

Twyford School

Inspection report for boarding school

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Inspector	Brian Mcquoid
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Date of last inspection	7 March 2005

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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

Twyford is a preparatory school located in a rural setting a short distance from the city of Winchester. The school offers day and boarding places for pupils of both sexes aged from eight to 13 years of age, with boarding places at the school available on a weekly or flexi basis. Twyford is a Church of England school whose philosophy is based on Christian principles and who welcome pupils of differing faiths. Services are held regularly within the school's chapel. The main school building is a Queen Anne house that has been adapted and extended over the years and which contains all of the boarding accommodation for boys and girls.

Summary

The standard of care provided for boarders at the school is excellent. They are looked after within a caring environment where they feel safe and well cared for by staff with whom they have genuinely warm and mutually respectful relationships. Healthcare provision at the school is good, and is provided by a team of matrons who play an important part in the pastoral care of boarders. Boarders at the school get on extremely well with one another, bullying is not a problem, and the general standard of behaviour is excellent. There is excellent provision at the school for ensuring boarders are suitably protected from harm. This includes arrangements for managing risk and providing a safe physical environment, the rigorous application of recruitment procedures, and a sound understanding across the school of child protection and associated procedures. The location of CCTV cameras within the school building was a source of concern for some boarders. There is very good provision at the school for providing individual support for boarders. Boarders are able to communicate with their families on a regular basis, and there is extremely good communication between the school and parents. There is a school council in operation but a number of boarders consider their views could be sought more effectively. The standard of accommodation provided for boarders is very good and there have been significant improvements since the previous inspection. The school provide excellent written information for boarders and their parents. Comprehensive policies and procedures underpin the school's practice and this includes good provision for recording and monitoring matters in relation to the welfare of boarders. Staffing provision to care for and supervise boarders is excellent, and staff are provided with very good opportunities for training specific to boarding. There is clear and effective leadership of the schools boarding provision, the staff group are extremely supportive of one another and operate very effectively as a team for the benefit of boarders.

The overall quality rating is good.

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

Improvements since the last inspection

The school has taken action since the previous inspection to satisfactorily address 17 of the 19 recommendations contained within the previous report. This has included making significant improvements to the boarding accommodation, most notably the toilet and washing/showering facilities for boy boarders. There have also been notable improvements to the sick bay provision, and two boys dormitories have been totally refurbished as part of a rolling programme of improvement. In addition there are now improved medication and recruitment procedures being implemented, the child protection procedures have been updated and all staff now receive appropriate child protection training. A school council is now operating, there is an increased

range of activities provided for boarders, and there has been a great improvement in the quality of meals provided.

Helping children to be healthy

The provision is good.

There is excellent provision at the school in relation to health promotion and health education. A comprehensive personal, social, and health education programme is delivered age appropriately, and covers a wide range of topics including healthy living, first aid, staying safe, smoking, alcohol, drugs, and relationships. External agencies are used to support the programme and there is excellent collaboration with the school's matrons who attend parts of the programme. The school provides a well balanced diet for pupils, there is plenty of choice at mealtimes and healthy eating is encouraged. The school is a non smoking environment. A team of matrons, which includes one who is residential, provide 24 hour health cover for boarders during term time. All of the matrons are qualified in first aid and they have undertaken a variety of training courses between them that are relevant to the health needs of boarders. This includes a course related to anaphylactic shock and the use of epi-pens, and others concerning asthma and sports injuries. The school's matrons are a crucial part of the school's pastoral care provision and are easily contactable by boarders both during the day and at night. Established systems are in place for obtaining relevant information about the health needs of boarders and there is effective monitoring and recording of illnesses, accidents, injuries, and other health related matters. The school benefits from a very good relationship with the local surgery where some boarders are registered, and there is easy access to the school GP who visits weekly. With the school being weekly boarding, the great majority of boarders remain registered with their own GP and parents retain responsibility for routine health appointments. There is good communication between parents and the school's matrons in relation to health matters. Medication is stored securely within the matron's surgery and policies and procedures relevant to the management and administration of medication provide suitable safeguards for the welfare of boarders. Medication records however are not individualised, running records are not being kept for medication administered, and parents are not routinely informed of the non prescribed medication used by the school. Both pupils and staff at the school receive first aid training.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Boarders feel safe at the school, they get on extremely well with one another and bullying is not a problem. Should incidents occur they are treated seriously by staff and dealt with effectively. The school is not complacent however, there is a countering bullying policy in place and bullying as a topic is covered as part of the school's personal, social, and health education programme. A peer group support system operates effectively within the school. Boarders' welfare at the school is extremely well protected by a staff group who have a sound understanding of child protection and the relevant reporting procedures. Newly appointed staff cover child protection as part of their induction and all staff are provided with a copy of school's supporting child protection policy and procedures documents. All staff also have to sign to acknowledge that they have read and understood the document. The school's head is the designated person with responsibility for liaising with the Children's Services department and has undertaken training specific to the role. An additional staff member has also completed the training and is able to deputise in the head's absence. Regular refresher training on child protection is provided for the whole staff group and had taken place during an inset day at the

beginning of the term. Clear guidelines are provided for staff to follow in the event of a boarder being missing from the school. There is a clear understanding by boarders of the school's expectations in relation to their behaviour, and of the system of rewards and sanctions that operates. The school's approach is largely based on the principles of respect and consideration for others and this is successfully implemented in practice. There are genuinely warm and positive relationships between boarders and staff and boarders feel fairly treated. A suitable log of any major sanctions imposed is maintained by the school and there is no evidence of any inappropriate sanctions being used. The standard of behaviour of boarders is exemplary and they get on extremely well with one another. Boarders and their parents are able to discuss any concerns they may have, with staff at the school, and both are made aware of the school's complaints procedure. Parents however are not made aware of how to contact Ofsted in relation to a complaint concerning a welfare issue. A suitable log is maintained of any complaints received by the school, and this is monitored by the school's head. The low level of complaints received is a reflection of the school addressing concerns effectively at an early stage. There is very good provision at the school for protecting boarders from the risk of fire. Tests and checks of fire safety systems and equipment are carried out as required and recorded, and there are no outstanding recommendations from the fire safety department. The school's fire risk assessment is up to date and reviewed annually by an external specialist company. Boarders are aware of the fire evacuation procedures and practise evacuations are performed regularly. Staff at the school are aware of the need to respect the privacy of boarders, and act accordingly. A number of boarders were concerned at CCTV cameras being located in some areas within the school building and felt that these presented an intrusion into their privacy. The school's recruitment procedures comply fully with the National Minimum Standards for Boarding Schools and are being implemented and monitored extremely effectively. The school's head and the bursar have completed a 'safer recruitment' course and the procedures reflected good practice in this area. All of the school staff, including gap students and ancillary staff are subject to enhanced CRB disclosures. The school currently has no written recruitment policy and procedures document. Boarders at the school are suitably protected from unsupervised contact with adults who have not been checked through the Criminal Records Bureau. Procedures are in place for visitors and contractors which provide adequate safeguards for boarders, and taxi drivers used by the school to transport boarders are appropriately vetted. The school's boarding provision comprises of designated accommodation for boarders only and this is suitably secure from public intrusion. All strategic external doors have coded locks, restricted window opening devices are fitted where necessary, and all dormitory windows have had a safety film applied. There are procedures for locking up at night and the school are taking all reasonable measures to prevent and deter unauthorised access to the school grounds. The school has excellent provision for protecting boarders from safety hazards which is overseen and monitored by a health and safety committee that meets four times yearly. There is an up to date health and safety policy in place and all staff are made aware of their responsibility to maintain a safe environment for staff and pupils. Health and safety is covered during the induction process for new staff and they sign to acknowledge they have done so. The school employs an external specialist who ensures the school complies with health and safety legislation, who carries out audits twice yearly and provides reports with action plans to address issues identified. There is an effective system of risk assessment in place for the school premises and for activities undertaken by boarders, both on and off site. Risk assessments are reviewed on an annual basis. Policies and procedures are in place for off site visits and these were seen to be implemented appropriately, and to include provision for trips overseas.

Helping children achieve well and enjoy what they do

The provision is good.

Boarders at the school benefit from an environment within which they are very well cared for and have a number of people they feel able to go to with a concern or personal problem. An effective tutor system operates within school, house-parents and matrons are available within the boarding provision, and the school's independent person is also able to be contacted during visits or by telephone. The school is committed to providing equal opportunities for all of its pupils and boarders are not subject to inappropriate discrimination of any kind. There are no discernible minority groups within the boarding community and no boarder with any specific religious or cultural need of any kind. The school does however make good provision for some boarders who have specific dietary needs, and for a small number who have identified allergies.

Helping children make a positive contribution

The provision is good.

The school has a school council with elected representatives from all classes which meets regularly, and the minutes are published within the school. There are examples of the council being instrumental in change, such as the school uniform, however a number of boarders feel the council does not operate effectively and that they do not receive adequate feedback on matters discussed. There are also informal meetings held regularly within the boarding accommodation and boarders are freely able to express their views to staff. The school provides suitable access to telephones for boarders which are able to be used in private. The facility to email is also available and boarders are able to use mobile phones at specific times during evenings. All of the school's boarders are either weekly or flexi boarders, and go home every weekend. In addition, a large number see their parents during the mid week match day. Communication between the school and parents is very good and parents are kept suitably informed of matters related to their child's welfare. Boarders are provided with the contact details of child line and the school's independent person.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is outstanding.

The school provides detailed information for boarders and their parents about the school, including the aims it has for pupils, the school's ethos and the principles that underpin the way it is run. Documentation provided includes a prospectus describing the boarding and pastoral care provision at the school, with accompanying colour photographs of life as a boarder. In addition, there are parents and boarders handbooks which provide comprehensive information for parents and valuable information for boarders about day to day life as a boarder at the school. The school also has a comprehensive range of up to date policies and procedures that support all aspects of the school's operation. Staff are provided with easy access to the school's documentation, all of which accurately reflects how the school operates in practice. The school has extremely good provision for recording and monitoring matters affecting the welfare of boarders. The school's head maintains and monitors records of complaints and major sanctions, and also provides reports to the governing body on a termly basis. The school's senior matron monitors all health related matters effectively, and the school employs an external specialist

company to regularly review and revise all of the risk assessments in place. This process is overseen and monitored by the school's bursar. Staffing levels at the school ensure boarders are extremely well supervised by staff at all times. There is clear and effective leadership of the dedicated boarding staff team from the Housemaster and boarders enjoy positive relationships with the staff looking after them. Staff are clear about their responsibilities and are happy with the levels of staffing provided. Boarders are aware of what staff are on duty at any one time, and how to contact them. The staff group responsible for boarders is well balanced in terms of gender, operates extremely well as a team, and provides support from within the group to cover for sickness and absences. Staff at the school have job descriptions which clearly outline their responsibilities and lines of accountability. There is extremely good support provided for newly appointed staff undergoing their induction, and this includes guidance on child protection as an issue. A performance management system which includes appraisal of boarding duties is in operation and there is excellent access to further training specific to boarding.

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):

- introduce individual medication records for boarders, maintain running records of medication administered, and inform parents of non prescribed medication administered to boarders. (NMS 15).
- inform parents of how they can contact Ofsted in relation to any complaint concerning their child's welfare. (NMS 5).
- review, in consultation with boarders, the use of CCTV cameras within the school building. (NMS 37).
- devise a written policy and procedures document in relation to recruitment. (NMS 38).
- review, in consultation with boarders, the opportunities for them to contribute their views to how the boarding provision operates. (NMS 12).

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.