

Finborough School

Inspection report for boarding school

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Inspector	Jan Davies
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Date of last inspection	27 November 2006

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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

Finborough school has two boarding houses, one for boys and one girls' houses. Each house presents its own identity as housemasters, boarding staff and young people are involved in the running of the house, thus giving parents and young people a choice of boarding facilities and experience. However, there is a clear boarding ethos set down in the overall school prospectus and supporting information in order to provide a consistency and equality of service to young people. There are live-in housemasters, matron and boarding staff and are also additional boarding staff who visit and work in the houses on daily basis. Welfare provision also includes contact with the chaplain, an independent counsellor and an independent listener. The school has a medical centre, extensive sporting and leisure facilities and opportunities for young people to enjoy social and leisure events at the weekends. The school's aims are to enable boys and girls to become fulfilled individuals and responsible citizens, recognising that each pupil is unique and providing an ordered community with the facilities and ethos to instruct, encourage and inspire pupils to develop their own talents and play a full-time part in society.

Summary

This inspection covered two days and the majority of the National Minimum Standards for boarding schools, with particular in depth focus on all the key standards. Both boarding houses were visited, with the inspector spending a lunch time and an evening in each house, the majority of this time was spent having meals, chatting with and joining in activities with the young people and staff. Young people are very much involved throughout the inspection, including tours of the site, the boarding houses and giving their perspectives on the boarding facilities and how they are cared for. Young people are overwhelmingly positive about boarding at Finborough school, they present excellent behaviour and are very confident about their relationships with staff. Surveys about the boarding services were sent to 30 young people, with 100% return. These surveys are overwhelmingly positive about the care provided to young people and figures are represented in this report. The findings in each area of the Every Child Matters outcomes for young people are either good or outstanding. The inspection did not assess the environmental standards of accommodation on this occasion.

The overall quality rating is good.

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

Improvements since the last inspection

At the last inspection recommendations were made concerning a bullying survey, privacy of the showers and an appraisal system being implemented for staff with boarding responsibilities. The planned bullying survey had not been completed in response to the previous inspection report, although the work for this had been identified and an appropriate person in the school was to lead on this. The school has ensured that the communal showering facilities are more private. An appraisal system is in place to provide regular review for staff with boarding responsibilities in response to the last inspection.

Helping children to be healthy

The provision is outstanding.

The physical, social and emotional wellbeing of pupils is well met. Appropriate policies are in place to help educate pupils about substance abuse, alcohol and smoking, helped by a strong

and effective focus by staff in this area. Staff recognise that good health is very important, and the school's total curriculum promotes and addresses personal issues and health and social matters. Pupils receive good information and attend year group workshops with relevant input from external specialist professionals. Pupils are confident about approaching staff for advice and support. Pupils have access to an excellent standard of medical treatment which provides 24 hour medical cover including on-call medical or first aid provided by the nursing or matron teams. There is a well-resourced medical area within school with suitably qualified and committed staff who monitor the health of pupils. The nursing team are available to provide appropriate first aid and treat minor illnesses. They are seen as accessible and helpful by pupils. All pupils receive a full medical examination which is part of the school's health assessment. Medical staff ensure that a full and detailed medical history is obtained prior to admission and all relevant consents are sought. Pupils have full access to medical, dental and optical treatments as necessary, in full consultation with parents. Nursing staff ensure a clear record is maintained of all medical appointments and any ongoing concerns are addressed. Pupils have full access to immediate and appropriate resources when feeling unwell. The school has a clear policy on the safe storage and administration of medication. Staff demonstrate that they maintain clear and accurate records that follows the school's policy. Pupils enjoy delicious, healthy, nutritious meals that meet their dietary needs. They are very satisfied with the quality of the food provided. The catering team provide an excellent array of choice in relation to both hot and cold foods. The school successfully meets cultural and religious dietary needs of pupils. Careful thought has been given to involving pupils and obtaining feedback on which to base and plan future meals in accordance with preferences of pupils. Pupils have access to drinking water both around the school and within the boarding houses. Areas where food is prepared are very clean and well maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Finborough School continues to promote pupil's welfare protection and to keep them safe. Pupils are pleased with the good care and level of support they receive. Staff supervision and monitoring of pupils is well established. There are good arrangements in place to safeguard pupils from possible abuse because the school's policy follows the Local Safeguarding Children Board procedures and the school maintains clear links with the local authority. However, the child protection policy needs to be updated to include the contact details of Ofsted. The designated child protection co-ordinator takes responsibility for the child protection training programme. The co-ordinator has received appropriate levels of training for this role and ensures that all staff receive in-house child protection training so that they know and understand the importance of reporting concerns and are well informed of the school's procedure. Staff manage pupil's privacy and this conveys respect to them. Pupils explain that bullying is not a problem at the school. The school has clear systems in place to ensure that the staff deal with bullying effectively. The school provides a clear policy and supports the maxim referred to by staff that 'it does not accept that bullying is an inevitable part of school life, or a necessary part of growing up that sorts itself out given time'. Boarders are confident that the school's policies keep them safe. The school follows a reasonable and appropriate policy on behaviour, discipline and use of sanctions. The standard of pupils' behaviour is generally good and pupils identify that staff are clear about the consequences and the actions taken if a pupil's conduct is poor. There is a clear system of rewards to encourage positive behaviours, any sanction used is recorded and this complies with the school's own sanctions and rewards policy. The complaints policy is made available to parents, pupils and other significant stakeholders. Pupils explain that they can talk

to staff if they are unhappy about any aspect of their boarding. Records demonstrate that staff are professional and sensitive in their response to resolving any concern that is raised. The school has clear procedures in place to manage health and safety across the boarding site and takes positive steps to reduce risks to pupils. The process used for risk management is well implemented across the boarding provision, however, there is a potential small risk to boarders wellbeing and safety from the general public who can easily access the school grounds from the golf course. Staff ensure the boarding provision is safe and secure. Procedures are in place to monitor and supervise all visitors to the school. Staff are aware of the whereabouts of pupils in the boarding provision and good routines are in place for signing in and out of the boarding houses. Pupils are protected from the risk of fire. All boarders and staff are given fire safety instruction and fire drills are carried out on a regular basis. Staff recruitment procedures ensure all the necessary checks take place to ensure the suitability of persons caring for children prior to employment. The school's records of the recruitment and selection process undertaken are of a good standard. The school has a good complaints policy although it does not include the contact details of Ofsted

Helping children achieve well and enjoy what they do

The provision is outstanding.

Young people have a high level of confidence in staff, they feel listened to and supported. Young people say they have an array of people to talk to and support them with school work, hobbies, activities and any personal worries. The staff provide a clear and enthusiastic commitment to supporting and encouraging young people to enjoy and achieve educational and personal success and develop as individuals. Diversity and equal opportunities are well managed, with excellent facilitation, integration and celebration of differences. There is a wide range of activities available to young people and staff are fully committed to encouraging and supporting young people to try out different opportunities. Young people talk enthusiastically about the activities available, saying they regularly enjoy sport, enjoy musical practice and events, attend drama events and visit art centres. Some young people say they enjoy hobbies such as sailing, horse riding and attending outward bound and military type activities. There are also opportunities to go shopping and to the cinema at weekends. Some young people are involved in fundraising activities for charities. Young people's days are very busy, but they also say they have opportunity to just watch TV and relax in the later part of the evenings and for parts of the weekend.

Helping children make a positive contribution

The provision is good.

Pupils have access to various forums to ensure their views and thoughts are shared about boarding school life. This includes a school council, house and prefects meetings, environment committee and a food committee. Pupils are able to contribute their views formally and informally through the various pupil representatives. The school has also used questionnaires to elicit further feedback about a variety of topics related to boarding life. The school takes a proactive approach in response to consultation with pupils and the staff use a variety of initiatives to engage them which are well regarded by pupils. Pupils are able to retain contact with parents. They have full access to payphones which are well appointed and maintain privacy when in use. The school operates a clear policy about mobile phone usage; pupils are able to retain their phone and staff manage this effectively.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is good.

Finborough School continues to provide effective leadership and this predominantly has a positive impact on the care of pupils. The headmaster has worked hard to establish a culture of collaboration across the staff teams with positive outcomes for pupils. The school is committed to an ongoing process of change and improvement for the benefit of pupils. The School has a Statement of Boarding Practice and Principles available and a further range of accompanying material. The school provides all required information to children and their families on the services available. This includes general information about what can be expected from boarding school life. The school makes good use of the school's web site to communicate to children and families. The headmaster has clarity about how the school is managed and the school's further development, which is shared by all the staff. The boarding master is qualified, competent and manages the boarding provision effectively. Staff are provided with a good training programme that provides and builds on their professional development to meet the demands of boarding education. Staff show dedication to ensure pupils gain a positive experience from their boarding life. The pupils placed are making good progress because staffing in the school is well planned and effectively managed. The pupil's welfare is monitored within staff meetings. The management team are allocated specific roles in relation to overseeing health and safety, complaints, child protection and incidents. However, there is no clear evidence about how these records are being monitored in relation to evaluating any trends or patterns that may emerge.

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):

- ensure child protection policy enables staff to report any concerns or allegations to ofsted by providing contact details for Ofsted as outlined in NMS 23.2.
- provide the contact details of Ofsted in the child protection policy. NMS 3.4
- ensure that all areas of the school, including external grounds that could potentially be unsafe for boarders, are made as safe and secure as possible. NMS 41.6

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.