

Brockwood Park School

Inspection report for boarding school

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Inspector	Brian Mcquoid
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Summary

The overall quality rating is satisfactory.

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

Improvements since the last inspection

Helping children to be healthy

The provision is good.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Helping children make a positive contribution

The provision is outstanding.

Achieving economic wellbeing

The provision is good.

Organisation

The organisation is satisfactory.

The quality of the boarding at Brockwood is satisfactory. There are some outstanding areas and the majority of the National Minimum Standards are met, with some exceeded. There are some key areas however where the standards are not met and this reflects a lack of effective management oversight and monitoring to ensure the boarding standards and the education regulations are complied with. The school has taken appropriate action to address 10 of the 11 recommendations contained in the previous report. These have included revised guidelines for the use of the swimming pool, an expanded medication policy, the appropriate scrutiny of risk assessments for off site trips, and the introduction of an induction process for newly appointed staff. The schools ethos and underpinning philosophy very successfully support an environment where students from all over the world live together in an integrated and supportive community. There is a unique atmosphere at the school within which students feel valued and safe, and where they develop close relationships with each other and with staff. Students are extremely happy to be living at the school and their parents are very happy to send them there. There is a high standard of pastoral care provided by dedicated teams of staff who effectively monitor the health and welfare of all students. A significant number of staff are suitably trained in first aid and there is a very good working relationship with the local surgery where all students are registered. There are clear procedures for the management and administration of medication, and good provision for supporting students should they be unwell. There are no guidelines in place for assessing or monitoring those students who may wish to self medicate. There is very good provision for promoting the good health and well-being of students. Human development classes provide suitable education and information for students on health related topics such

as drugs, alcohol, and smoking, and external agencies are used on occasions during these classes. There are lots of opportunities for students to partake in physical activities, both on and off site, and the school provides a solely vegetarian diet which is of a high standard and which is greatly appreciated by the majority of students. Staff at the school have a sound understanding of child protection and are suitably aware of the relevant reporting procedures. The school have a designated person with overall responsibility for child protection matters who provides guidance for staff at the start of each school year. The person concerned however has not undertaken training as required by the education regulations. Gaps in recruitment records show that staff are not being recruited in accordance with the National Minimum Standards or the Education Regulations. The schools philosophy encourages students to have enquiring minds and to participate in open and honest discussion. There is excellent provision for students to express their views and opinions, both formally and informally, including a school council, school committee, whole school meetings, and an effective tutor system that operates. Students play a very active part in the day-to-day running of the school and feel suitably consulted about how the school operates. The provision of wireless computer access in parts of the school is an example of student views being taken into consideration and acted upon. There is a very strong sense of community at the school. Relationships between students and staff are mutually respectful and the behaviour of students is exemplary. Bullying is not a problem at the school. A school agreement clearly details the schools expectations of students and is signed by students, their parents, and the school prior to admission. Students feel they are fairly treated at Brockwood. The overall standard of boarding accommodation at the school is good and the National Minimum Standards are met. Student's rooms and the facilities provided afford appropriate levels of privacy and are well maintained. There are appropriate security arrangements in place across the school site and excellent provision for students to study. Students describe feeling safe at the school and a number described 'loving' their rooms. The school premises and grounds are spacious and meticulously maintained with suitable provision for recreational activities. The school has a suitable health and safety policy in place and procedures for managing risk relating to the premises and activities undertaken by students. There is however ineffective monitoring and reviewing of the risk assessments in place. The person with overall responsibility for health and safety across the school has not undertaken any training specific to the role. The person concerned however has acknowledged the shortfalls that exist and has begun to review and revise the current operational systems. The school conduct and make a record of required checks and tests of fire safety equipment and an appropriate fire risk assessment is in place. The group have not consulted with the fire authority in relation to an identified risk in the school's tower building, as recorded in the risk assessment. Students are aware of the fire evacuation procedures and confirmed that practice drills take place regularly. Levels of staffing at the school are sufficient to meet the needs of students, and both staff and students are happy that there are always enough staff around to provide support and supervision when necessary. Students are encouraged to be self-motivated and regularly organise events and activities for themselves. There is an induction process for new staff, which includes child protection guidance. First aid training and food handling is also routinely provided. The school reacts to any identified additional and specific needs of students, such as, eating disorders. The school has established positive links with external health professionals. RECOMMENDATIONS: 1. devise procedures for assessing and monitoring students who wish to self medicate. (NMS 15) 2. implement a suitable system for the effective monitoring and reviewing of health and safety matters, most notably risk assessments. (NMS 47 & 23) 3. provide specific and relevant training for the person with overall responsibility for health and safety across the school. (NMS 47)

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

Annex

Annex A

National Minimum Standards for boarding school

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).

Ofsted considers 6 and 15 the key standards to be inspected.

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 responded to appropriately (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; all unchecked visitors to the boarding premises are supervised (NMS 39)
- boarders have their own accommodation, which is secure from public intrusion (NMS 41)
- boarders are protected from safety hazards (NMS 47)

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

Enjoying and achieving

The intended outcomes for these standards are:

- boarders have access to a range and choice of activities (NMS 11)
- 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)

Ofsted considers 14 and 18 the key standards to be inspected.

Annex A

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 receive personal support from staff (NMS 14)
- 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)

Ofsted considers 12 and 19 the key standards to be inspected.

Achieving economic well-being

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)

Ofsted considers 51 the key standard to be inspected.

Organisation

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 managed effectively (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 supervised adequately 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 which have specific boarding duties, and have received adequate induction and continued training (NMS 34)
- boarders are looked after by staff which follow clear boarding policies and practice (NMS 35)
- the welfare of boarders placed in lodgings is safeguarded and promoted (NMS 51)
- the welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

Ofsted considers 1, 23, 31 and 34 the key standards to be inspected.