



Making Social Care
Better for People

inspection report

Boarding School

St Francis College

Broadway
Letchworth
Hertfordshire
SG6 3PJ

5th & 6th 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

St Francis College

Address

Broadway, Letchworth, Hertfordshire, SG6 3PJ

Tel No:

01462 670511

Fax No:

01462 682361

Email Address

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

St Francis College

Name of Head

CSCI Classification

Boarding School

Type of school

Date of last boarding welfare inspection

NA

Date of Inspection Visit		5th October 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Marian Byrne	117477
Name of CSCI Inspector	2	Pat House	
Name of CSCI Inspector	3	Jeffrey Orange	
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) 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.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection			

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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 St Francis 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.

St. Frances is a single sex school for girls. It was founded in 1933. It was run by an order of nuns until 1983 when it was take over by an educational charity. It is situated close to the town centre of Letchworth. St. Francis' is mainly a day school and at present it offers accommodation to 40 boarders. Most of these boarders are from China and Hong Kong. The accommodation offered is of an acceptable standard. All the rooms inspected had been personalised by the boarders. At present the School is undergoing extensive refurbishment. It is half way through fitting new showers and baths. The facilities offered include a swimming pool and a gym. The library stocks books in the languages of the boarders. All boarders have access to IT equipment and are give an e-mail address on their first day at the school. There is access to public phones.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

New students reported that they are introduced to the school in a very friendly way. They are each appointed a 'guardian angel' who is an older student from as similar as possible background. This 'guardian angel' takes on the role of a friend and introduces the new student to other students and the routines of the school.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Many of the students who board are from China and Hong Kong. The School has scant records of the health of these boarders. The boarders told the inspectors that their parents give them local medicines to take if they are ill while in school. The boarders keep these medicines in their own rooms. The School has no real idea of what these medicines contain, or how frequently these are used by the boarders. Other medicines could be given in addition to these without any clear understanding of the effects. This must be addressed. Careful records must be kept of all medicines given to all boarders.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This was the first inspection under the Care Standards Act 2000. In the main this was a positive inspection. While the School still has work to put in place to achieve all the standards, work had started in all aspects of these Standards. Staff were fully aware of where standards were not being met and had plans in place. If completed, these plans will address failings. The Governors, Headmistress and Staff were very welcoming of the inspectors and keen to hear how things could be improved.

Provider's factual amendments were incorporated into the final inspection report

Comments were received from the provider and are available on file at the Area Office, but have not been incorporated into this report.

Action plan was required and was received at the point of publication, it covered all the statutory requirements in a timely fashion.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION
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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			
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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	BS2	The School should have an effective policy on countering bullying.	30/11/04
2	BS3	The School should have, and follow, an appropriate policy on child protection.	30/11/04
3	BS5	The School should have, and follow, an appropriate policy on responding to complaints from boarders and parents.	30/11/004
4	BS7	The School should keep adequate records in relation to individual boarders' health, welfare needs and issues.	30/11/04
5	BS12	The School should ensure boarders have the opportunity to contribute to the operating of boarding provision.	31/3/05
6	BS14	The School should ensure that boarders have one or more members of staff to whom they can turn for personal guidance or with a personal problem.	31/3/05
7	BS15	The School should ensure that appropriate first aid and treatment of minor illness is available to boarders at all times with access to medical, dental and optical services as required.	30/11/04
8	BS17	The School should ensure that health and personal problems of individual boarders are identified and managed appropriately.	30/11/04
9	BS24	The School should ensure that the boarders' meals are of good quality and that choice of dishes is available.	30/11/04

10	BS46 BS29	The School should ensure identifiably high-risk activities are risk assessed and training and guidance are offered where appropriately, including the use of the fitness room.	30/11/04
11	BS33	The School should ensure that staff who are responsible for the boarders welfare are approachable and accessible to boarders especially at night.	30/11/04
12	BS34	The School should ensure that staff who have responsibility for boarders are trained appropriately.	31/12/04
13	BS35	The School should ensure that staff are provided with up to date written guidance on the school's boarding policies and practice.	31/3/05
14	BS36	The School should ensure that there are sound staff/boarder relationships.	31/1/04
15	BS38	The School should ensure that staff who are appointed have references cleared prior to taking up their post.	Immediate.
16	BS40	The School should either ensure risk assessments are carried out where boarders use electrical extension leads, or that the use of such leads is not allowed.	Immediate.
17	BS49	The School should ensure that there are adequate laundry facilities for boarders.	30/11/04.

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

*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	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	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)	NO
Date of Inspection	05/10/04
Time of Inspection	10.00
Duration of Inspection (hrs.)	63
Number of Inspector Days spent on site	2

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

FRO

11

TO

18

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

Boys	0
Girls	40
Total	40
Number of separate Boarding Houses	1

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)
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"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

The School has a Boarder's Handbook covering the aims and organisation of boarding at the school. It outlines the facilities and welfare support for boarders. It is available to parents, prospective parents and boarders. The statement reasonably reflects the actual current practices of the school.

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?

2

Responses to the boarders questionnaire indicated that there is bullying at the school. Efforts made to identify this during the inspection were unsuccessful. It is possible that the bullying may take place during school hours rather than in the boarding house. Staff were keen to identify and address this. The School has an anti-bullying policy. This policy needs further development to include a definition of bullying, how bullying will be prevented and how bullying will be responded to.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

84

%

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
The Head Mistress is due to attend training on Child Protection in November. Following this training the School's policy will be updated. The policy as it stands is out of date. Staff were advised by inspectors to contact Hertfordshire County Council Children, Schools and Families Department for the up to date policy. The Head Mistress is the Child Protection Officer. All staff responsible for boarders must have up to date training on Child Protection. There have been no child protection incidents with boarders.		

Standard 4 (4.1 - 4.7) The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.		
Key Findings and Evidence	Standard met?	3
The boarders indicated via the questionnaire that they do not have a problem with discipline procedures. A file is maintained on the uses of punishments known in the School as sanctions. This usually involves being 'gated' or given extra duties in the dining room. The standard of behaviour among the boarders was very high they were observed to be very courteous to inspectors, staff and each other. There was no use of restraint in the school.		

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	2
This policy is under review. At present it is not available to boarders. Boarders were unaware that they could contact this Commission if they had a problem with their welfare. A record is kept of complaints and the response to them. Pupils were not aware that could make a complaint.		
Number of complaints, if any, received by CSCI about the school during last 12 months:		X

Standard 6 (6.1 - 6.3)		
The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
The School has a policy on alcohol and substance abuse. There was no evidence of substance abuse during the inspection. The boarders in the main come from Hong Kong or main land China and do not appear to have a culture of substance abuse.		

Standard 7 (7.1 - 7.5)		
Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.		
Key Findings and Evidence	Standard met?	2
Some boarders have no health histories. The School informed the inspectors that they have experienced difficulty in obtaining health records for all its boarders. Some of the boarders' parents do not speak English and therefore do not always understand what the school is requesting. The Head Mistress informed the Inspectors that efforts are being made to get the appropriate translation for the necessary paperwork. All boarders have guardians in this country. Guardians occasionally change without the School being informed. The School is aware of the dangers surrounding this and is pro-active in ensuring that guardians who are appointed by families are appropriate.		

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?

3

The Headmistress has ultimate responsibility for Boarders. Staff who have responsibility for the welfare of boarders are appointed solely for that purpose. The team consists of four members led by the Head of Boarding House. Two staff are always on duty outside school time. The House Mistress has identified the training needs of her team. The inspectors support this and would recommend that it is given priority. This includes Child Protection training.

Standard 9 (9.1 - 9.3)

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

Key Findings and Evidence

Standard met?

3

The Chair of Governors and the Head Mistress are aware of the need to manage crises affecting boarders. Foreseeable crises such as a break out of fire or illness have been planned for.

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

This is a single sex school. It is the School's policy to separate boarders by age. The School is updating its bathing and showering facilities. It is half way through this at the moment. All the boarders appear to want to use the upgraded facilities and care needs to be taken that this is done in accordance with the school's policy on separating age groups. Some younger boarders share rooms. All floors have common rooms, these are comfortably furnished and personalised. The School needs to review the provision of televisions, some of these are old fashioned and function very poorly. All bedrooms were personalised by the boarders.

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
<p>The School has a swimming pool, which is open to the boarders for given periods over the weekend when a lifeguard is provided. The School's gym is also available for supervised use. Outings are arranged. The Boarders particularly like going in London to visit 'China Town'. All boarders have an e-mail 'post box' set up for them on their arrival at the School. Internet access is supervised and the boarders are protected from inappropriate use. Where boarders use their own lap top computers no internet access is available. The library has a selection of books covering the languages of origin of the boarders. A wide selection of newspapers are available in the library. The games room is available at all time prior to lights out. This contains a modern television, video player, a dvd and table tennis table. There is a fitness room within the boarding area. Boarders need an induction to the use of the equipment there. In addition the boarders have access to music practice rooms and a craft room.</p>		

Standard 12 (12.1 - 12.2)		
Boarders have opportunity to contribute views to the operation of boarding provision.		
Key Findings and Evidence	Standard met?	2
<p>There is a student's council. Boarders informed the inspectors that they do not have any input into menu planning in the school.</p>		

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.		
Key Findings and Evidence	Standard met?	3
<p>There is no formal prefect system in this School. There is an informal rolling rota of those who have additional responsibilities. They have no authority in the role.</p>		

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.		
Key Findings and Evidence	Standard met?	2
<p>The School provides an independent listener who is available by telephone on Tuesday nights. Welfare staff are available to Boarders to offer guidance. Boarders informed the inspectors that they are more likely to support each other and not bother staff. In the questionnaire boarders said that they would gain support from their parents or friends. The School needs to review this and open the options to other staff that the boarders may develop a relationship with.</p>		

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?

1

All boarders are registered with a GP. The boarders spoken with were not aware of this. There is a member of staff whose responsibility it is to ensure the health and welfare of boarders. She will ensure they attend the dentist or GP as appropriate. A qualified nurse calls to the boarders twice a week. This nurse works for an agency rather than a NHS practice thus limiting the professional guidance available to her. A review needs to be made of the role of the 'School Nurse' as the person in post at the moment does not have a medical background and her training appears to be limited. Boarders keep medication given to them by their parents in their rooms and routinely take this and give it to their friends as well if they are ill. The House Mistress was aware that this might be happening and has asked them to hand it to the 'School Nurse'. The use of this medication may cause a major problem if a boarder were to medicate herself then have to go to hospital for treatment. A policy needs to be developed that allows boarders to self medicate if that is appropriate. Records of medicines administered to Boarders are at present being kept by the School, but this needs to be extended to ensure all medicines given to Boarders (ie both during and after school) are included. Full histories are dependent on families returning documentation to the school. Further efforts will be made to ensure this happens. There was no evidence of parental permission for the administration of medicines or for first aid.

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
On the day of the inspection one boarder was ill. She stayed in her own room rather than going into the 'sick room'. She was checked on regularly. The area set aside for ill boarders is appropriate and close to the office of the Head of Boarding.		

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?	2
There was not evidence of welfare plans for boarders. There were no 'Statemented' boarders at the time of the inspection. There were no incidents of bed wetting at the time of the inspection. Home sickness is dealt with through the support of 'Guardian Angels' who are older boarders who offer support to the new younger ones. Staff spoken with by inspectors showed sensitivity when they talked through how they have supported boarders in the past. The boarders have an independent listener who is available to them on Tuesday evenings by phone. This is a relatively new service the use of this is increasing. Phone numbers of children's support groups are available in phone boxes or by public phones.		

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
There was no evidence of any discrimination or lack of equal opportunities within the boarders. The school needs to be more proactive in involving boarders in menu planning to ensure cultural needs are being met.		

Standard 19 (19.1 - 19.6) Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
Those boarders who do not have their individual rooms can meet visitors privately in prayer/quiet rooms or in the common rooms. Phones are placed in areas that are quiet. Boarders are allowed to keep their own mobile phones. All boarders are set up on e-mail as soon as they arrive. All facilities are regularly used.		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
All boarders have a secure box in their rooms. Boarders look after their own monies. The house welfare staff are pro-active in ensuring that all valuables are locked away in safe boxes.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
All new boarders are matched with a 'Guardian Angel' who is an older boarder who has been in the school for some time. All boarders reported that this works very well. Boarders are given a handbook that introduces them into the ways of the school. There is also an Induction Programme in place in the Boarding House.		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The School does not appoint Guardians, this is done by parents.		

Standard 23 (23.1 - 23.4) 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.		
Key Findings and Evidence	Standard met?	3
The Bursar is responsible for risk assessments in the school. Risk assessments have been carried out for activities within the school. He is aware that they need to be reviewed. He informed the inspectors that this will be carried out by an outside organisation. The Head Mistress reviews the records of accidents and incidents to identify any trends.		

Standard 24 (24.1 - 24.8) 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.		
Key Findings and Evidence	Standard met?	2
On the day of the inspection the food where sampled was of a good standard, colour and was tasty. In the questionnaire boarders identified the evening meal as being of inferior quality to the midday meal. Boarders are not included in menu planning. This was discussed in feedback and the Head Mistress and Head of Boarding resolved to find a way to include them in this process.		

Standard 25 (25.1 - 25.5) 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.		
Key Findings and Evidence	Standard met?	3
Drinking water is available. Facilities are available to make snacks. Boarders have sufficient access to shops to ensure a good supply of snacks. In addition to main meals, tea consisting of bread butter and various spreads, is available at 4pm every day.		

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.		
Key Findings and Evidence	Standard met?	3
The boarders informed the inspectors that they had fire drill at the beginning of this current term. Emergency lighting is checked monthly. The fire exit was fitted with a torch on a chain. When checked the torch worked. Fire fighting equipment is checked annually.		

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.		
Key Findings and Evidence	Standard met?	3
There was no evidence of any onerous demands on boarders.		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
This standard does not apply.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	2
The swimming pool is only opened when there is a life-guard on duty. The boarders must have induction to the use of fitness equipments in the Fitness room within the boarding area.		

Standard 30 (30.1 - 30.5)

Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.

Key Findings and Evidence**Standard met?**

3

Boarders have access to the local shops and this can be supervised or not depending on the age of boarders. The boarders mix with day pupils. Television is freely available. The library supplies four different daily papers and access to the internet. One boarder has a weekend job, other have joined clubs locally.

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

There is a team of four staff who supervise boarders outside teaching time. A rota is posted showing who is on duty. There is a minimum of two staff on duty at all times. Staff who are on duty sleep on the premises.

Standard 32 (32.1 - 32.5)

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.

Key Findings and Evidence

Standard met?

3

Boarders temporarily away from school must give details of where they are going and what time they are due to return. Younger boarders are accompanied by a member of staff when they leave school premises. All boarders spoken with had access to a mobile phone.

Standard 33 (33.1 - 33.5) Staff should be present, and accessible to boarders as necessary, in each boarding house at night.		
Key Findings and Evidence	Standard met?	2
Staff responsible for boarders sleep within a reasonable distance from the boarders. While staffing in itself was not a problem boarders spoken with reported to the inspectors that they wouldn't wake a member of staff in the night if they had a problem. Staff spoken with said that they were not woken very often. Boarders reported that they would look to a friend for support and medication.		

Standard 34 (34.1 - 34.7) 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.		
Key Findings and Evidence	Standard met?	2
The Head of Boarding recognised that her staff had training needs. Two members of the welfare staff had been cleaners with the school prior to transferring to their present duties, there was no evidence of training. All staff must complete training on Hertfordshire County Council on Child Protection Policy. All staff should have individual formal supervision. There are no staff spouses housed within the school. Gap students are not used.		

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?	2
All staff are provided with a handbook. While this is useful it must be updated to include the current Hertfordshire County Council policy on Child protection. It must also include an anti-bullying policy.		

Standard 36 (36.1 - 36.4) There are sound staff/boarder relationships.		
Key Findings and Evidence	Standard met?	2
As mentioned already boarders reported to inspectors that they would not wake house welfare staff at night. Welfare staff appeared to be unaware of this. Boarders and staff indicated that sometimes the atmosphere could be fraught. Working with young people was identified as a training need.		

Standard 37 (37.1 - 37.2) Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.		
Key Findings and Evidence	Standard met?	3
Boarders indicated that their privacy is respected. The new showers afford more privacy. The cubicle includes an area to dress and undress in.		

Standard 38 (38.1 - 38.10)

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.

Key Findings and Evidence

Standard met?

2

Of the files inspected one contained reference presented by the member of staff these references were not authenticated. This must be done as a matter of urgency. The member of staff has a CRB check but as she has been in England for a short time it is recommended that a CRB check or similar is conducted in the country where she lived and worked.

Standard 39 (39.1 - 39.4)

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.

Key Findings and Evidence

Standard met?

3

All members of staff had CRB checks completed.

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

New lighting has been fitted to the corridors in the boarding area. This is automatic and activated by sensors. The heating appeared to be appropriate, the Boarders indicated that there was no problem with heating and ventilation. The School is being re-wired. The top floors have been completed. The inspectors found extensive use of extension leads in bedrooms. Some of these appeared to be over loaded. In one room the extension lead had another extension plugged into it. There is a programme of routine maintenance.

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.

Key Findings and Evidence

Standard met?

3

The boarding facility is protected by the use of coded locks. It is at the top of the main school building. The reception desk is close to the main stair case. All visitors report to this area when they enter the school. This desk is staffed until 20.00 hours.

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.		
Key Findings and Evidence	Standard met?	3
Boarders are accommodated according to their age groups. All the facilities offered were appropriate. Rooms were personalised and appeared to reflect the personality of the boarder. This is a single gender school.		

Standard 43 (43.1 - 43.2) Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
All boarders have facilities to study within their rooms and all have access to the library and IT equipment. These facilities are open to boarders outside school time. Boarders also have access to a study room within the boarding provision. A study room is also available within the Broadway Building for individuals and for group use for formal study skills session provided by the Head of Boarding.		

Standard 44 (44.1 - 44.10) Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.		
Key Findings and Evidence	Standard met?	3
The School is in the process of refurbishing the shower and bathing facilities. One floor has been completed and is of a high quality and much appreciated by boarders. The new facilities provide a cubicle that includes a changing area, thus providing appropriate privacy.		

Standard 45 (45.1 - 45.3) Suitable changing provision is provided for use by day.		
Key Findings and Evidence	Standard met?	3
There is a separate changing facility for all boarders to use during the day. They do not have to return to their rooms unless they wish to do so.		

Standard 46 (46.1 - 46.6) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.		
Key Findings and Evidence	Standard met?	2
The boarders have access to the gym and the swimming pool. Both of these facilities are supervised by appropriately trained staff. The School has provided a well equipped fitness room for boarders. While they are to be commended on this provision they need to ensure that boarders are given an induction to the use of the equipment to ensure they are being used appropriately.		

Standard 47 (47.1 - 47.9) Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.		
Key Findings and Evidence	Standard met?	3
With the exception of the fitness room and the extension leads other areas were free of avoidable risks. The school and its facilities are compact and visible from the main school building. Paths were clear. Risk assessments had been carried out. Window restrictors had been fitted. When the pool and the gym are in use, the boarders are supervised by appropriately trained staff.		

Standard 48 (48.1 - 48.4) Suitable accommodation should be available for the separate care of boarders who are ill.		
Key Findings and Evidence	Standard met?	3
The School provides separate accommodation for boarders who are ill. This comprises two rooms that are close to the office of the Head of Boarding. The room is of adequate size and meets the standard.		

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	2
The School is reviewing the frequency of personal laundry. It has dropped from every day to once a week for clothing. Boarders and their parents expressed dissatisfaction with this. The Headmistress reported that she would review it.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
The School is very close to the centre of Letchworth and boarders have access to the town centre at the weekends either accompanied or alone depending on their age.		

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
This standard does not apply.		

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?

9

This standard does not apply.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

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 5th and 6th October 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report.

In the meantime responses received are available on request from the Hertfordshire Area Office.

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 17th November 2004, 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 M Hegarty of St Francis' 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 Mairin Hegarty
Signature _____
Designation Headmistress
Date 8th February 2005

Or

D.3.2 I _____ of _____ 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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