



Making Social Care  
Better for People

# inspection report

Boarding School

## **The New Eccles Hall School**

Quidenham

Norwich

Norfolk

NR16 2NZ

21st, 22nd and 23rd September 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**

The New Eccles Hall School

**Address**

Quidenham, Norwich, Norfolk, NR16 2NZ

**Tel No:**

01953 887217

**Fax No:**

01953 887397

**Email Address**

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

Mr S Simington

**Name of Head**

Mr R Allard

**CSCI Classification**

Boarding School

**Type of school**

Boarding School

**Date of last boarding welfare inspection**

28/12/03

|  |          |                     |                |
|--|----------|---------------------|----------------|
| <b>Date of Inspection Visit</b>  |          | 21st September 2004 | <b>ID Code</b> |
| <b>Time of Inspection Visit</b>  |          | 09:00 am            |                |
| <b>Name of CSCI Inspector</b>  | <b>1</b> | Hilary Richards     | 074966         |
| <b>Name of CSCI Inspector</b>  | <b>2</b> |                     |                |
| <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>   |          | Angela Tear         |                |
| <b>Name of Lay Assessor (if applicable)</b><br>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. |          | N/A                 |                |
| <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>  |          | RICHARD ALLARD      |                |

## CONTENTS

### **Introduction to Report and Inspection**

#### **Inspection visits**

#### **Brief Description of the school and Boarding Provision**

#### **Part A: Summary of Inspection Findings**

**What the school does well in Boarding Welfare**

**What the school should do better in Boarding Welfare**

**Conclusions and overview of findings on Boarding Welfare**

**Notifications to Local Education Authority or Secretary of State**

**Implementation of Recommended Actions from last inspection**

**Recommended Actions from this inspection**

**Advisory Recommendations from this inspection**

#### **Part B: Inspection Methods Used & Findings**

##### **Inspection Methods Used**

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

#### **Part C: Lay Assessor's Summary (where applicable)**

#### **Part D: Head's Response**

**D.1. Comments**

**D.2. Action Plan Status**

**D.3. Agreement**

## 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 The New Eccles Hall School.

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.

New Eccles Hall School is an independent boarding and day school situated in the Norfolk countryside between Norwich and Thetford.

The school accepts day pupils from the ages of 3 to 16+; boarding accommodation is offered to children aged 8 years and older. The school has three boarding houses, junior boarding is located in Eccles Hall, seniors are accommodated in a more modern block and the girl's boarding house is the converted stable block.

The school accepts children of mixed ability, some with specific learning difficulties for whom special educational facilities are available. The school also caters for a small number of overseas pupils.

## PART A SUMMARY OF INSPECTION FINDINGS

### WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The staff team at New Eccles Hall School were noteworthy in their enthusiasm and commitment to the pupils who attend the school on both a day and boarding basis. The school's ethos and culture of inclusion for all was evident throughout the Inspection and those pupils who do have specific learning difficulties or welfare needs were not isolated or treated differently from their peers. The staff team have in place extensive individual support for pupils and the resultant relationships between staff and pupils were observed to be warm and relaxed but respectful. The standard of pupil behaviour within the school was noted to be good.

### WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school's commitment to meeting the needs of pupil's with specific welfare issues must be balanced by sufficient numbers of boarding staff to ensure that the care of other pupils is not compromised. The Head teacher's commitment to such pupil's is commendable but must take into account the limited number of boarding staff in each boarding house.

The Inspectors have made a number of recommendations regarding the standard of catering within the school and it is hoped recent improvements will be sustained and expanded upon.

The boarding accommodation in the school, in particular the dormitories and bathrooms, are in need of repair and decoration in order to provide a fully satisfactory standard of accommodation.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

This was the first full Inspection of New Eccles Hall School under the Department of Health National Minimum Standards for Boarding Schools. The overall view of the Inspector's is that the school is organised and run efficiently by an enthusiastic and committed management and staff team who are dedicated to the welfare of the pupils in their care. The level of commitment shown by staff to pupils is commendable.

The large number of recommendations contained within this report is partly a reflection of the evaluation against new standards but also reflects a need for investment in the fabric of the boarding accommodation and a number of catering issues that require addressing.

The Inspectors were pleased to note the Head teacher's commitment to addressing the issues raised during this Inspection and look forward to visiting the school next year to assess the progress made.



## 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       | It is recommended that the school's child protection policy is amended to include details of how staff can report concerns directly to CSCI and includes a detailed whistle-blowing policy.             | 30.04.05         |
| 2  | BS5       | It is recommended that the school's Complaint Procedure is amended to include contact details for the Commission for Social Care Inspection.  | 30.04.05         |
| 3  | BS15      | It is recommended that the school obtain written parental consent to the administration of non-prescribed medication and emergency medical treatment at the point of a pupil's admission to the school. | 01.01.05         |
| 4  | BS15      | It is recommended that the record of administration of medication clearly states the dosage given and is signed by the person responsible.  | Immediate Effect |
| 5  | BS17      | In order to fully meet this standard it is recommended that any boarder with special welfare needs has a written welfare plan.  | 01.01.05         |
| 6  | BS19      | It is recommended that the school provide at least one additional telephone for use by boarders and ensure that all boarders' telephones offer an appropriate level of privacy.                         | 01.01.05         |
| 7  | BS19      | It is recommended that the school ensure the computers in both boarding houses are maintained in working order.   | 01.01.05         |
| 8  | BS24      | It is recommended that the two-week rolling menu programme is lengthened to increase the variety of meals available to boarders.  | 01.01.05         |

|    |      |   |                  |
|----|------|---|------------------|
| 9  | BS24 | It is recommended that a food survey is conducted amongst the boarding pupils to identify their specific likes and dislikes and to collect feedback on menu choices that are currently available.   | 30.04.05         |
| 10 | BS24 | It is recommended that the salad bar is available at both lunchtime and teatime.  | 01.01.05         |
| 11 | BS33 | It is recommended that the school link the “Bike Sheds” and the second floor of the Main Hall to the sleeping accommodation of the overnight member of staff by the use of a doorbell (or similar) so pupils can summon assistance with ease if required. | 01.01.05         |
| 12 | BS38 | It is strongly recommended that the school does not appoint any member of staff without completing a satisfactory recruitment process, as detailed under Standard 38 of the Department of Health’s National Minimum Standards for Boarding School’s.      | Immediate Effect |
| 13 | BS38 | It is recommended that the school obtain written references and proof of qualifications for the two members of boarding staff who were appointed without following the school’s full recruitment process.   | 01.01.05         |
| 14 | BS42 | It is recommended that the school complete the list of repairs identified to the head teacher at the conclusion of the Inspection, including the generalised problems noted with the windows in the Upper Annex.  | 01.01.05         |
| 15 | BS42 | It is recommended that the school replace the hall and stair carpet in the Main Hall which has worn through in a number of places.  | 30.04.05         |
| 16 | BS42 | It is recommended that boarders are provided with adequate storage provision for their personal belongings.   | 30.04.05         |
| 17 | BS44 | It is recommended that the school ensure an appropriate level of privacy for children using the showers in the Main Hall, Stable Block and the paired shower in the senior accommodation.   | 30.04.05         |
| 18 | BS44 | It is recommended that the school find a permanent solution to the unpleasant odour in the ground floor toilet block in the Main Hall.  | 30.04.05         |
| 19 | BS47 | It is recommended that the school draw up risk assessments that cover all the high-risk areas on the school premises.   | 30.04.05         |
| 20 | BS47 | It is recommended that a window restrictor is fitted to the window in “Wellington” dormitory.   | 30.10.04         |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

### 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  |
|----|--------------------|---|
| 1  | BS23               | It is advised that the head teacher signs the school records that he monitors as evidence of his oversight.   |
| 2  | BS25               | It is advised that the school make available a range of spreads for boarders to have with their toast at suppertime.  |
| 3  | BS31               | It is advised that the school specifically consider staffing levels in the boarding houses prior to the admission of any further pupils with particular welfare needs; such consideration should be detailed in a pupils individual welfare plan.   |
| 4  | BS31               | It is advised that the school draw up a formal system of cover arrangements that can be implemented should a member of the boarding staff be unavailable for a sustained period of time.  |
| 5  | BS34               | It is advised that the school compile a written induction programme for all new members of boarding staff that covers all their areas of responsibility and the action that they should take in a given range of circumstances.   |
| 6  | BS39               | It is advised that the school has a written agreement with boarding staff regarding their responsibilities in relation to the use of their accommodation. In relation to the single person's accommodation in the Main Hall this should specify the expectation as to how their bathroom facilities should be used. |
| 7  | BS41               | It is advised that the Stable Block is reserved solely for the use of female boarders.  |
| 8  | BS42               | It is advised that the gaps above the doorframes in the Upper Annex are filled in.  |
| 9  | BS46               | It is advised that one of the three senior common rooms is dedicated as a boarder's only common room for use in the evenings and at weekends and that this room is decorated and furnished in a more homely manner.   |
| 10 | BS46               | It is advised that the lounge in the Stable Block is equipped with a television and dedicated for use solely by female boarders.  |

|    |      |   |
|----|------|---|
| 11 | BS48 | It is advised that the school redecorate the sick bay and adjacent Matron's office to create a more pleasant environment. |
|    |      |   |

\*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 |
|  | YES |
|  | YES |
|  | YES |
|  | NO  |
|  | NO  |
|  | NA  |
| 'Tracking' individual welfare arrangements   | YES |
| Group discussion with boarders   | YES |
| Group interviews with House staff teams  | NO  |
| Group discussion with ancillary staff  | NO  |
| 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                     | 21/09/04 |
| Time of Inspection                     | 09.00    |
| Duration of Inspection (hrs.)          | 34       |
| 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 

|   |
|---|
| 8 |
|---|

 TO 

|    |
|----|
| 16 |
|----|

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

|   |    |
|---|----|
| <b>Boys</b>                               | 53 |
| <b>Girls</b>                              | 8  |
| <b>Total</b>                              | 61 |
| <b>Number of separate Boarding Houses</b> | 4  |

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

The school's statement of boarding principles and practice is contained within the school prospectus. The prospectus relates to the facilities available within the whole school and additional information is provided to boarders and their parents that specifically relates to boarding routine.

### 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

The school's policy on countering bullying is contained in the staff handbook and is also provided to pupils and their parents within the parent-pupil handbook. Staff appeared vigilant to the issue of bullying and identified occasions when they have had to address this problem with boarders. The head teacher's records evidence that all forms of bullying are taken seriously and dealt with swiftly and appropriately.

The pupil questionnaires did identify a slightly higher than average response to pupil's stating that they are sometimes bullied but this was not reflected in discussion with the children. Bullying was not identified as a particular problem by pupils and the pupils themselves commented positively on their relationships with each other.

PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED

66

%

**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 school's child protection procedures are contained in the staff handbook and appeared well known to the members of teaching and boarding staff that were spoken to; the procedure requires minor amendment to fully meet this standard. The designated member of staff for child protection within the school is the head teacher; his records evidence all child protection concerns have been appropriately dealt with and the school liaise with Norfolk Social Services where necessary.

The school's policy on absence is contained in the staff handbook.

It is recommended that the school's child protection policy is amended to include details of how staff can report concerns directly to CSCI and includes a detailed whistle-blowing policy.

**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?**

4

The school has in place a policy regarding pupil behaviour and discipline and the promotion of positive behaviour; the policy makes explicit reference to the limited sanctions that may be used by boarding staff in the boarding houses. Minor sanctions within the boarding houses are recorded in the duty book, major punishments such as suspension or exclusion from school are held on a central record kept by the head teacher. The records of sanctions evidenced minimal use of appropriate sanctions that appeared to be consistently and fairly applied. A small number of pupils complained of excessive use of "early beds" as a sanction for poor behaviour but this complaint was not substantiated either by the records held in the boarding house or by wider discussion with the boarding population.

The standards of behaviour of pupils within the school are generally satisfactory and the imposition of major punishments is rare. Pupils were noted to behave in a courteous, polite and friendly manner throughout the course of the Inspection; the standard of discipline within the school is commendable.

|  |                      |   |
|--|----------------------|---|
| <b>Standard 5 (5.1 - 5.7)</b><br>The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.  |                      |   |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | 2 |
| <p>The school has a detailed policy on responding to complaints from boarders and parents; the policy requires minor amendment to fully meet this standard. The records maintained by the head teacher evidence that complaints are dealt with promptly and are usually resolved to the complainants satisfaction.</p> <p>It is recommended that the school's Complaint Procedure is amended to include contact details for the Commission for Social Care Inspection.</p> |                      |   |
| <b>Number of complaints, if any, received by CSCI about the school during last 12 months:</b>  |                      | 0 |

|  |                      |   |
|--|----------------------|---|
| <b>Standard 6 (6.1 - 6.3)</b><br>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> | 3 |
| <p>The school has clear policies and procedures in relation to alcohol, smoking and illegal substance abuse that are known to both pupils and staff. The school also has a comprehensive programme of personal, social and health education that is delivered to all pupils in the school on an age appropriate basis.</p> |                      |   |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 7 (7.1 - 7.5)</b><br>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> | 3 |
| <p>The school maintains adequate records in relation to pupils health and welfare needs. Records evidenced an appropriate level of information and emergency contact details. The Inspectors were impressed by the level of verbal communication between all members of staff that ensures relevant information relating to specific children's welfare needs is known to the whole staff team.</p> <p>The boarding staff were observed to manage the specific personal needs of individual pupils with tact and sensitivity.</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?

3

The proprietor of the school is ultimately responsible for the practice and development of boarding within the school but on a day-to-day basis this responsibility is shared with the senior management team.

Through observation and discussion with all members of the senior management team the Inspectors are confident that these members of staff have the necessary skills and experience in the management and practice of boarding to ensure that the welfare of boarders is safeguarded and promoted.

### 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 school has a Disaster Management Plan that gives broad guidance as to how staff should respond in any emergency situation. The school has evidenced that it is able to respond satisfactorily to individual personal crisis that have affected particular boarding pupils.

**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

The school has four boarding houses, the Main Hall that is used by junior pupils including a separate block called the Bike Sheds, the Stables which houses the girl's accommodation and the senior block that is located within the main site of the school. The standard of accommodation and available facilities does vary between the boarding houses although all the boarding houses require decoration and maintenance in different areas; there is no major discrepancy in the quality of boarding provision between houses – see Standards 40, 42 and 44 for additional comment.

The principles and practice of boarding is the same for all boarding houses and there are no inappropriate discrepancies between junior and senior boarding.

**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?**

4

The school has recently altered the timing of the school day, which has resulted in a shorter lunch break and lunchtime clubs now take place after school – see Standard 24 for additional comment. The school provide a range of after school activities and the Inspectors were impressed by the enthusiasm and level of commitment shown by all members off staff in ensuring a wide range of activities are available. At weekends the school arrange organised activities for all boarders and older pupils are also able to go out in small groups into Norwich or other locations.

The school has two periods of prep time, one before tea for all boarders and another after tea for older boarders. The periods of prep allow sufficient free time for children to relax and socialise or participate in the range of activities available each evening e.g. swimming, air rifle club, etc

Pupils have access to computers and the internet in the IT classroom; appropriate safeguards are in place for internet access. There are two additional computers available for use by pupils, one in the Main Hall and one in the senior's supper bar although neither was in working order during the Inspection – see Standard 19 for additional comment.

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 12 (12.1 - 12.2)</b>   |                      |          |
| <b>Boarders have opportunity to contribute views to the operation of boarding provision.</b>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>During discussion with pupils a number of children appeared unaware of the school council and its role in securing boarders views; the Inspector's believe this apparent lack of knowledge may be a reflection of the number of new boarders within the school this year. Members of staff clearly described the two house councils within the school, for juniors and seniors, that are made up of elected representatives from each year group. Boarders are encouraged to express their views on relevant aspects of boarding provision via this forum – see Standard 24 for additional comment.</p> |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 13 (13.1 - 13.7)</b>  |                      |          |
| <b>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> |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>9</b> |
| <p>The school does not have a prefect system.</p>   |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 14 (14.1 - 14.6)</b>  |                      |          |
| <b>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>   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>4</b> |
| <p>On arrival at the school, children are allocated a personal tutor for the first term but are then free to choose their own personal tutor. All pupils that were spoken to commented on the personal tutor system favourably and children were confident that personal tutors would appropriately resolve any issue that they were presented with. The pupil questionnaires identified that children at the school are confident in approaching a wide range of staff in relation to personal issues, including the head teacher and other senior staff – this is to be commended.</p> <p>The school has recently appointed a new Independent Listener (IL) who has been introduced to the children and intends to visit the school on an informal regular basis in order to become familiar. Pupils evidenced their knowledge of the role of the IL and individual pupils stated they had used the previous IL, who they had found helpful. The school is to be commended for its successful promotion of the IL scheme.</p> <p>The overseas boarders appear closely supported by their EAL teacher who impressed as totally committed to ensuring their personal welfare alongside promoting their academic achievement. The EAL teacher evidenced her ability to address children's personal concerns appropriately and also evidenced a high level of individual support to these children.</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.**

| <b>Key Findings and Evidence</b> | <b>Standard met?</b> | <b>2</b> |
|----------------------------------|----------------------|----------|
|----------------------------------|----------------------|----------|

The school employs a matron who is available to pupils at pre-set times throughout the day; a colleague covers her post on her days off. The Inspectors were advised that the school has a positive relationship with the local surgery and a GP from the surgery attends the school on a weekly basis and has also reviewed the schools medication policy – this is to be commended.

The school obtain a basic medical history for pupils at the point of admission but do not currently obtain parental consent to the administration of non-prescribed medication or other medical treatment that may be required. The matron is responsible for a small number of pupil’s general health needs and the records for these children evidenced appropriate dental, optical and medical appointments being made. The school maintain records of medication administered to pupils, both prescribed and non-prescribed, but greater clarity is required regarding the dosage administered and identification of the person responsible for administration. An appropriate record of accidents and illness is maintained.

It is recommended that the school obtain written parental consent to the administration of non-prescribed medication and emergency medical treatment at the point of a pupil’s admission to the school.

It is recommended that the record of administration of medication clearly states the dosage given and is signed by the person responsible.

**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.**

| <b>Key Findings and Evidence</b> | <b>Standard met?</b> | <b>3</b> |
|----------------------------------|----------------------|----------|
|----------------------------------|----------------------|----------|

The school has a dedicated sick bay with four beds that can be separated by a curtain for use by both boys and girls if required. The sick bay is adjacent to the matron’s office which also contains a further treatment bed. The matron advised that if pupils are unwell their parents usually collect them.

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 17 (17.1 - 17.8)</b>  |                      |          |
| <b>Significant health and personal problems of individual boarders should be identified and managed appropriately.</b>  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>2</b> |
| <p>The school have clearly identified those pupils with significant health and/or personal problems and through discussion with staff it is evident that these issues are being dealt with appropriately and sympathetically. The school does not currently have written welfare plans for these particular pupils and planning to meet these children's' needs is verbally discussed within the staff team. All members of staff were confident that pupils welfare needs can be met due to the small size of the school and level of individual attention that such children can receive in this environment – see Standard 31 for additional comment.</p> <p>As stated under previous standards issues relating to bed-wetting were observed to be handled sensitively and pupils expressed their confidence in the sensitivity of the houseparents. The Inspectors were impressed that no child in the school appeared to feel any different to their peers despite some individual children having quite complex educational and social needs.</p> <p>In order to fully meet this standard it is recommended that any boarder with special welfare needs has a written welfare plan.</p> |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 18 (18.1 - 18.6)</b>  |                      |          |
| <b>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.</b>   |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>4</b> |
| <p>The Inspectors found no evidence of discrimination of any form within the school; the school presents as a welcoming environment for all. The cultural and emotional needs of the international pupils are identified and met to the best ability of the school, as stated under Standard 14. The school attempts to positively promote integration for all pupils throughout both education and leisure time and the view of the Inspectors is that the staff team are immensely successful in this area.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <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>2</b> |
| <p>The school has a strict no mobile phones policy but has two payphones available for use by boarders, one outside the senior accommodation and one outside the Main Hall; relevant helpline numbers are displayed on pupil notice boards. The payphones are located in telephone boxes that do not offer a sufficient level of privacy due to missing panes of glass; pupils also advised that they often have to queue to use the phone. Parents are able to telephone their children on the staff telephone in each house but this line is shared between both houses and is often engaged. The Parent – Pupils handbook advises that children have access to email in the boarding houses but feedback from pupils and one parent advised that these computers are rarely in working order; pupils can email from the IT classroom if a teacher is available or via Matron.</p> <p>It is recommended that the school provide at least one additional telephone for use by boarders and ensure that all boarders' telephones offer an appropriate level of privacy.</p> <p>It is recommended that the school ensure the computers in both boarding houses are maintained in working order.</p> <p>Pupil records evidenced that staff contact parents or legal guardians regarding any significant welfare issue relating to their child.</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>Boarders are advised to bring a lockable box into school in which to store personal possessions and valuables should they wish; not all boarders bring such a box with them and the school does not provide an alternative. The school ask all pupils to hand any money in to boarding staff for safe keeping, except for a minimal amount equivalent to one weeks pocket money.</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>4</b> |
| <p>The school have recently produced a Parent – Pupils Handbook that provides a welcoming and informative introduction to all aspects of the school for both day pupils and boarders – the style and content of this handbook is to be commended. New pupils are paired with an existing pupil in the school for their first few weeks and new boarders are allocated a dormitory with existing boarders. The Inspectors spoke to a number of new pupils throughout the course of the Inspection who all commented favourably on their introduction to the school and how welcome they had been made to feel. The Inspection took place two weeks after the start of the school year but the Inspectors could not identify new pupils unless they gave this information themselves; this illustrates the school's success in this area.</p> |                      |          |

**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 educational guardians.

**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 head teacher has regular oversight of the school records as evidenced by his detailed knowledge of punishments, complaints, accidents and risk assessments.

It is advised that the head teacher signs the school records that he monitors as evidence of his oversight.

**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**

The pupil questionnaires identified the majority of the pupils in the school commenting adversely on the quality of the food available; comments from one parent also supported this view. The pupil discussion groups did note some recent improvement in the choice of food available, notably the salad bar at lunchtimes but many negative comments were made throughout the Inspection regarding lack of choice, quality and presentation of meals. The Inspectors ate a number of meals at the school during the course of the Inspection and the quality and choice varied from very pleasant to less so; pupils identified a particular concern with lack of choice at teatime.

At present pupils are unaware of the full menu for the day and therefore cannot make an informed choice at lunchtime if they do not know what is on offer at teatime; the salad bar is not available at tea time although many pupils would welcome this option. The school does offer a choice of main course but there is not usually a vegetarian choice for all; vegetarian pupils can request a vegetarian dish in advance.

The Inspectors are aware that a number of improvements are currently taking place regarding the choice and variety of meals available and the two-week rolling menu programme is being reviewed; this is to be encouraged. Pupils commented favourably on the recently introduced salad bar and the themed nights that have also been recently introduced.

The school's dining room has been extended via a large conservatory and this provides both additional seating space and a more pleasant dining environment; children are also able to eat in the garden weather permitting. Pupils eat their meals in three sittings with older pupils being served last. The Inspectors noted that the senior pupils did not have sufficient time to eat both lunch and tea properly without the risk of being late for their next lesson or prep – see Standard 11 for additional comment. The Head teacher advised that the current timing of the school day was being reviewed due to the noted problems at meal times.

It is recommended that the two-week rolling menu programme is lengthened to increase the variety of meals available to boarders.

It is recommended that a food survey is conducted amongst the boarding pupils to identify their specific likes and dislikes and to collect feedback on menu choices that are currently available.

It is recommended that the salad bar is available at both lunchtime and teatime.

|  |                      |          |
|--|----------------------|----------|
| <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>The head master confirmed that boarders are able to access drinking water from the senior supper bar or butler's pantry in the Main Hall at all reasonable times; day pupils can use drinking fountains in the school or the butler's pantry at lunchtime.</p> <p>Senior and junior boarders have access to a supper bar in the evening and a tuck shop from which to purchase limited confectionary and drinks. The school provide milk, fruit, bread and butter for pupils, other items are provided by boarders or purchased by boarding staff from a fund raise by pupil contributions.</p> <p>It is advised that the school make available a range of spreads for boarders to have with their toast at suppertime.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 26 (26.1 - 26.5)</b>   |                      |          |
| <b>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>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>The fire records maintained by the school evidence regular fire drills and appropriate maintenance of the fire fighting equipment and alarm system. The school have responded to the recommendation of Norfolk Fire Service and installed an automatic smoke detection system in the Main Hall and completed a Fire Risk Assessment for the whole school site.</p> <p>All pupils that were spoken to were fully aware of the fire evacuation procedures and confirmed that a fire drill had taken place at the beginning of term.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 27 (27.1 - 27.3)</b>   |                      |          |
| <b>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> |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>9</b> |
| Standard not applicable.   |                      |          |

|  |                      |   |
|--|----------------------|---|
| <b>Standard 28 (28.1 - 28.2)</b><br>The welfare of any children accommodated at the school, other than pupils, is protected. |                      |   |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | 9 |
| Standard not applicable.   |                      |   |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 29 (29.1 - 29.6)</b><br>Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.   |                      |   |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | 3 |
| The school undertake risk assessments in relation to all high-risk activities that pupils undertake, both on and off site. The deputy head teacher described a comprehensive system of risk assessment and checks that are undertaken when using other organisations for activities and off-site accommodation. The children's records evidenced parental permission for specific activities. |                      |   |

|  |                      |   |
|--|----------------------|---|
| <b>Standard 30 (30.1 - 30.5)</b><br>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>Key Findings and Evidence</b>   | <b>Standard met?</b> | 3 |
| As stated previously, boarding pupils have access to the internet via the IT classroom and the children's lounges both have televisions; daily newspapers are available in the senior common room. Year 10 children and above are able to visit Norwich unaccompanied, younger children remain supervised by a teacher during such visits. |                      |   |

## **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

The Inspector's assessment of staffing levels within the boarding houses is that they are adequate but minimal. There are always two members of staff on duty during the evening in both senior and junior accommodation; staff levels are lower but adequate at the weekend when there are fewer pupils on site. Boarders did not identify levels of staffing as problematic although a number of members of staff did express concern that the specific welfare needs of some pupils took up an extensive amount of time and left them less able to be involved in day to day play/fun activities with other boarders.

The school does not have a formal system of cover for periods of sickness/absence of boarding staff; to date all such periods have been covered on a "goodwill" basis by other members of staff.

The pupils that were spoken to clearly knew which members of staff were responsible for them at all times.

It is advised that the school specifically consider staffing levels in the boarding houses prior to the admission of any further pupils with particular welfare needs; such consideration should be detailed in a pupils individual welfare plan – see Standard 17.

It is advised that the school draw up a formal system of cover arrangements that can be implemented should a member of the boarding staff be unavailable for a sustained period of time.

**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

The supervision of boarders leaving the school site is adequate and satisfies the DfES guidance on minimum ratios. Boarding staff know the whereabouts of pupils at all times and the school operates a signing in and out book for children who are allowed off site without adult supervision.

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 33 (33.1 - 33.5)</b><br><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>2</b> |
| <p>A member of staff is on overnight duty in both the senior and junior boarding houses each night; Matron or the deputy head is available overnight for the girl's accommodation. In addition to the staff on duty there are usually other members of staff in residence in the senior and junior accommodation. Pupils in the two main accommodation blocks advised that should they need assistance during the night they knock on the bedroom door of the member of staff on duty who always responds positively. The Inspectors were somewhat concerned that boarders on the second floor of the Main Hall had to negotiate a narrow hallway and staircase onto the first floor landing to be able to contact a member of staff.</p> <p>The female boarders are unable to contact adult assistance without leaving their accommodation block; to overcome this issue the girls have a doorbell linked directly to the adjacent Matron's house and also an emergency alarm button. The Year 9 boys who reside in the "Bike Sheds", which are adjacent to the Main Hall, also have an emergency button but do not have an ordinary point of contact for staff without leaving their accommodation block.</p> <p>It is recommended that the school link the "Bike Sheds" and the second floor of the Main Hall to the sleeping accommodation of the overnight member of staff by the use of a doorbell (or similar) so pupils can summon assistance with ease if required.</p> |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 34 (34.1 - 34.7)</b><br><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>The Inspector's sampled four staff files and spoke to all members of the boarding staff who work additional hours in the boarding houses, over and above the duty cover provided by all members of teaching staff. All members of staff clearly understood their boarding duties and with the exception of one staff file their understanding corresponded to their job descriptions on file – see Standard 38 for additional comment. All staff within the school appear to regularly accept additional responsibilities and remits that are not detailed in their job descriptions but these additional duties appear to be taken on willingly.</p> <p>Boarding staff advised that their induction consisted of being paired with an experienced member of boarding staff to observe and learn boarding routines and being involved in whole school INSET training; this always includes child protection training. The respective housemasters are responsible for the informal day-to-day supervision of their staff; there is a formal system of annual appraisal that is used to assess performance and identify additional training needs.</p> <p>It is advised that the school compile a written induction programme for all new members of boarding staff that covers all their areas of responsibility and the action that they should take in a given range of circumstances.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 35 (35.1 - 35.4)</b><br>All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice. |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| The school provide staff with a comprehensive and up-to-date Staff Handbook that contains a range of appropriate guidance for boarding staff.                    |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 36 (36.1 - 36.4)</b><br>There are sound staff/boarder relationships.  |                      |          |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | <b>3</b> |
| The Inspectors are confident that the relationships between staff and boarders are generally sound. Boarders made numerous positive comments regarding the boarding staff, and wider staff group within the school; the few negative comments were attributable to particular pupils specific difficulties that brought them into conflict with figures of authority. The Inspectors observed positive, warm and humorous relationships between staff and pupils. |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 37 (37.1 - 37.2)</b><br>Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| The Inspectors observation of boarding practice does not suggest that boarding staff intrude unnecessarily on the privacy of pupils; staff appeared sensitive to the personal needs of pupils. The pupils that were spoken to had no concerns regarding insensitive behaviour by boarding staff. |                      |          |

**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?**

1

The Inspectors sampled four staff files including two of the most recently appointed members of boarding staff. Two files evidenced that an appropriate recruitment process had been followed including obtaining evidence of qualifications and the head teacher verifying at least one reference; both files evidenced Enhanced CRB Disclosures.

The sampled staff files for the boarding staff evidenced Enhanced CRB Disclosures but did not evidence any other required recruitment process had been followed, this is wholly unacceptable. The Inspectors are aware that both of these members of staff have been known to the school for an extensive period of time due to their previous employment but this does not exempt the school from following a satisfactory recruitment process. The job description held on file for one of these members of staff did not equate at all to the duties that this person was performing within the school; this issue was brought to the attention of the head teacher. The head teacher confirmed that all other staff have been appointed via the school's normal rigorous recruitment process and accepts that these two members of staff should also have been appointed this way.

It is strongly recommended that the school does not appoint any member of staff without completing a satisfactory recruitment process, as detailed under Standard 38 of the Department of Health's National Minimum Standards for Boarding School's.

It is recommended that the school obtain written references and proof of qualifications for the two members of boarding staff who were appointed without following the school's full recruitment process.

|  |                      |          |
|--|----------------------|----------|
| <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> | <b>3</b> |
| <p>The school has appropriate systems in place to supervise all visitors to the school site, including the boarding accommodation. The Inspectors were pleased to observe that staff quickly challenged any unidentified adult on site.</p> <p>Boarding staff advised that they understood their responsibility in relation to their own behaviour within the boarding accommodation, and that of their visitors, but this is not subject of a written agreement with the school. The school does not currently have any adults living in the boarding accommodation who are not employed by the school.</p> <p>It is advised that the school has a written agreement with boarding staff regarding their responsibilities in relation to the use of their accommodation. In relation to the single person's accommodation in the Main Hall this should specify the expectation as to how their bathroom facilities should be used – see Standard 44 for additional comment.</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

The boarding accommodation provided within New Eccles Hall School is generally appropriately lit, heated and adequately ventilated. As stated previously the accommodation for pupils is split between senior boarding and junior boarding with the girls having their own specific accommodation block. The school recognises the overall poor presentation of the senior accommodation and have recently redecorated one dormitory to an appropriate standard; there are also issues to be addressed in the Main Hall and girls accommodation. The school have stated that there is an intention to refurbish the boarding accommodation alongside other areas across the school that require capital expenditure. The planned refurbishment programme for boarding accommodation and associated timescales is not publicly available. The Inspectors have set timescales at the beginning of this report within which they would wish to see the improvements/repairs to the boarding accommodation completed.

The standard of decor in a number of senior dormitories is poor and they are in need of redecoration; the furniture in a number of dormitories is also insufficient to meet the children's needs – see Standards 42 and 43.

The standard of facilities available in a number of bathrooms is poor and the level of privacy is inadequate – see Standard 44.

**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 senior common rooms are shared during the day with day pupils, which has resulted in a high level of wear and tear to these rooms. The lounge area of the girl's accommodation block is used by day pupils as a changing area for PE and this is a source of conflict for female boarders; female boarders complained that day pupils used the showers and toilets designated specifically for use by boarders. Boarders in both senior and junior accommodation are not allowed to go back to their house during the day but all pupils can invite friends to their dormitories after school if they choose to do so.

The Main House and senior block are locked at night and adequate security measures are in place to prevent access to accommodation.

The school also has adequate systems in place to prevent unsupervised access to boarding accommodation by members of the public who use the school's facilities during term time.

It is advised that the Stable Block is reserved solely for the use of female boarders.

**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?**

**2**

See Standard 40 for additional comment.

In general the dormitories and rooms in all the boarding houses provide adequate space for the number of children allocated to each room but there is insufficient furniture for the storage of personal possessions. In dormitories children share the use of a wardrobe with other pupils and have their own bedside cabinet; possessions are also stored in drawers under beds but these are not fitted. The furniture used to store belongings in is of a poor standard in a number of dormitories. In the girls accommodation those children who flexi board do not have anywhere to store their personal belongings and these were stacked in the corner of one dormitory during the course of the Inspection. The Inspectors were concerned to note that children who have bunk beds do not have ladders to access their bunks; access is gained via climbing the internal shelves of these units or by using the bed below to stand on.

The Inspectors noted a number of items that required immediate repair during the course of the Inspection, including broken sash cords, a lack of a window restrictor and a cracked window pane; the school were provided with a list of accommodation concerns at the conclusion of the Inspection.

The Inspectors were pleased to note that the school has now provided doors to all the bedrooms and dormitories in the senior accommodation block; pupils made a number of positive comments regarding this. The space above the doorframes in the Upper Annex has not been filled in and some pupils complained that this made their rooms draughty. There is also a generalised problem with a number of windows in the Upper Annex that either cannot be closed or cannot be opened.

It is recommended that the school complete the list of repairs identified to the head teacher at the conclusion of the Inspection, including the generalised problems noted with the windows in the Upper Annex.

It is recommended that the school replace the hall and stair carpet in the Main Hall which has worn through in a number of places.

It is recommended that boarders are provided with adequate storage provision for their personal belongings.

It is advised that the gaps above the doorframes in the Upper Annex are filled in.

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 43 (43.1 - 43.2)</b><br><b>Suitable facilities for both organised and private study are available to boarders.</b>   |                      |          |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | <b>3</b> |
| <p>The boarding pupils have one or two sessions of organised prep each evening, dependent on age, that take place in designated areas within the school buildings. The Head teacher stated that the school does not have an expectation that pupils will undertake extra study in addition to these sessions although rooms are available to do so if children wish to use them.</p> |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 44 (44.1 - 44.10)</b><br><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>The Inspectors were pleased to note the newly refurbished bathrooms and adjacent washbasins in the Main Hall which is a substantial improvement on the previous facilities. The Inspectors also noted that the ground floor toilet block has been refurbished although there is a noticeable unpleasant odour in this room. The housemaster advised that the school have made considerable efforts to find the source of this odour but to date the problem remains unresolved.</p> <p>The boarders have an appropriate number of toilets, showers and baths available for their use but some showers do not afford an appropriate level of privacy. The junior female boarder's shower does not have a lock on the outside door and both showers in the Stable Block allow a silhouette to be clearly seen from outside. The showers in the Main Hall are partitioned by curtains that do not offer an adequate level of privacy; the showers are also overlooked by windows into the boot room. The senior accommodation has three single showers and a pair of showers in an enclosed room; the paired showers did not offer an appropriate level of privacy. The lack of privacy in the showering facilities was commented on by a significant number of pupils both in discussion groups and via the pupil questionnaire.</p> <p>The Main Hall provides accommodation for a single member of boarding staff whose room is on the 1<sup>st</sup> floor landing. This accommodation is not self-contained and the bathroom is located across the hallway and the staff/visitor toilet is located at the far end of the corridor – see Standard 39 for advisory recommendation.</p> <p>It is recommended that the school ensure an appropriate level of privacy for children using the showers in the Main Hall, Stable Block and the paired shower in the senior accommodation.</p> <p>It is recommended that the school find a permanent solution to the unpleasant odour in the ground floor toilet block in the Main Hall.</p> |                      |          |

|  |                      |          |
|--|----------------------|----------|
| <b>Standard 45 (45.1 - 45.3)</b><br><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>The school provides appropriate changing facilities for all male pupils to use throughout the school day that are located in the senior accommodation block; there are separate changing facilities for swimmers adjacent to the school's swimming pool. As stated under Standard 41, the female day and boarding pupils use the Stable Block to change for PE lessons.</p> |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 46 (46.1 - 46.6)</b><br><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>The school provides a range of safe recreational areas for children, both indoors and outdoors. The school is set in spacious grounds and pupils have access to a swimming pool, rifle range and high and low rope activities amongst other recreational pursuits.</p> <p>Within the Main House children have access to three common rooms including a TV room and games room that are adequately furnished. The senior accommodation also has three common rooms but these rooms are used by day pupils as well and appear quite spartan in nature. The lounge in the Stable Block does not have a television and due to its use as a changing room by day pupils the female boarders do not find it conducive to being used as a recreational room.</p> <p>It is advised that one of the three senior common rooms is dedicated as a boarder's only common room for use in the evenings and at weekends and that this room is decorated and furnished in a more homely manner.</p> <p>It is advised that the lounge in the Stable Block is equipped with a television and dedicated for use solely by female boarders.</p> |                      |          |

|   |                      |          |
|---|----------------------|----------|
| <b>Standard 47 (47.1 - 47.9)</b><br><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>2</b> |
| <p>The school has a satisfactory Health and Safety Policy that appears to be implemented in practice. The school provide clear guidance to pupils regarding which areas are out of bounds and pupil access to such areas is restricted. The Inspectors were shown a number of risk assessments relating to the school premises but these do not cover all high-risk areas within the school e.g. the rifle range.</p> <p>It is recommended that the school draw up risk assessments that cover all the high-risk areas on the school premises.</p> <p>It is recommended that a window restrictor is fitted to the window in "Wellington" dormitory.</p> |                      |          |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 48 (48.1 - 48.4)</b><br>Suitable accommodation should be available for the separate care of boarders who are ill. |                      |   |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | 3 |
| See Standard 16.  |                      |   |
| It is advised that the school redecorate the sick bay and adjacent Matron's office to create a more pleasant environment.     |                      |   |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 49 (49.1 - 49.3)</b><br>Adequate laundry provision is made for boarders' clothing and bedding.  |                      |   |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | 3 |
| The boarder's clothing and bedding is laundered by domestic staff using facilities on site. Pupils did not report any significant problems with regard to clothing going missing or lack of clean clothing. |                      |   |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 50 (50.1 - 50.2)</b><br>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> | 3 |
| Boarders are able to purchase minor stationary and personal items from the school in addition to the tuck shop that is held each evening.   |                      |   |

|  |                      |   |
|--|----------------------|---|
| <b>Standard 51 (51.1 - 51.11)</b><br>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. |                      |   |
| <b>Key Findings and Evidence</b>   | <b>Standard met?</b> | 9 |
| The school does not arrange lodgings for its pupils.   |                      |   |

|   |                      |   |
|---|----------------------|---|
| <b>Standard 52 (52.1 - 52.8)</b><br>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. |                      |   |
| <b>Key Findings and Evidence</b>  | <b>Standard met?</b> | 3 |
| See Standard 29.  |                      |   |

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

Not applicable.

**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 21<sup>st</sup>, 22<sup>nd</sup> & 23<sup>rd</sup> September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible



**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_ 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 \_\_\_\_\_ 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.**

**Commission for Social Care Inspection**  
33 Greycoat Street  
London  
SW1P 2QF

Telephone: 020 7979 2000  
Fax: 020 7979 2111

National Enquiry Line: 0845 015 0120  
[www.csci.org.uk](http://www.csci.org.uk)

S0000027660.V175001.R01

© This report may only be used in its entirety. Extracts may not be used or reproduced without the express permission of the Commission for Social Care Inspection



The paper used in this document is supplied from a sustainable source