

# Windlesham House School

Inspection report for boarding school

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<b>Date of last inspection</b>	14 March 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**

Windlesham House School is a preparatory boarding school for girls and boys situated a few miles north of Worthing, West Sussex. The school is an educational charity, a company limited by guarantee known as The Malden Trust. Children between the ages of eight and 13 are accommodated at the school. Boarding is on a full time basis and accommodation is provided in the main part of the school building, with separate houses for each gender. The Headmaster is new in post, having commenced in September 2007.

### **Summary**

An excellent inspection with outstanding outcomes in four of the six outcomes areas. The school is a happy environment with children who are happy and relaxed. Staff are committed to their roles and to the welfare of the boarders. Boarders have an active role in their life at the school and engage fully in discussion groups and forums. The school take their input seriously. The last inspection carried out in March 2005 resulted in 3 recommended actions for the school to address. During this inspection these recommendations were revisited and have all been addressed.

The overall quality rating is outstanding.

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

### **Improvements since the last inspection**

The last full welfare inspection carried out in March 2005 resulted in three recommended actions and five advisory recommendations. All have been addressed. All boarders have consents for the administration of first aid. The medical centre is monitored closely on a very regular basis. All outstanding Environmental Health recommendations have been addressed. New dishwashing equipment has been installed. All punishments are well recorded and monitored. The school's restraint policy is well written and clear. The school has very good risk assessments in place for high risk activities, buildings, grounds and school trips. Other improvements since the last inspection include: the introduction of peer listeners, an appointed male counsellor, purchase of 10 new mountain bikes, more in depth risk assessments, more weekend trips, in house cleaning rather than an external company resulting in major improvements in the standard of cleanliness, more evening matrons at weekends, improvements to catering equipment, more water fountains, older children allowed iPods, more qualified nurses who cover 24 hours, seven days a week and new mini buses with improved safety standards.

### **Helping children to be healthy**

The provision is outstanding.

Boarders have access to high quality medical treatment and first aid. The medical centre is very efficiently run by qualified nurses 24 hours a day, seven days a week. All qualified nurses are currently registered with The Nursing and Midwifery Council. The medical centre is modern and hygiene standards are outstanding. Health information is requested from parents and updated on a regular basis. Record keeping is excellent. The nurses have a close working relationships with a group of local General Practitioners who visit the school for surgeries and offer advice. The school will also access other health related professional for advice. The centre is computerised although not currently linked to the general practitioners' computer system. All boarders are registered with the local general practitioners. Staff are suitably trained to

administer first aid. All boarders have consents for the administration of first aid and medication administration in place. The nurses are committed to keeping up to date with school health issues and regularly attend conferences and training. Policies and procedures are of a very good standard. Boarders who are ill receive constant supervision by the qualified nurses in very comfortable surroundings. There is separate accommodation for sick girls and boys. Health information is shared between the medical centre and boarding staff on a need to know basis. The nurses are well informed of the issues around confidentiality. Information that is shared can be found in the staff room; areas such as who cannot swim, who is in the medical centre, and who cannot do physical education lessons. This is updated on a daily basis. The school has a very effective Personal, Social and Health Education programme that is age appropriate and relevant to the needs of the children. Feedback from boarders was that they feel comfortable with accessing the medical centre if necessary. The catering staff responsible for the provision of meals have a very good understanding of children's needs and wishes regarding a balanced diet. The variety, quality and quantity of food is very good. The school excels in its practice of having designated staff who monitor the food taken by each child at meal times, and who encourage each individual child to have a healthy balanced meal. The food is good in variety and caters for many different diets. Fresh vegetables, salad and fruit are available at all meals. The dining room is of a good size and children can choose where they sit. The cutlery is clean although crockery is plastic. Boarders are actively involved in the food provision via the food committee that meets regularly with the catering department. Areas raised have been addressed, such as more water fountains, and less salt in the food. Boarders are very positive about the food committee. All boarders have access to drinking water, juice, and snacks outside of meal times. Feedback from boarders was very positive about the food provision.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The school has a robust and responsive anti-bullying policy. Boarders feel confident that issues associated with bullying behaviour are rigorously addressed. Boarders have a clear understanding of what constitutes bullying or intimidating behaviour. The school recently raised awareness further by engaging pupils in open debate as part of the national anti-bullying week. Boarders are protected from the risk of harm or abuse. The school provides all staff with suitable child protection training on a regular basis. Boarding staff have a clear understanding of key child protection matters. The school liaises with the local child safeguarding team in respect of producing robust policies, practices and procedures. Adequate recruitment procedures ensure that in general no members of staff work with pupils unless all the required checks have been confirmed. However, two recently employed gap students started at the school prior to their Criminal Records Bureau (CRB) checks being confirmed. All other adults living on the school site have been suitably checked. The school's Child Protection policy is currently being reviewed following the introduction of new Sussex Child Protection and Safeguarding procedures. The school addresses inappropriate or negative behaviour in a suitable manner. Boarders understand what sanctions can be implemented and feel these are fair and only used when necessary. The use of sanctions is kept to a minimum within a general ethos of rewarding boarders for positive actions, effort and displaying responsibility. Fire safety is addressed in a suitable manner with regular drills, tests and servicing ensuring the wellbeing of pupils and staff alike. The school strives to maintain a safe environment and continues to make improvements in conjunction with the local fire safety service. Boarders clearly knew how to evacuate in the event of an alarm being activated. Since the last inspection the school has installed a key pad entry system to all building entry points thus increasing the safety of pupils and the general security of the premises.

Suitable changing and bathing facilities provide boarders with adequate privacy. No concerns were raised by boarders that they did not have their privacy respected. The school ensures that any risks posed to boarders are addressed in a comprehensive fashion. Excellent risk assessments address all environmental, activity and leisure matters without limiting opportunities for boarders to engage in an active and fulfilling experience. A robust system monitors the level of incidents and subsequently allows the school to reduce the risks further wherever possible.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The school excels in its approach to offer all children an outstanding variety of activities. The support given to children and the organisation involved in enabling them to access activities is commendable. The range of activities is huge with over one hundred clubs and groups they can participate in. These range from arts and crafts to engineering club to mixed football and swimming. Activities are changed according to the season. Very good systems are in place to monitor which activities each child is participating in each day. Personal support is another area that the school excels in. The staff are very committed to ensuring all boarders have someone to talk to if they need to. There is clear guidance for staff and boarders, such as peer listeners, regarding support. The school has recently employed a male counsellor to compliment the female counsellor already in place. The Headmaster's wife plays a very important role in the pastoral side of the school. She has daily contact with boarding house staff and medical centre staff together with being very visible around the school, including meal times. She communicates with the children at ease, and children were at ease talking to her. Throughout the inspection children were happy and relaxed and spoke freely about life at the school. Feedback from boarders confirmed the variety of staff they would go to for support. Information available in the pupils' handbook, under The Windlesham Charter, identifies the many people they can access if things go wrong. The school values the different cultural needs of its boarders. During the inspection the inspectors heard of, or saw no inappropriate discrimination of gender, disability, race, religion or culture. All children are given the same opportunities to participate in all areas of the school life. Boarders at the school do have busy lives but also have sufficient free time. No onerous demands were seen during the inspection for any individual child. Boarders have designated prep time and rooms designated to do prep. These times are very well supervised.

### **Helping children make a positive contribution**

The provision is outstanding.

Boarders are considered an integral aspect of Windlesham School with their views and wishes being acknowledged and acted upon. Boarders are encouraged and supported to contribute to the manner that they receive boarding provision. The school harbours an ethos where boarders are encouraged to show responsibility, co-operation and respect. Such an ethos is reciprocated with several forums, such as the peer listeners' group, food committee and school council, meeting regularly. These forums are open and interactive allowing boarders a formal arena to contribute their thoughts. Each forum is facilitated by a member of staff who manages each meeting in a child focused and sensitive manner. Recent outcomes include the installation of a drinking fountain in the dining room and the lessening of salt content within school meals. Older boarders are given responsible tasks, such as answering the boarding house phone in the evening or encouraging their younger peers to settle down when in the dorm. This process is overseen by boarding staff and was seen as offering older boarders an appropriate opportunity

to become role models. Without question boarders felt they are listened to and contribute to the school culture in general and the boarding regime in particular. Boarders are assisted to maintain contact with their families and friends. Many boarders have their own mobile phones whilst an adequate number of payphones are provided for boarders to use after lesson time. Suitably private areas are provided to make calls. The school maintains excellent communication links between themselves and parents. Parents are given direct telephone numbers to the particular housemaster or housemistress who cares for their children. A comprehensive email system and newly established text link allows the school to contact parents at very short notice. Boarders felt the school helps them to keep in touch with their parents whilst they are living away from home.

### **Achieving economic wellbeing**

The provision is good.

The school provides boarders with accommodation that is well organised and supervised. The houses provide appropriate protection and separation of boarders by age and gender. The girls' boarding provision is of an excellent standard with the boys' being of a good standard. Plans are in place to update the boys' boarding accommodation in the next year. Systems are in place for boarders to keep valuables safe. In general all boarders felt the accommodation was very good. Boys voiced their thoughts about the girls having bedside lamps and bedside tables. The school is aware of this and development plans will address this in the future. All accommodation is very well lit, heated and comfortable. All communal areas in the boarding houses are brightly painted and child friendly. Boarders have areas around their beds that they can personalise. The standard of maintenance and cleanliness is high. The toilet and washing provision is very good and ensures privacy for all boarders when using them. The standard of cleanliness is high.

### **Organisation**

The organisation is outstanding.

The Headmaster and his wife are new in post, having commenced at the school in September 2007. The management is highly effective and coordinated. The welfare of the boarders is given a high priority. All but 17% of the pupils are boarders. There are high numbers of staff who are trained and sensitive to boarders' needs. They receive regular training to ensure they are up to date. The style of management ensures all staff are clear about their responsibilities. Staff are committed to providing excellent boarding provision. The school provides clear and detailed information to parents and boarders about the boarding practices and principles of Windlesham House School. The management of the boarding provision has a high profile in the school with designated roles and clear lines of responsibility. The school Governors are very active and put the boarding provision as a high priority. The lines of accountability are clear. Boarders are protected by high quality risk assessments to cover any crises that relate to the welfare of boarders. The risk assessments have been updated since the last inspection and are now of a high standard. They are drawn up and monitored by the bursar. The boarding houses are very well organised and provide a safe and secure environment for children. The number of staff available for supervision of boarders is very high. There is clear information for boarders to know which member of staff is available at all times of the day and night. Boarders report they have no difficulty in finding a member of staff when they need to. During the inspection there were always high numbers of staff present in the houses. Staff receive training commencing with Induction and regular updates. They have clear job descriptions. Staff have copies of written guidance on boarding policies and practice. Boarders are very closely supervised, due

to their age, and staff are aware of their whereabouts at all times. They are not allowed to leave the school site unaccompanied. Staffing for organised trips away from school is of a very good standard. The school's long term development plan supports the boarding environment and provision. Relationships between staff and children are relaxed, friendly and appropriate in manner. This is a happy school with happy children, with staff who are committed to providing very high standards of care.

## 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 all gap students have a Criminal Records Bureau check or equivalent if appropriate ( NMS 38)
- consider replacing the plastic crockery with an alternative ( NMS 24)
- continue with plans to upgrade the boys' boarding provision ( NMS40)

## 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.**