



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

Stafford House School

**Stafford House Tutorial College Limited
68 New Dover Road
Canterbury
Kent
CT1 3LQ**

Lead Inspector
Alex Turner

Announced Inspection
25th September 2006 09:30

The Commission for Social Care Inspection aims to:

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

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

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

Those outcomes are:

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

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

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

SCHOOL INFORMATION

Name of school	Stafford House School
Address	Stafford House Tutorial College Limited 68 New Dover Road Canterbury Kent CT1 3LQ
Telephone number	01227 455441
Fax number	
Email address	
Provider Web address	www.ceg-uk.com/staffordhouse_college/
Name of Governing body, Person or Authority responsible for the school	The Principal
Name of Head	Ms. Marie-Louise Banning
Name of Head of Care	Mr. Keith Carey
Age range of boarding pupils	15 – 18+
Date of last welfare inspection	February 2004

Brief Description of the School:

Stafford House College provides education and residential accommodation to people aged 15 and above. Boarders typically are foreign students coming to England to further their education with the aim of gaining a place in University.

Accommodation for boarders below 18 is provided in three Halls of Residence and with host families in the local area.

The average fee at the time of the visit was £15,000 per academic year (all inclusive).

SUMMARY

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

This report is largely based upon the findings of a four-day site visit (carried out over one week in September and one week in October 2006). During the visit the opportunity was taken to speak with boarders in each of the Halls of Residence accommodating those aged 18 and under. Boarders were seen in groups, pairs and in some cases individually where they felt comfortable in doing so. Time was also spent speaking with key members of staff including the Principle, the Head of Pastoral Care, the Head of Operations, the Head of Welfare, the Halls Manager, Home-Stay Coordinators, four Hall Supervisors and catering personnel. A selection of records was inspected. Each of the Halls of Residence was visited. Information included in completed questionnaires returned by boarders and the Principle of the College also informed the inspection process and the subsequent findings reported on.

This report addresses each of the standards that have been identified by the Commission as key standards in terms of their relevance to welfare and safety. Action to meet recommendations included in the last report was followed up and where appropriate compliance with any additional standards has also been rated. All the staff involved in the inspection activities were open, receptive and provided their assistance and time as necessary. That young people took also took time to complete questionnaires and to by other means provide their views added to the process.

What the school does well:

The College has done well in creating an inclusive atmosphere where it was found that boarders feel safe and where they do not identify bullying to be a problem. Health and Safety measures in terms of environmental risk assessments and safe working practices were efficiently managed.

It should be noted that points highlighted to the College at the conclusion of the site visit have been acted upon in a positive and constructive manner. The Principle provided an action plan within days of the visit articulating immediate steps that would be taken to address some of the issues raised and commented upon in this report.

What has improved since the last inspection?

The College has defined the principles on which its boarding is based. Boarder's accommodation has been separated by age and gender (with some exceptions). Health care records have improved. A clear position on bullying

has been established. The management of host families has incorporated recommendations made in the last report.

What they could do better:

The findings of this report are grouped together under the following headings; Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Wellbeing and Management. Shortfalls were identified and recommendations have been made in all of these areas.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

NMS 6, 7, 15, 17 & 24 - Quality in this outcome area is **adequate**.

This judgement has been made using available evidence including a visit to this service.

Boarders' health is promoted though arrangements for the treatment of minor illness and the management of medication do not contribute to this outcome.

Boarders receive good quality catering provision.

EVIDENCE:

It was evident throughout the site visit that the Head of Pastoral Care and the Head of Welfare together do much to promote the health of students. Both were seen to have frequent contact with students on site and both, at short notice, were available to address health and/or welfare issues brought to their attention by students or other staff. Personal, social and health education is provided based on syllabus guidelines and run by the Head of Biology, Head of Pastoral Care and a Psychology teacher. Though it was evident policies regarding smoking, alcohol consumption and substance misuse were referred to in practice passing observation throughout the visit indicated smoking is prevalent amongst a visible proportion of students. It is acknowledged that

many of the students are over 18, and from cultures where smoking is accepted as a social norm. The college would do well however to review measures in place to encourage and support students to refrain.

The Head of Welfare explained it is the college's policy not to retain or administer any medication other than in the delivery of essential first aid. This policy precludes the administration of homely remedies for the treatment of minor illnesses, which may at times be an appropriate course of action and perhaps more effective than current practice in terms of monitoring students health and promoting the safe storage and use of medicines prescribed or otherwise. It was confirmed that there were students' self-medicating prescribed treatments and others that may keep a personal store of homely remedies, such as headache tablets. The College was not routinely assessing that students who were keeping and administering their own medication were sufficiently responsible to do so, and were able to store their medication safely and appropriately. In one of the residences visited provision had yet to be made for a lockable facility for each of the students accommodated.

Recommendations have been repeated from the last report. Records retained by the Head of Welfare included basic details about any conditions or allergies students had and signed consent forms for the administration of first aid and to seek medical, dental or optical treatment when required. Students are routinely registered with a local GP practice and those that were spoken to knew whom they could go to about health concerns. A nurse from the GP practice is now visiting the school on a monthly basis and working with the Head of Welfare to help ensure effective health needs are being identified and addressed.

Sampling records and conversation with key members of staff indicated that there were boarders and home-stay pupils who were having difficulties that may potentially impact on their studies for which College intervention was considered appropriate and necessary. Various accounts were heard of how students had been supported, for example with physical, emotional and behaviour problems. Boarders corroborated this account and the general feedback received was that staff were caring and helpful. It was noted however that the College does not routinely ensure an appropriate staff member prepares and works to a written and agreed individual 'welfare plan', agreed with a parent, for any boarder with special welfare needs, significant emotional or behavioural difficulties, (or who does not see his or her parent or legal guardian at least three times a year).

The Head of Welfare retains individual records for boarders, containing relevant health and welfare information provided by parents and also records significant health and welfare needs and issues. Records did include details specified in the standards e.g. contact details for parents and any other emergency contact arrangements. The manner in which records were retained did not distinguish between borders under 18 and those that were over. This was also the case for other records pertaining to borders welfare. Hall

supervisors were not provided with any written information about borders under their charge and the recommendation is made to consider the merit there may be in doing so.

Menus indicate a balanced and varied diet is provided via the college catering facilities. Boarder's views focussed on palatability and waiting times with varying degrees of satisfaction expressed across the range. The size of the main dining area was limited in proportion to the number of people catered for. Additional seating area and kitchen facilities are available though these are not ideal as a long-term solution.

Staying Safe

The intended outcomes for these standards are:

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

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

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

NMS 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 - Quality in this outcome area is **poor.**

This judgement has been made using available evidence including a visit to this service.

Boarders are protected from bullying. The arrangements in relation to child protection practice were muddled. Discipline is fair. Physical hazards, risk assessment and fire safety measures were in the main satisfactory. Privacy is respected. Arrangements to help protect boarders from unsuitable persons

were poor as were the arrangements to keep halls of residence secure from public intrusion.

EVIDENCE:

The college conveys its position on bullying to students, staff and host families via policies and practice guidelines. 35 of the 37 students returning completed questionnaires stated they had not been bullied at all; two reported that they hardly ever get bullied. During this site visit the Head of Pastoral Care was actively involved in dealing with an incidence of bullying / inconsiderate behaviour, with robust mechanisms at his disposal to prevent reoccurrence.

Training in child protection has in the last year been delivered to the majority of college staff across academic and boarding provision. Boarding and welfare staff spoken to had a working knowledge of the principles involved. Key personnel however were unclear as to who the schools Child Protection Coordinator was. A number of different accounts were provided of action that may be taken in response to allegations or suspicions of abuse. The Child Protection policy contained outdated information and could be clearer with respect to some of the elements specified in this standard. Practice recommendations have been made.

Disciplinary measures were not perceived to be unreasonable or unfair by those students that expressed an opinion. Boarding supervisors were not permitted to apply sanctions or carry out restraint. Information regarding the schools code of conduct and disciplinary measures is included in that which is provided to boarders. Records of the instigation of formal disciplinary measures were amongst those retained by the Head of Pastoral care. The records were poorly organised.

The college uses various means to enable boarders to inform staff of any problems or issues they seek to have resolved. Weekly tutor groups and meetings, house supervisors reporting system, daily surgeries held by home stay coordinators and open access to the Head of Welfare and the Head of Pastoral Care all provide a conduit. Many of the boarders spoken to confirmed use of these measures and whilst in some cases remedial action was reported to be carried out in a timely manner this was not always the case. Most typically in these instances, where there was a delay in action being taken boarders felt they were not kept informed of progress or thought their comments had not be taken into account.

Fire safety systems were installed, monitored, serviced and maintained in line with the points specified in the standard. Boarders and staff were able to describe the evacuation procedures in the event of an alarm sounding. Procedures described did not appear to fully take into account all relevant factors and should be reviewed with house supervisors.

Staff supervision of borders in the halls of residence is unobtrusive and does not intrude upon boarder's personal privacy.

The Head of Operations maintains a database of CRB checks carried out and was able to demonstrate in a number of cases chosen at random that checks had been completed with satisfactory results. As was found at the time of the last inspection second references are not always being obtained and direct contact with referees was not routine. A reference request sent out with respect to a host family member was provided for inspection. The letter did not specifically ask the referee to state any known reason why the person should not be employed to work with children and that there should be no material miss-statement or omission relevant to the suitability of the applicant. The preinspection questionnaire completed by the Principle highlights other shortfalls in the recruitment process when cross referenced with the points specified in the standard. Practice recommendations have been made.

Shortfalls were highlighted in the security arrangements of two halls of residence. The Head of Operations who is responsible for transport arrangements was unable to state that other than using licensed firms any practicable steps had been taken so that boarders are not entrusted to adults who have not been checked through the Criminal Records Bureau for journeys (e.g. by taxi) which involve giving such adults substantial unsupervised access to boarders. Written agreements had not been entered into with adults living in the same building as boarding accommodation though who were not employed by the school.

The Head of the Operations Department oversees practice regarding physical hazards and risk assessment. They were well versed in the requirements placed upon the College by health and safety legislation and were confident of the College's current compliance. A variety of related documentation was made available for inspection indicating close adherence to procedures.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

NMS 11, 14 & 18 - Quality in this outcome area is **adequate**.

This judgement has been made using available evidence including a visit to this service.

Boarders receive personal support from staff and do not experience inappropriate discrimination. Activities organised and/or facilitated by the College for boarders outside of class time were minimal.

EVIDENCE:

Whilst boarders have sufficient and suitably timed free time each day the College was not providing a range and choice of activities throughout the year (both indoors and outdoors) for boarders out of class time. Mention was made of efforts to do so in previous years though it was reported that these had enjoyed only limited success. During weekends no supervised activities for boarders took place. It was noted that the intention to seek boarders view regarding activities was being acted on in order to revisit this area of provision. The College is encouraged to see this exercise through and improve the current situation.

All of the boarders spoken to and those that completed an inspection questionnaire were able to identify a person(s) in and/or outside of the school to who they could go to and discuss personal problems. Boarders frequently described staff as caring and very good. Tutor contact may be used to discuss

personal issues as well as academic matters. The boarder's handbook contains the contact number of person (other than a parent) outside the boarding and teaching staff of the school whom boarders may contact directly about personal problems or concerns at school.

The College intake is from students from across the globe. At the time of the last inspection the equal opportunity policy in place was found to be satisfactory. Through discussion with staff and boarders it was evident that varying cultural, racial and religious needs are taken into account and met.

Making a Positive Contribution

The intended outcomes for these standards are:

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

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

NMS 12 & 19 - Quality in this outcome area is **adequate**.

This judgement has been made using available evidence including a visit to this service.

Arrangements for boarders to contribute their views to the operation of boarding in the College could be better. Boarders are able to maintain private contact with their parents and families.

EVIDENCE:

In discussion with the Head of Pastoral Care it was ascertained that action is planned to establish forums by which boarders can contribute their views to the operation of boarding provision.

The arrangements for boarders to maintain contact with their parents and families were on the whole satisfactory. It was noted however by boarders in one of the halls of residence that a current lack of internet connectivity hampered this. Whilst connection was reported to be imminent it was dependent on external parties. The boarders' view that connection should have been arranged sooner is shared. A recommendation has been made.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

NMS 40, 42 and 51. Quality in this outcome area is **adequate**.

This judgement has been made using available evidence including a visit to this service.

Communal and sleeping accommodation was adequate. The welfare of pupils placed in lodgings is promoted though safeguards were lacking.

EVIDENCE:

The standard and nature of accommodation in halls of residence varied. In two the communal areas were adequate. In the third, the communal kitchen facilities open to boarders was grubby, poorly maintained and damaged. The common room in this residence was very poorly furnished and offered no entertainment facilities. Old and/or broken chairs were stored in a lobby area. Some areas including on doors, flooring and walls in the basement and ground floor levels had marked signs of wear and tear and the impact of heavy through traffic and regular use. A recommendation has been made. A number of boarders complained about lack of heating. The visit took place during what was reportedly the warmest October on record and it was ascertained that the heating had yet to be switched on.

Sleeping accommodation i.e. boarders bedrooms also varied in design and size however furniture, fixtures and fittings were generally in line with elements

specified in the standard. Views received from boarders regarding the standard of sleeping accommodation varied between individuals some being happier than others. It was noted for example that in one instance a boarder had been entirely happy with the response to a request for alternative bedding though in another similar instance the response had been less than adequate. A recommendation has been made.

The College recruits host families to provide what is termed home-stay accommodation. (The College reported liaison was taking place with the local authority on notifications and arrangements in relation to private fostering). Seeking references and completing background checks is part of the recruitment process. It was reported by the College that none of the host families act as guardians, arrangements for which are made by parents. Visits were reported by the home-stay coordinator to have been carried out to prospective host families in their homes prior to their use. It was reported that during these visits host families are interviewed and basic checks are made on the standard of accommodation. No record of a satisfactory assessment of the factors considered at these times was routinely maintained. Host families are revisited at least once a year to monitor standards; an assessment of these visits is kept. It was noted from these records that many though not all of the points specified in the standard were included in the checks carried out at these times. A notable omission was checks to help ensure the accommodation is free of obvious significant health and safety hazards (e.g. dangerous electrical fittings or equipment, fire risks). Host families enter into a written agreement with the College regarding the service provided and are provided with written guidance covering College policy and practice for lodging pupils. A system of daily "surgeries" has been established that enables any home stay pupil to speak with one of the home stay coordinators about their lodgings. This is recognised as good practice though a more formal and systematic method to ascertain pupil's views should also be introduced. Arrangements exist for host families to seek and receive advice over problems though records to document such instances were lacking.

Management

The intended outcomes for these standards are:

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

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

NMS 1, 8, 10, 23, 31 and 34 - Quality in this outcome area is **poor**.

This judgement has been made using available evidence including a visit to this service.

A statement of the schools principles and practice is available. Organisation of boarding is geared towards housekeeping and routine. Leadership in pastoral care has been lacking. Risk management and procedures have contributed to maintaining boarder's welfare. Training and supervision of boarding staff has lacked component in boarding practice and welfare component.

EVIDENCE:

The college has since the last inspection developed a statement of boarding principles and practice.

The organisation and management of boarding in terms of promoting health and welfare were confused and muddled. There were legacy issues influencing current practice. Leadership in boarding has come from Operations. The Hall supervisor's role focuses on housekeeping tasks that are prescribed by clear routines and procedures. The role in promoting boarders welfare was acknowledged though one that was poorly articulated. Systems to monitor welfare provision in the school should be reviewed and senior boarding staff should undertake training in the management and practice of boarding.

The College provides accommodation to students aged 18 and over in addition to those aged between 15 and 17. Halls of Residence have since the last inspection now largely been segregated between those accommodating boarders under 18 and those for boarders aged 18 and over. During this visit it was ascertained that there were at least three boarders who were soon to turn 18 that were already staying in Halls of Residence identified for over 18's. The College had prior to this inspection raised the matter with the Commission. Advice was given that in such instances a risk assessment should be completed, shared with the boarders concerned and recorded in writing setting out how the situation would be managed and kept under review. No such risk assessment and management strategies could be identified as having been completed.

The Head of Operations monitors accidents records and keeps under review risk assessments. Risk management strategies were in place. Disciplinary action and complaints are monitored by the Head of Pastoral care and the Principle.

In each of the halls of residence a Hall Supervisor is on duty throughout the time when boarders are permitted access (i.e. during weekends, holiday periods and at either end of the College teaching day). At all times hall supervisors have telephone access to request management support if required. Shift patterns result in staff working long hours especially during weekends without opportunity to take a break off site.

During this visit the role of Hall Supervisors was focussed upon. The job description for Hall Supervisors reflects what was found during the visit in so much as they focus on housekeeping, maintenance, security and cleaning. There is no inclusion of any tasks that reflect they have a role in promoting and safeguarding boarders overall welfare needs. In line with this arrangement Hall Supervisors were line managed by the deputy to the Head of Operations rather than for example by anyone with expertise in boarding practice and welfare. Hall Supervisors were clear as to whom they were accountable. There was no formal supervision or appraisal process for Hall Supervisors. Opportunities for Hall Supervisors to attend training relevant to boarding practice in the College were limited. The induction-training programme for Hall

Supervisors did not include a section to indicate guidance on child protection is included.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

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

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	2
14	3
18	3
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	2
19	3
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	2
42	2
44	X
45	X
50	X
51	2

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	2
9	X
10	2
23	3
31	2
32	X
33	X
34	2
35	X
52	X

Are there any outstanding recommendations from the last inspection?

YES

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	BS7	The College should ensure written information about welfare needs and any special provision to be made for individual boarders are effectively made available to those staff with a need to know that information i.e. Hall Supervisors.	12/02/07
2.	BS15	The College should review the current preclusion of administering minor illness treatment to borders.	
3.	BS15	The College should develop with the visiting practice nurse a written protocol on the provision of non-prescription 'household' medicines for the treatment of minor illness.	
4.	BS15	The College should ensure that borders keeping and administering their own medication (prescribed or otherwise) are assessed by staff as sufficiently responsible to do so, and are able to store their medication safely and appropriately.	
5.	BS15	The College should provide written guidance to staff and students with regard to the management and storage of medication brought into halls of residence and home-stays by students.	12/02/07
6.	BS15	The College should make arrangements when necessary to have a written record of all medication administered to boarders, giving the	

		boarders name, date, medication/ treatment, the reason for administration (if not prescribed), which is signed by the responsible member of staff and is regularly monitored by an appropriate designated senior member of staff.	
7.	BS17	The College should ensure that an appropriate staff member prepares and works to a written and agreed individual 'welfare plan', agreed with a parent, for any boarder with special welfare needs, significant emotional or behavioural difficulties, (or who does not see his or her parent or legal guardian at least three times a year.	12/02/07
8.	BS3	The College should ensure that a senior member of staff is designated to take responsibility for the child protection policy, to liaise with the social services authority, and to co-ordinate action with social services and (where applicable) the police following any child protection allegation or suspicion affecting a boarder. This staff member must have received training in child protection, and holds a copy of Working Together to Safeguard Children and any local Area Child Protection Procedures. All staff should be notified as to whom this person is.	12/12/06
9	BS3	The College should review and amend the Child Protection policy and procedures with reference to each applicable element of this standard and to also take into account operational changes.	12/12/06
10.	BS26	Procedures for house supervisors to follow in the event of a fire alarm sounding should be reviewed.	
11.	BS38	The College should review the recruitment process to employ staff that are to work with boarders and ensure all elements of the standard are addressed.	12/02/07
12	BS39	The College should ensure all practicable steps are taken so that boarders are not entrusted to adults who have not been checked through the Criminal Records Bureau for journeys (e.g. by taxi) which involve giving such adults substantial unsupervised access to boarders.	
13.	BS39	The College should ensure that there is a written agreement between the school and any adult not employed by the school but living in the same building as boarding accommodation that includes the points specified in this standard.	

14.	BS11	The College should ensure an appropriate range and choice of activities for boarders outside teaching time is provided.	
15.	BS41	The College should ensure that suitable and adequate security measures are in place to prevent unauthorised access by the public to boarding houses.	12/12/06
16.	BS19	The College should ensure that internet connectivity is arranged prior to occupancy of those halls of residence where it is conveyed in information about the school that such facilities will be provided.	
17.	BS40	The College should introduce a demonstrable system that can be monitored to help ensure satisfactory standards of accommodation are maintained.	
18.	BS42	The College should ensure that mattresses provided for boarders are in a sound condition.	
19.	BS42	The College should consider and aim to take into account the point included in this standard that bunk beds are only exceptionally used for boarders (as all boarders in the College are above year 8).	
20.	BS51	The College should ensure checks carried out in the homes of host families should include checks to help ensure the accommodation is free of obvious significant health and safety hazards (e.g. dangerous electrical fittings or equipment, fire risks).	12/02/07
21.	BS51	A system whereby at least once per school term a member of staff discusses their lodgings separately with every pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints	
22.	BS51	The College should ensure that it records a satisfactory assessment of the factors considered in determining the suitability of prospective host families.	
23.	BS51	The College should ensure that all of the points specified under NMS 51.3 are assessed when considering an application by a prospective host family and when carrying out any subsequent checks on the suitability of accommodation. A record of the completed assessments should be maintained.	
24.	BS51	The College should consider keeping	

		individualised written records of issues that have led to advice and guidance being given to host families and home-stay pupils by the home stay coordinators.	
25.	BS8	The College should review systems to monitor welfare provision and senior boarding staff should undertake training in the management and practice of boarding.	12/02/07
26.	BS10	The College should aim to ensure that accommodation for borders under 18 is separate to that provided for those aged 18 and over. In cases where it may not be in the borders best interest for this to be immediately the case i.e. borders turning 18 mid term then a risk assessment should be completed, shared with the borders concerned and recorded in writing setting out how the arrangements are to be managed and kept under review.	
27.	BS31	Shift patterns and staffing levels of Hall Supervisors should be reviewed, taking into account any relevant legislation and changes that may be made in the organisation and management of boarding staff.	
28.	BS34	The College should ensure that there is an appropriate process for the regular review of the performance of each member of staff with boarding duties by a more senior or experienced member of staff (e.g. through individual supervision meetings or a staff appraisal system).	
29.	BS34	The College should review the training strategy for boarding staff and ensure opportunities are provided for training and updating in boarding practice for all staff, including new and experienced staff, commensurate with the roles, experience, and rate of turnover of staff, and any changes or planned changes or developments in boarding at the school.	
30.	BS34	The College should ensure the induction-training programme for Hall Supervisors includes guidance on child protection.	

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