



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Westminster School

**17 Dean`s Yard
London
SW1P 3PB**

Lead Inspector
Wynne Price-Rees

Announced Inspection
20th November 2006 10:00

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	Westminster School
Address	17 Dean`s Yard London SW1P 3PB
Telephone number	020 7963 1000
Fax number	020 7963 1043
Email address	headmaster@westminster.org.uk <mailto:headmaster@westminster.org.uk>
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	The Governing Body of Westminster School
Name of Head	Dr M S Spurr
Name of Head of Care	
Age range of boarding pupils	13 to 18
Date of last welfare inspection	10 - 14 March 2003

Brief Description of the School:

Westminster School is located just off Parliament Square and has a mix of day and boarding pupils. There were one hundred and seventy-six boarding pupils of mixed gender when the pre-inspection questionnaire was returned. Their accommodation is spread over a number of boarding houses with one exclusively for girls and another with separate floors for girls and boys. The age range is from thirteen to eighteen and the female boarders are all in the sixth form.

SUMMARY

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

The inspection took place over four days including an evening visit and one hundred and thirty boarders questionnaires and thirty-five parents' responses received. The boarder questionnaires returned were a combination of those from younger and older boarders in format appropriate to age. Thirty-one staff with pastoral responsibilities were interviewed as well as boarders. The boarders were interviewed informally as part of the boarding house visits and six boarders chatted over lunch with the inspectors. Two inspectors conducted the visit and a combined total of fifty-six hours were spent on site.

What the school does well:

The school provides excellent pastoral support to boarders who felt staff were always readily available to discuss issues or offer guidance regarding any problems that arose. Primarily the pupils felt listened to and the good relations observed were built on mutual trust and respect. Those providing pastoral support also offered very good role models.

What has improved since the last inspection?

A recommendation was made at the previous inspection that the school should review its complaints procedure and this has been satisfactorily carried out. The boarding accommodation has improved together with the meals provided.

What they could do better:

The school should review the matrons' areas of responsibility and the arrangements regarding checking prescription medication for boarders under sixteen years of age, arrangements for informing staff and boarders when work by outside contractors will take place within the boarding houses and the bedtime arrangements for younger boarders. These areas had already been identified within the pre-inspection self-evaluation and the Deputy Headmaster is currently reviewing the roles of the matrons regarding health care, medication administration and recording.

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.

DETAILS OF INSPECTOR FINDINGS

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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)

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

6, 7, 15, 16, 17, 24, 25 & 49. The quality outcome was good. Boarders' health is promoted, they receive appropriate health care and records are kept. Adequate supervision procedures are in place when they are ill and they are supported in relation to any health or personal problems. Good quality catering provision is in place and laundry is suitably attended to.

EVIDENCE:

The school provides comprehensive guidance and support that outlines the dangers of substance misuse to health, which is regularly re-enforced. As well as formal information staff within the boarding houses are on hand to give on the spot advice. The pupils' code of conduct clearly outlines what is deemed as unacceptable behaviour in respect of alcohol, smoking, substance misuse and the sanctions that apply regarding these activities.

There is a qualified school counsellor on site four days per week, who is easily accessible to pupils face to face or by e-mail. During the inspection they held four group and one-class sessions and twelve individual appointments took place. These covered a range of issues. The school also operates a very successful peer support scheme whereby pupils who may have concerns can approach pupils identified within the scheme. This has led to vertical interaction of pupils within the school with all age groups taking an interest in and supporting others rather than interaction just taking place within age related groupings. There are also house prefects who are available to give advice and help to younger boarders with any problems and to make themselves at home. It was apparent that they went out of their way to take

time and carry out this task affectively. All the boarder questionnaires stated that they received very good support particularly within the boarding houses and that pastoral staff were very approachable, supportive and caring.

The boarders are registered with a local GP surgery and a GP visits three times per week. Parental consent forms are signed prior to boarders joining the school and any relevant information such as allergies requested. There are resident matrons' for each house, two of whom are qualified nurses. Whilst each matron is aware of their responsibilities within their boarding houses and an on-call matron system is operating, they expressed concerns that there is a lack of training and communication which results in the system not operating as a cohesive unit with the matrons delivering their own systems of care and support. This tended to confuse areas of responsibility and protocols to be followed. They highlighted induction training as an area that could be improved. They receive basic first aid, but felt it would be useful if food hygiene and health and safety were also introduced.

There is no clear protocol regarding recording of self-administered prescription medication for boarders under sixteen. The matrons ask the boarders if they have taken the medication but do not physically check. The Doctor was under the impression that under-sixteens do not self-medicate; rather this is controlled by the matrons. There are daily log-books for each house that state medication administered and a duty matron book that boarders can access. Some matrons felt there was no workload justification for a matron with sole medical duties rather than the present system of combined pastoral and medical duties whilst others thought a centralised approach with a trained nurse present from eight am to five pm would be more efficient and enable control of prescription medication from the surgery. This would entail a handover from the nurse to the matrons at 5.00 pm and vice versa at 8.00am with possible use of e-mail.

The issues surrounding the health care arrangements were highlighted in the pre-inspection self-assessment questionnaire as an area required to be reviewed and the Deputy Headmaster has already begun this piece of work with a view to delivering new protocols and procedures in January 2007. The main area of concern outlined within the questionnaires returned was surrounding quality of meals provided. This was specific to the evening meal as breakfast and lunch were described as of good quality. The Inspectors' sampled an evening meal and found it to be of good quality, hot and with sufficient choice available. Hampers of snacks including fresh fruit are delivered to the houses daily and made available as and when required, particularly during or after prep. The inspectors observed snack time to be a good forum to advance social interaction between the boarders as a group and also the house staff.

The laundry is carried out centrally, but with matrons overseeing its collation and return in each house.

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)

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

2, 3, 4, 5, 13, 22, 26, 28, 37, 38, 39, 41 & 47. The quality outcome for this section is exceeded. Boarders' are protected from bullying, abuse and sanctions in place fair and fairly applied. Complaints are responded to and the prefect system safeguards and promotes welfare. Boarders' and the children of masters not attending the school are protected from the risk of fire and their privacy is respected. There is vigorous vetting of all staff working with boarders including outside contractors working in the boarding houses, they have accommodation secure from public intrusion and are protected from safety hazards.

EVIDENCE:

There are anti-bullying protocols in place and the school stance is that bullying in any form is not tolerated with appropriate sanctions in place if identified. The questionnaires returned stated that bullying rarely, if ever took place and where experienced has been satisfactorily dealt with by staff. The boarders felt comfortable bringing this to the attention of staff, prefects and the peer group scheme if encountered. If bullying comes to light both those bullied and the perpetrators are referred to the counsellor to clarify why it is not acceptable. The only area of identified concern was possible cyber-bullying and this is being addressed by the school.

There are systems in place and procedures to ensure that pupils are protected from abuse. The Deputy Headmaster is the delegated child protection officer, has attended a child protection course, accessed on-line safe recruitment training and is fully aware of the written procedure to be followed and whom to contact if an incidence of abuse came to light. Staff are also aware of the procedure to be followed. The vertically integrated culture of the school means that the pupils, particularly older ones are vigilant should they perceive any concerns in this area.

The questionnaires returned and boarders spoken with felt that not only were the sanctions in place fair, but they were also applied fairly and impartially. In many instances boarders felt that if anything the sanctions applied should be sterner for those that don't follow the rules. All sanctions are recorded. The only areas of complaint were by one or two boarders who felt it unfair that they could be subject to sanctions regarding smoking when over the age of sixteen. As no smoking is stated as part of the school rules they have already been made aware that this is unacceptable as members of the school. The prefect system in place does not include disciplinary powers. Outside contractors are checked in prior to entering the school and issued with identification. One area of concern voiced by some pastoral staff was regarding not being informed prior to someone working within a house. This is more a courtesy issue as the houses are the homes of both boarders and pastoral staff and their privacy should be respected. Otherwise boarders felt their privacy was respected as far as possible. All pupils are required to use the finger-pattern registration system.

There is a written complaints procedure that boarders, staff and parents are aware of. The boarders spoken with and those who returned questionnaires said they felt comfortable voicing concerns and complaints in an informal manner through the house staff, prefects, peer support scheme, counsellor or school council and this was in keeping with the supportive culture observed within the school. The boarders said that they are conscious when someone isn't happy and give and receive support as needed. They also felt confident in the pastoral staff and where happy to approach them with any problems or concerns. Boarders felt their complaints are listened to and resolved where possible and appropriate.

Educational guardians are appointed by boarders' parents rather than the school and responsibility for these arrangements lay with the parents. Staff felt

that some guardians are more accessible than others to the boarders. Boarders spoken with were happy with the arrangements in place.

Regular fire safety arrangements and equipment checks take place with risk assessments carried out as part of the health and safety quality assurance system. These are recorded and any identified areas of concern rectified. Pupils are made aware of the emergency evacuation procedure to follow and assembly points.

Some pastoral staff have young families of their own and suitable arrangements are in place and their welfare is promoted in the same way as they would be at home if not living on school premises.

There is a robust recruitment procedure in place that records showed meets the requirement of the standard. Currently members of the Board of Governors are undertaking CRB checks.

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)

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

11 & 18. The quality outcome for this area was exceeded. Boarders have access to a range of activity choices and do not experience discrimination.

EVIDENCE:

The questionnaires returned and staff and pupils spoken with felt that as a multi-cultural school, discrimination was not encountered and would not be tolerated. The pupils spoken with viewed themselves first and foremost as members of the school, as a collective and were proud to be so.

The Inspectors' felt that younger boarder bed times of younger boarders were a little late with the policy stating being in at 10:00 pm and lights out at 10:15 pm, particularly as they have a 07:30 am start. In discussion with staff, it was highlighted that as prep finishes at 09:00 pm if they came in earlier it would reduce the amount of available free time and also the older boarders would still be outside with noise as a distraction. The pastoral staff interviewed were divided regarding this and the pre-inspection self-assessment had outlined this as an area for review.

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)

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

12, 14 & 19. The quality outcome for this area is exceeded. Boarders are enabled to contribute to the boarding operation, receive personal support from staff and maintain private contact with parents.

EVIDENCE:

The questionnaires returned and boarders spoken with felt that they were positively encouraged to contribute to the boarding operation within the school and this was reflected in the supportive environment observed with pupils of all ages being prepared to take time and listen to each others views and proffer help and encouragement if required. It was apparent that boarders viewed the school as their home, when staying there.

As previously outlined, boarders felt empowered to contribute to the school as a whole using formal and informal pathways. They felt well supported by staff in general, pastoral staff in particular and confident in seeking help and advice if they felt it was needed.

The boarders stated that they generally maintain contact with parents using mobile phones and e-mail. The vast majority are weekly boarders and those who aren't have access to guardians appointed by parents.

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)

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

40, 42 & 44. The quality outcome for this area is exceeded. Good accommodation is provided and there are suitable toilet and washing facilities.

EVIDENCE:

A tour of the boarding accommodation showed that there was suitable accommodation provided bearing in mind the finite physical space capacity due to the school's location. There is an annual £1 million rolling refurbishment programme in place and work is prioritised according to identified priority need. The boarders spoken with enjoyed living in the accommodation provided.

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 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)

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

1, 23, 31, 33, 34 & 51. The quality outcome for this area is exceeded. A suitable statement of the school's principles and practice is provided, up to date risk assessments in place and boarders' are adequately supervised at all times by staff with specific pastoral duties.

EVIDENCE:

There is a suitable written statement of the school's boarding principles and practice that meets the requirements of the standard and is available to boarders, parents and staff.

A comprehensive computerised record keeping and monitoring system is in place that is regularly updated and reviewed as part of the quality assurance system. This includes risk assessments.

As previously stated boarders are supervised in an appropriate and very caring and supportive way.

No boarders are placed in lodgings.

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	4
7	4
15	4
16	2
17	4
24	3
25	4
48	X
49	4

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	4
18	4
27	X
43	X
46	X

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	4
14	4
19	4
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	4
42	4
44	4
45	X
50	X

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
8	X
9	X
10	X
23	4
31	4
32	X
33	4
34	4
35	X
51	4
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.	BS16Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1		The school should review the matrons' areas of responsibility, arrangements regarding checking prescription medication for boarders under sixteen years of age and consideration be given to the employment of a full-time nurse.	
2	BS37	The school should review the arrangements for informing staff and boarders when work by outside contractors will take place within the boarding houses.	
3	BS11	The school should review the bedtime arrangements for younger boarders.	

Commission for Social Care Inspection

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