supervision of boarders did not appear to intrude unnecessarily on boarders' privacy and no reports were received that there was any perceived intrusion. In the boarding house, which was visited during one evening of the inspection, it was evident that boarders considered their bedrooms to be their private space. House Mistresses and House Masters were seen to be supervising, available, but not intruding at inappropriate moments.

Some boarders reported that staff would knock on their bedroom doors before entering, but it was not clear that this was a consistent policy across all staff and all houses.



<b>Standard 38 (38.1 - 38.10)</b>		
Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	1
<p>A random selection of 11 staff files were inspected. Not one was complete with all the required information.</p> <p>The files were not well organised and all the information was placed loosely in a single folder. Access and tracking of information was difficult. One member of staff had no staff file but clearly worked at the school and had done so for some time.</p> <p>Three members of staff had begun working at the school before CRB checks had been undertaken.</p> <p>The nurses working at the College had not had their NMC registration checked.</p> <p>In a number of files there was no evidence of satisfactory references or a CV.</p> <p>The files need to be organised to show that <u>all</u> relevant checks have been completed, that all necessary documentation has been received, that two satisfactory references have been received, a record of the interview is retained and proof of identity is on file.</p> <p>Samples of Personal File Induction Check Lists were given to the Headmaster at the time of this inspection, the shortcomings were fully acknowledged and a commitment to producing a streamlined system was evident.</p> <p>The College has taken reasonable steps to ensure that CRB checks on taxi drivers booked by the College have been undertaken.</p>		

<b>Standard 39 (39.1 - 39.4)</b>		
The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	1
<p>The college has allowed at least two staff to work unsupervised with boarders without there being a satisfactory check with the CRB. Inspectors believed that this was not intentional but through a break down of communication and procedure.</p> <p>It appeared that all adults, delivery persons etc are adequately supervised.</p> <p>It was reported that no adults, not employed by the College, are living in the accommodation for boarders.</p>		

## PREMISES

The intended outcomes for the following set of standards are:

- Boarders are provided with satisfactory accommodation.
- Boarders have their own accommodation, secure from public intrusion.
- Boarders have satisfactory sleeping accommodation.
- Boarders have satisfactory provision to study.
- Boarders have adequate private toilet and washing facilities.
- Boarders have satisfactory provision for changing by day.
- Boarders have access to a range of safe recreational areas.
- Boarders are protected from safety hazards.
- Boarders are suitably accommodated when ill.
- Boarders' clothing and bedding are adequately laundered.
- Boarders can obtain personal requisites while accommodated at school.
- The welfare of boarders placed in lodgings is safeguarded and promoted.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

### Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

#### Key Findings and Evidence

#### Standard met?

2

All five boarding houses were considered to be adequately lit, heated and ventilated with the exception of Wilson House where in the common room there was no ventilation as the windows could not be opened.

Generally, across all units, the standard of hygiene and cleanliness was adequate however in a number of areas eg- in Wilson and Rees Court bathrooms it was not considered so. In addition across the campus there were a large number of windows which were in need of cleaning. It was reported that recruitment of domestic staff had proved difficult over the past year and that this was to be given a high priority in the near future.

All necessary redecoration and replacement furniture and carpets are clearly set out in the planned maintenance schedule that the Bursar holds. The majority of rooms were considered to be satisfactory however it was considered that redecoration of a number of rooms in Wilson House and Pearson should be undertaken without unnecessary delay. Also that replacement furniture and carpets that were identified as unacceptable should be replaced without unnecessary delay.

The accommodation was considered to be generally well maintained with there being a good communication system with the maintenance staff who prioritized tasks and completed as soon as they were able.

Reports were received that houses could be noisy at night, when pupils were talking and keeping others awake, but there was no indication the nature of the buildings or the layout of the accommodation was contributing to a 'noisy' atmosphere on any house.

None of the houses are designed in such a way that boarders with physical disabilities could be appropriately provided for without major adaptations being made.

**Standard 41 (41.1 - 41.8)**  
**Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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Boarders sleeping and living areas are for the exclusive use of boarders and other scholars must seek permission from the resident boarders and the house-parents to enter. Where feasible, given the nature of the site, suitable and adequate security measures are in place to prevent unauthorised access by the public. These include security lighting in key areas, security patrols late at night, key pads on doors, alarmed exits and a set of procedures for staff to lock access to parts of the College at specific times of the day and night. Public use of the College facilities does not involve substantial use of unsupervised access and people who visit the College report to reception, sign in and are given a badge.

**Standard 42 (42.1 - 42.14)**  
**Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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As previously noted it was considered that the sleeping accommodation is generally sufficient and suitably furnished for the number, needs and ages of boarders. Beds are of sufficient size with acceptable bedding, a number of beds have been replaced and those needing replacement have been identified. No bunk beds are used and there appeared to be sufficient space around for the boarders to change. All dormitories have windows, are carpeted and generally have sufficient space for clothing and personal items, although the older girls understandably would have liked more. The five boarding houses are fully separated by gender, are appropriately separated by age group and all accommodation for staff and their families is separated from the boarders accommodation. Requests from boarders to change bed or dormitory, for good reason, were reported to be considered and pin boards are available in each dormitory for posters etc.

**Standard 43 (43.1 - 43.2)**  
**Suitable facilities for both organised and private study are available to boarders.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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There is suitable, suitably lit, and reasonably quiet provision for all boarders to undertake organised prep and private study. Study times are determined by age group and the College library is open during the day. Years 7-9 from Bedstone House and Rutter complete their prep in the Maths Corridor and all other Boarders study in their rooms.

<b>Standard 44 (44.1 - 44.10)</b> <b>Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
<p>Each boarding house has at least one WC for every 4 boarders.</p> <p>WC's were seen to be generally acceptable however in Wilson House 2 WC's on the ground floor did not have suitable sanitary disposal facilities.</p> <p>There are sufficient washbasins in each house and no problems were identified with these.</p> <p>Each boarding house has sufficient numbers of showers and baths, which were considered to be satisfactory with the following exceptions. In Rees Court there are 3 'cabin' showers, all of which are in a poor state of repair, were unclean and are scheduled for replacement. In Wilson House the 3 baths were stained and unclean.</p> <p>Toilet and bathing facilities are not inappropriately shared by boarders of widely different ages and are not shared by boarders of both genders. Staff use separate toilet and bathing facilities.</p>		

<b>Standard 45 (45.1 - 45.3)</b> <b>Suitable changing provision is provided for use by day.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>It was considered that changing facilities were satisfactory and meet the standards. They are situated in each house area, in the sports centre, the old gym and in the Preparatory School.</p>		

<b>Standard 46 (46.1 - 46.6)</b> <b>Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There is a good range of recreational areas at Bedstone College.</p> <p>These include a common room in each house and a specially adapted cellar area providing a number of rooms with a variety of entertainment for sixth formers.</p> <p>There is an excellent Sports Centre with an outdoor swimming pool and in addition there are hard play areas, 'the spares', the girls wood, Bedstone House lawn, the Preparatory School and the sports fields.</p> <p>Provision is made for quiet relaxation and activities and boarders have reasonable access to boarding houses at all times.</p> <p>Access to staff accommodation appears to be properly supervised and not involve favouritism or inappropriate conduct.</p>		

<b>Standard 47 (47.1 - 47.9)</b> <b>Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.</b>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>No potential hazards were identified, at the time of this inspection, in sleeping, living or recreational areas.</p> <p>The College has a comprehensive list of health and safety risk assessments, which are regularly amended and updated.</p> <p>Significant hazards are noted and brought to the attention of the Bursar and the maintenance staff and action taken to reduce any associated risks.</p> <p>Boarding houses are risk assessed each term to ensure that boarders are free from</p>		

reasonably avoidable safety hazards and are checked weekly.  
 Most windows have been fitted with suitable restrictors and others are in the process of being attended to.  
 A Health and Safety Committee meets twice per term to discuss all matters relating to health and safety. Minutes of these meetings are available.  
 There is also a full Health and Safety Policy in place which is updated as and when necessary by the Bursar in consultation with all relevant staff. This policy is included in the staff handbook, which is given to all staff, a copy is also in the staff room.

**Standard 48 (48.1 - 48.4)**

**Suitable accommodation should be available for the separate care of boarders who are ill.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Boarders who are sick may be looked after separately from boarders in the Medical Centre, which has four adequately furnished bedrooms.            Boys and Girls rooms are separated by the Nurse's accommodation and each area has en-suite facilities.</p>		

**Standard 49 (49.1 - 49.3)**

**Adequate laundry provision is made for boarders' clothing and bedding.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>An outside contractor launders all items of bedding and towels.            Adequate provision is made for boarders' clothing to be laundered also. The laundry from each house is collected and returned each day. This ensures that any 'unlabelled' clothing is returned to the house from which it came, which makes it easier for items to be returned to their owners.            There are washing machines in the Boarding Houses, which are used by the Houseparents to wash delicate or 'designer' clothing.            The older boarders, if they prefer to wash their own clothing, are enabled and assisted to do so by the Houseparents.</p>		

**Standard 50 (50.1 - 50.2)**

**Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>Neither boarders nor staff raised any concerns regarding this issue.            The school shop is open each week as specified times. Postage stamps and envelopes can be purchased daily from the office.            Sanitary items can be obtained from 7 outlets at most of which there is no charge.            Year 10 and above can visit Ludlow most Friday afternoons, House-parents shop regularly for boarders for items and each term there are shopping trips to Telford and Shrewsbury.</p>		

**Standard 51 (51.1 - 51.11)**

Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.

**Key Findings and Evidence****Standard met?**

9

No such lodgings are arranged by Bedstone College however, if the College did so they already have policy and procedural documentation in place.

**Standard 52 (52.1 - 52.8)**

Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.

**Key Findings and Evidence****Standard met?**

3

When boarders require off site accommodation it is checked by staff and may, at times, involve the use of a third party. It was considered that every check possible and risk assessments are undertaken.

When boarders are staying in such accommodation it was reported that they are accompanied by College staff at all reasonable times and there are satisfactory arrangements in place for boarders to make contact when they are away on exchange schemes.

For short stay accommodation provided or arranged it was reported that all elements of Standard 52.8 are provided.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Empty box for Lay Assessor's Summary.

**Lay Assessor** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**PART D**

**HEAD'S RESPONSE**

**D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 11 October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible



**Action taken by the CSCI in response to Head's comments:**

Amendments to the report were necessary	<input type="checkbox"/>
Comments were received from the Head	<input type="checkbox"/>
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by , which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required	<input type="checkbox"/>
Action plan was received at the point of publication	<input type="checkbox"/>
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>
Head has declined to provide an action plan	<input type="checkbox"/>
Other: <enter details here>	<input type="checkbox"/>

**D.3 HEAD'S AGREEMENT**

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I Mr M Symonds of Bedstone College confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

**D.3.2 I Mr M Symonds of Bedstone College am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Note:** In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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S0000020768.V173248.R01

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