



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Felixstowe International College

**Maybush Lane
Felixstowe
Suffolk
IP11 7NA**

Lead Inspector
Jan Davies

Key Announced Inspection
25th January 2007 10:30

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 Felixstowe International College

Address Maybush Lane
Felixstowe
Suffolk
IP11 7NA

Telephone number 01394 282388

Fax number 01394 276926

Email address

Provider Web address

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

Name of Head Post Vacant

Name of Head of Care

**Age range of boarding
pupils**

**Date of last welfare
inspection**

Brief Description of the School:

Felixstowe International College prepares students from overseas, exclusively far-eastern countries, and principally Korea, for entry at a suitable stage to good English independent boarding schools. The college endeavours to improve their academic and social English, and their study skills in all academic subjects, so that they can take advantage of educational opportunities elsewhere, return to their own homes with a good working knowledge of English and, perhaps, armed with examination successes from the United Kingdom system. Whilst the proprietor said that in Korean schools English language is widely taught, the results are often that children have a very formalised, grammatical knowledge, but with little of the colloquial skill necessary to study in the UK. She intends that contact with the local culture will enable pupils to be able to communicate and develop fluency sufficient to cope well with further academic studies in this country and to converse easily.

Most pupils stay at the college for one year, possibly more. No student is subject of a statement of Special Educational Need (SEN) as this is not applicable, but the proprietor said that some young people placed here might have some form of learning difficulty. At the time of the inspection the college had 20 students, 14 male and 6 female, between the ages of 8 and 17 years. There were also 2 mature students accommodated. The college states in the information for parents that the aims of the college are: -

- To enable pupils to become fluent in English and comfortable in its use in academic and social situations;
- To familiarise pupils with the English independent system and their English way of life, but not to discard their own cultures;
- To give pupils the experience of living in a boarding community, which has a family atmosphere, based on high standards and moral values.

Felixstowe International College (FIC) is situated in the town of Felixstowe and at the time of this full welfare inspection was located in accommodation previously used by Felixstowe College, an independent boarding school for girls, which closed in 1994.

Its current accommodation is in Maybush Lane, previously the Sixth Form boarding house for senior girls attending Felixstowe School.

The current accommodation is used for boarding, academic study, dining and for social purposes. It is situated in a residential area close to a small row of shops, including a supermarket and newsagent and about a mile from the town centre of Felixstowe.

SUMMARY

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

The inspection took place over 10 hours on a week- day in January 2007. The inspector is employed by the Commission of Social Care Inspection. No Boarding Schools Professional Inspector was present, as the college is not affiliated to any of the organisations that attract attention from the Independent Schools Inspectorate (ISI). All of the boarders were spoken with either individually or in small groups. Senior staff, those involved in pastoral care, 'extraneous duties', the independent visitors, administration and general management were interviewed formally. The inspector took meals with students and staff. Most National Minimum Standards were met. There was a small number of minor shortfalls and no major shortfalls. Recommendations to take action have been made on some matters to those responsible for the management of the college.

What the school does well:

The inspector felt that the involvement of the School Nurse was of particular benefit to students who is as much a 'mother figure' as a nurse.

The administration of medication was good. Students far from home might see the compactness of the college, (while not providing extensive facilities), as comforting.

The availability to Korean students of staff who speak their language is important. In this regard, students identified a range of people to whom they could talk if they were unhappy. Facilities for contacting families at home are good for Korean students.

The single study rooms were well received by boarders and serve as private spaces. Bathrooms, showers and toilets provide sufficient privacy.

Students reported that there are plenty of activities they like.

They feel that punishments are given out fairly. Pupils behave well and know the school rules. Risk assessments are well done. The Student Council has provided a forum for boarder input.

What has improved since the last inspection?

The appointment of an appropriate person to the post of Head of Care and development of child protection procedure has enhanced arrangements for boarders.

The college has improved the care planning for boarders who have welfare problems, are isolated or particularly vulnerable. Efforts have been made to develop an anti-bullying culture, in which it is OK to 'tell', and where bullying, and bullies, is seen as unacceptable and those who do come forward are treated sensitively.

Arrangements have improved for boarders to raise staff at night, particularly where the student is ill in bed.

The college has improved its' admission policy.

Pupils know the rules, are polite and well behaved. Punishments are fair with no idiosyncratic sanctions. Boarders can complain if they feel they have been unfairly treated.

Administration of medication is good.

Female boarders are asked at each consultation whether they wish to see a same gender doctor rather than wait until they ask to do so.

What they could do better:

Recruitment procedures could be more robust including two professional references.

Written guidance for house staff could be more comprehensive, although it is recognised that this is currently still being further developed since the appointment of the new Head of Care.

Efforts should continue to ensure that all staff in post have on-going child protection training, that pastoral staff have child protection training to a higher level and the Nominated Person attends external training relevant to the role.

Information relating to boarding is available, but needs more detail. There has been some bullying, but the Principal has taken action to bring this to a conclusion. Pupils would benefit from more information about the complaints' process and the roles of the individuals involved.

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):

6,7,15,16,17,24,25,48,49

Quality in this outcome area is **good**.

Boarders' health is promoted and boarders are adequately supervised when ill. Boarders are supported in relation to any health or personal problems. Not all boarding houses have an appropriate system for storage of medicines. Boarders are provided with good quality catering provision and have access to food and drinking water in addition to main meals. Boarders can expect their clothing and bedding to be adequately laundered.

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

EVIDENCE:

There were several good examples of support provided when boarders have personal problems, which evidence that support provided is sensitive to boarders needs and caring. Boarding staff spoken with demonstrated an awareness of boarder's wellbeing and the support they may require.

Management of the school's catering service is through 'in-house' catering and the quality of meals provided is good. The menu provides a nutritious and well balanced diet and the choice of meals is diverse. A wide choice of hot and cold dishes, salads and vegetarian options are available as well as traditional Korean and British meals. Staff who prepare food are suitably trained in current methods involved in food preparation and delivery.

Comments received from boarders to inspectors were all positive about the meals received and the variety. Boarders spoken with confirmed that they receive sufficient food during mealtimes and have access to snacks at other set times.

The inspector participated in the school's mealtimes and found that the food sampled was of good quality. Each meal time provided a good choice of dishes including a vegetarian option and cultural choice and a choice of drinks was also provided. Queuing during meal times was well managed.

Menus viewed were varied, balanced and healthy. Young people spoken with said that the food was very good and that there was always enough. They confirmed that they could have 'seconds' if they wanted more food and there was always a choice of food. One young person said that they were eating more fruit and vegetables in their healthy eating diet plan.

The evening meal was observed which consisted of Korean traditional food, fish fingers and chips and a selection of salad and breads, baked beans and a choice of deserts including fresh fruit. All young people enjoyed their meal with some helping themselves to more. The mealtime was a positive social occasion and staff ate with the young people, and reminded young people of expected behaviours.

The dining area had large tables and sufficient seating for young people and staff. There was a drinking water dispenser in a communal area, which young people could use.

The school has appropriate arrangements in place for the laundering of bed linen and boarders clothing in a designated area. Boarding houses were observed to provide satisfactory storage for clothing and bedding. There are arrangements in place for boarders to add personal 'touches' if they wish.

Young people were provided with a range of activities throughout the week, which included opportunities for exercise, such as swimming, using the gym and playing football. There is a sports and leisure centre next door to the school which boarders use appropriately with staff being made aware to monitor and assist in view of age and boarders understanding of English.

Storage arrangements in the houses was observed during a tour of the building and found to be secure and appropriate. The school had a medication policy.

The PIQ stated that no young people required specific equipment and that the residential houses do not provide disabled access. There was a no smoking policy at the school.

The school nurse is in daily attendance and a GP surgery is near by. The GP has regular input to the school and boarders also have a choice of seeing a male or female GP. Female boarders are asked at each consultation what their preference is.

The school nurse told the inspector that a form had been devised to clarify information for parents in advance of boarders arriving in school. This has had the advantage of focusing on specific medication issues if relevant for the individual boarder.

Records showed that boarders are taken to hospital when circumstances demand. Staff adopt an 'in loco parentis' responsibility erring on the side of caution, which sometimes results in a hospital referral when they felt it was not strictly necessary.

The school holds no responsibility to boarders in relation to their immunisation programme. House staff are able to give paracetamol and when they do so they record the fact on the in-house cards. Any other 'home remedies' are also recorded in this way. If students need to see a dentist or optician arrangements for them to do so will be made by the college.

The School Nurse said that if students bring medication with them from Korea it is 'held' by the college, as it is not possible to make an assessment as to strength or dosage. Advice has been sought by an appropriate professional in relation to this issue and followed up.

The Head Teacher's self-assessment form stated that attention had been given to self-care skills, personal appearance, healthy eating, exercise and keeping safe. Staff records viewed evidenced that they had been provided with information on health and safety, first aid and the no smoking policy during their induction.

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):

2,3,4,5,26,37,38,39,41,47

Quality in this outcome area is **good**.

Boarders are protected from bullying and abuse and the use of discipline is fair and appropriate. Boarder's complaints are appropriately responded to. All staff are subject to selection and vetting, however, further vetting relating to CVs is needed. Boarders are protected from the risk of fire and safety hazards and their safety and welfare is protected during high-risk activities. Boarder's accommodation is secure from public intrusion and their personal privacy is respected.

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

EVIDENCE:

There is a range of people to whom boarders can speak if they are unhappy.

There are arrangements for 'independent listeners' who are two retired people in the community who belong to a local organisation with Korean affiliations. They visit the college regularly about twice a month and have a meal with students. They are available to chat and play games.

From comments boarders made to the inspector it was unlikely that students would single them out in order to discuss a personal problem or make a disclosure, but the arrangement is a positive move on the college's part. Their telephone number is given in the pupil handbook.

Boarders would be appropriately assisted to complain using the school's complaints' procedure. Boarders and boarding staff confirmed this to be the case and added that issues were usually resolved by being 'talked through' with the appropriate people in school.

Some boarders asked were clear that they could raise any issues that might concern them and that these would be appropriately dealt with. However during the inspection a number of boarders raised some issues with the inspector that should be initially addressed through the school's complaints' procedure.

From discussion with boarders the inspector was not convinced that all boarders were fully informed and aware of what were appropriate issues to address through these procedures nor how the complaint would be dealt with.

A Recommendation has been made in relation to enhancing boarders' awareness of the complaints' procedure and also how to involve independent listeners/visitors in a more formal role if appropriate.

The procedure contains national contact information for the Commission for Social Care Inspection (CSCI) and the address and telephone number of the local CSCI office in Ipswich. The number for independent visitors and child line number are displayed at the entrance to the boarding area.

There was a written child protection policy that was consistent with the requirements of 'Working Together to Safeguard Children' and the local Area Child Protection Committee procedures, however up to date versions of these documents were not available in the school, and should be obtained.

It was reported that all relevant staff had received child protection training and have access to information about child protection and how to progress an allegation or a suspicion of abuse.

Boarding staff spoken with clearly explained their role in reporting and recording information, who is their point of contact at the school for advice and support, the importance of not asking boarders leading questions if they make a disclosure of abuse and to explain to boarders about issues of confidentiality.

The school's policy and practice required staff to report to a designated senior member of staff any concern or allegation of abuse or other serious harm. All staff, including newly appointed and ancillary staff, had been given a briefing, either during an induction process or through direct training on the action they should take in response to such suspicions or allegations.

There are staff members designated with specific 'welfare' responsibilities for boarders to talk to should they wish to do so. Independent visitors are available for pupils to speak with independently should they wish to do this. Training opportunities on child protection exist for teaching staff during Inset days and during separate sessions for other staff. Evidence was viewed that child protection training had taken place.

There was a suitable policy on countering bullying that was clearly known to boarders and parents and which was implemented successfully in practice.

The designated child protection member of staff is the Principal, who works in consultation with the school's new Head of Care and School Nurse. She was spoken with during the inspection and confirmed that they have a link with 'customer first' (Suffolk Social Care.) Newly appointed staff are briefed on child protection.

The inspector talked with boarders during the inspection about bullying. There was evidence to suggest that boarders were aware of what would constitute bullying but were not very clear about the action they would take to have this appropriately addressed, should it occur in any form. There were 40% of boarders spoken with that said that they knew that staff would deal with bullying. Some boarders were unsure of who to talk with and how any issues of bullying would be dealt with.

A recommendation has been made that boarders are made more aware of how the school would be pro active in addressing any issues of bullying and how the school's procedures would progress this in relation to child protection.

In discussion groups, boarders did not identify bullying as a current problem at the school. However the school also has accommodates short-term students who are over the age of 18 years and the potential for older students to adversely influence younger students should not be under-estimated.

During the inspection a group of these young people made representation to the inspector about a number of issues related to the terms and conditions of their contracts of residence with the school. The school acted promptly to set up meetings with those involved to see how these issues could be progressed. All students should be made more aware of how to make appropriate representation within the school setting.

Staff recruitment records were viewed and were found to have undergone required checks, recruitment and selection. However not all references were professional ones and it was explained to the inspector that some staff with boarding duties had been recruited where previous experience was related to home caring roles, voluntary and family raising roles. Where this was the case then references had been obtained based on 'good character'. There were some gaps in CVs obtained where staff had been 'bringing up' families and these gaps should be qualified as to time-scales and duration. Where this was the case then references had been obtained based on 'good character'.

The school should consider ways in which the references and CVs on all staff who supervise pupil's can be enhanced.

Boarders and boarding staff spoken with explained of evacuation procedures if there is a fire alarm. Records of fire drills were viewed which evidence that drills are undertaken at least once a term.

The school provides detailed risk assessments for high-risk activities, which were viewed. There were risk assessments viewed regarding the environment, which were found to be appropriate in content. The school's health and safety procedure was viewed and was found to be comprehensive.

Boarders confirmed in groups that they know the school rules, what is expected of them and how they should behave. Inspectors found the pupils to be very well behaved, polite and keen to participate in the process.

The pupils commented that in their view that punishments are given out fairly although they did complain about being given detentions and losing free time.

Sanctions record entries that related to loss of free time for being out of bounds, for sleeping with the light on and for 'chatting after lessons'. Boarders are also sanctioned for not keeping their bedroom tidy. Checks take place every morning after the boarders get up.

In the evening the inspector saw a notice in the boarding area that warned boarders they must talk English at all times unless they had special dispensation for this. When asked boarders said this was not strictly implemented in reality and the school is aware that boarders, if distressed or unhappy for any reason would be likely to resort to their own language if wanting to talk or be comforted.

It is recommended that this issue be explained to boarders in proactive terms so that they are in no doubt that they can always easily talk to a chosen person if they are unhappy and want to do this.

Physical restraint has not been used, but there is some written guidance for staff on this.

The School Nurse gives advice to some students on personal, social and health education and said that she has a 'back to basics' approach, imparting some rudimentary anatomy and physiology, sex education and sexual health topics to students.

Students reported that they are told about living a healthy lifestyle. Smoking is not allowed on the premises and staff are vigilant in this regard. Similarly, a strict approach is taken towards students having access to alcohol and illegal substances. The boarders know what is expected of them in relation to in relation to this.

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):

11,18,27,43,46

Quality in this outcome area is **good**.

Boarders have a range and choice of activities and have a range of safe recreational areas. Boarders have satisfactory provision to study and their welfare is not compromised by unusual or onerous demands. Boarders can expect that they do not experience inappropriate discrimination.

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

EVIDENCE:

Young people were provided with a range of activities throughout the week, which included opportunities for exercise, such as swimming, using the gym and playing football. There is a sports and leisure centre next door to the school which boarders use appropriately with staff being made aware to monitor and assist in view of age and boarders understanding of English.

Boarders pursue activities ranging from school sports matches to clubs and activities. On the evening of the inspection boarders were busy with art and crafts or computer exercises and games.

Boarders spoken with said that there are lots of activities available at the school, which they could choose to take part in. Some boarders said that they

choose how much and how little they take part in, one boarder said that they enjoyed all activities and were sometimes tired trying to meet their commitments. Boarders reported various activities which were available to them out of school time which included various sports activities, playing musical instruments in a band, singing in a choir, drama, at the time of the inspection a group of boarders were observed rehearsing for a school presentation.

From Boarders comments about the school timetable it provides them with a good balance of structured and free time. Boarders spoken with said that they have supervised internet access which they can use to assist with their studies and for leisure, boarders confirmed that their internet access has blocks which prevents them from accessing unsuitable materials.

Boarders study away from their boarding area and the school was observed to provide suitable facilities for both organised and private study. Boarders are supported in coming to terms with different routines, different religious needs and any language difficulties they need to overcome.

Through discussions with boarders and staff it is evident that the school is committed to equal opportunities. The school promotes the cultural values of boarders while encouraging full integration into a British way of life and promoting the English language in the way that parents expect of the school. Boarder's welfare records viewed showed support, which had been provided for boarders who had faced difficulties settling into the school.

From comments received boarders would like more opportunities to go on trips out, including to the cities, but activities and leisure pursuits are available close by. The college depends largely on outside organisations for sporting activities.

Music lessons, including piano, guitar and drums are available at additional cost to parents. Students have somewhere secure to store their valuables. Suitable arrangements are made for the holding and distribution of pocket money. Students are able to draw sufficient amounts from staff before the weekend.

Also available in the handbook is the telephone number of a Korean minister who is not a member of the college staff. Fourteen boarders identified their friends as listeners. Almost half said they would talk to their parents. Six said they would talk to 'younger staff'.

It was clear that the arrangements for support are satisfactory.

Boarders did comment on what they perceive as limited 'free time'. They do appear to be engaged in study and extra curricula pursuits for most of the day. The brochure says that they do prep for 2 – 3 hours a day. Mrs Lee said that the youngest pupils have one and a half hours of prep and the older ones about 2 hours. The only prep free day is Saturday.

Boarders' free time is a target for staff if they transgress. The sanctions also include detentions that whittle away at boarders free time.

Boarders have recently had their e-mailing time increased to 3 x $\frac{1}{2}$ hours a week. The Internet time is supervised and there are safeguards to stop access to unsavoury sites or inappropriate material.

Computer facilities are available in the Common Room

The college has rules about who can go into bedrooms, and when. Male and female sides of the boarding accommodation are separate. There are no day pupils.

There is no open access to the public and any footpaths or rights of way across the site although the perimeter is not secure. Doors are locked from the inside and protected by digital codes in places. At night doors are alarmed.

The facilities are not hired out to the public. The single study bedrooms were well received by boarders and much appreciated. They are reasonably furnished and fitted along College of Education lines.

Some of the older boys complained about the narrowness of the beds. There was some dissatisfaction with the level of comfort of beds. The youngest boys share a bedroom and have bunks.

The college would not be suitable for pupils with a physical disability that limited mobility. The premises are clean and tidy.

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):

Quality in this outcome area is **good**.

Boarders are enabled to contribute to the operation of boarding in the school. Boarders have appropriate access to information and facilities outside the school and can maintain private contact with their parents and families. New boarders are supported in settling in at the school. Boarders receive personal support from staff and there are sound relationships between staff and boarders.

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

EVIDENCE:

The time difference between the United Kingdom and the Far East presented no problems for the students as far as contacting their families was concerned. The Principal and Senior Administrator are aware that continuing support is needed to provide these Boarders with the appropriate level of family contact while they are so far from home. One of these Boarders confirmed they had been helped and supported to settle in and were happy with the information that had been provided.

Boarders spoken with said that there were several staff members they could approach if they had any personal problems. All boarders comments regarding

the support they could access from staff was positive. Staff members listed as providers of support included the Principal, School Nurse and Head of Care and various teaching staff.

The Boarders and Parents handbook explains support, including counselling, that is available to boarders. Comments received by the inspector from parents suggested that more information about how this could be accessed would be welcomed.

Relationships between boarding staff and boarders were observed to be positive, which was confirmed by discussions with boarders and staff.

The inspector was informed that there is a Student Council. This is a recent innovation and the group has met on two occasions, the first to agree the parameters and the second to discuss topics of interest. The boarders told the inspector that the Student Council does not always bring the hoped for changes and they are not always sure why this is the case. Clarification about how decisions are reached would improve communication.

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):

20,40,42,44,45,50

Quality in this outcome area is **good**.

Boarder's possessions and money are protected and they can obtain personal requisites while accommodated. Boarders are provided with satisfactory accommodation.

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

EVIDENCE:

Children were observed returning to boarding areas after school and prep. The children all went to their dorms to prepare for evening activities and it was noted they change out of their school clothes.

Dormitories were observed to provide areas where boarders can keep their personal possessions, and the inspector was informed that there are spaces where boarders can keep personal items within the classrooms.

Some parents felt that it would be beneficial for boarders to have more space to store possessions.

Although boarders are encouraged not to keep any valuables or items of monetary worth within school it is recommended that the school considers providing a lockable facility boarders can easily access to safely retain possessions they value. Boarders can obtain stationary items and personal items from the school; boarders spoken with confirmed this.

Boarding accommodation was observed and found to be appropriately lit, heated, furnished, maintained and clean. The school has a refurbishment programme, where dormitories will be refurbished, in turn. Boarders spoken with felt their accommodation could be improved with 're-painting' and 'provision of hairdryers'.

This inspection acknowledged the improvements made to toilets and showers and that additional improvements are planned in the near future. Boarding areas were inspected and found to be comfortable and boarders had personalised their sleeping areas with posters, duvets and photographs. Toilets and washing provision was viewed in boarding houses and was adequate and accessible to boarders. Sufficient toilets, hand washbasins and showers were available in each boarding area.

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):

1,23,31,32,33,34,

Quality in this outcome area is **good**.

A suitable statement of the school's principles and practice is available to boarders and staff and boarders are looked after by staff following clear boarding policies and practice and have adequate induction and continued training. There is clear leadership of boarding in the school and boarder's welfare is safeguarded and promoted.

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

EVIDENCE:

The inspector acknowledged that since the last welfare inspection the Principal has identified somebody in the role of Head of Care. Students spend more of their time in the boarding setting than in class pointing to its importance as a formative experience.

Boarding is also at the heart of the living and sharing life, the formation of close friendships and the development of the self-reliance the handbook describes. Proper management and leadership of boarding is important in any boarding school, but even more so where young people are so far away from home.

The Principal, Mrs Lee has developed considerable experience of boarding school life and besides the General Manager has a colleague who spends some weeks every year at the school offering her advice, expertise and support.

Boarding arrangements effectively separate male and female boarders although they do live in the same building. Doors between the accommodation are alarmed after bedtimes and there are clear rules about access.

The standard of physical provision is very similar on both 'sides' of the boarding house. Since the last inspection the communal common room has been made more 'user-friendly' and provides a more comfortable area for boarders to spend social time after their studies.

There are separate bedrooms for the youngest boarders. These are the only bedrooms that are multi-occupancy. Each 'side' has its own bathroom/showering and toilet facilities that are not shared by staff

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	3
15	3
16	3
17	3
24	3
25	3
48	3
49	3

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	3
40	3
42	3
44	3
45	3
50	3
51	x

SCORING OF OUTCOMES

Continued

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

Are there any outstanding recommendations from the last inspection? No

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.	BS38	It is recommended that the college ensure all recruitment checks are undertaken, and keep all the documents, referred to in standard 38.2. The checks identified should be made on all staff before they come into post and recruitment procedures should be as robust as possible.	
2.	BS5	It is recommended that the role of CSCI and designated staff in the school involved in complaints management be included in complaints procedures and boarders attention be brought to bear on how to complain.	
3.	BS3	All staff should have continuous child protection training, pastoral staff to a higher level and any staff member identified, as the 'Nominated Person' should attend child protection training appropriate to this role.	

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